

# Inspection of an outstanding school: Robert Owen Nursery School

43 Commerell Street, Greenwich, London SE10 0EA

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Inspection dates:

18 and 19 July 2023

## **Outcome**

Robert Owen Nursery School continues to be an outstanding school.

## **What is it like to attend this school?**

Children, along with parents and carers, arrive with smiles on their faces at this school. Staff greet them warmly. Children are keen to see their friends and to take part in all the exciting learning opportunities that are set out. Staff know all the children well. They interact with them meaningfully. Through modelling and carefully chosen questioning, staff manage to develop children's curiosity and deepen their learning.

Staff have extremely high expectations for all children, including those with special educational needs and/or disabilities (SEND). They make sure that every child meets their potential. All children are empowered to succeed. Staff use a range of communication methods and strategies to enable children to follow school rules.

In every classroom, children are highly motivated. They show eagerness to join in all the learning activities. The majority of children share and cooperate well. Children demonstrate high levels of self-control and respect for others. Even when something goes wrong or is difficult, children do not give up.

Experiences such as storytelling, story acting, woodwork and the use of the school library are regularly provided for all children. A recent whole-school visit to the zoo, linked with their arts festival, was enjoyed by all.

## **What does the school do well and what does it need to do better?**

Leaders have designed their curriculum so that it presents no limits or barriers for any child, including those with SEND. Leaders have high ambitions for all children. This is understood and consistently shared by all staff.

In every classroom, children of all ages demonstrate deep focus in their learning, for instance when children transported water from one area of the playground to the other. Children with SEND achieve the best possible outcomes. This is because staff know the children well and carefully plan their next steps. They use all the relevant information

from professionals working with each child. Staff work very closely with families, who highly value their help. The school identifies and supports children with SEND quickly.

Through carefully planned activities, children develop detailed knowledge and skills across all areas of learning. Staff check children's understanding very carefully. By doing so, they also identify any misconceptions that children may have and respond appropriately. Staff make sure that children have enough opportunities to practise using and understanding numbers every day. The opportunities are hands-on and purposeful. This helps children to become confident in early mathematics.

Staff read to children with enthusiasm. They excite children, who are, therefore, fully immersed in the many stories they hear. Staff introduce children to new ideas and vocabulary seamlessly. They get children excited about reading. This enables children across the school to enjoy books independently. Children often sit in quiet areas to look through books and retell previously taught stories. They enjoy visiting the school library each week to choose and borrow a book to share at home with their families.

Children behave exceptionally well across the school. They manage their own feelings and behaviour very well. Staff help children develop a sense of right from wrong, including during story times. They encourage children with regular messages about how to keep healthy, physically and mentally. Staff provide children with many opportunities to develop their independence and sense of adventure. For instance, children explore the woodland area, which develops their wonder and curiosity about the world around them. They take part actively in drama and yoga activities. Staff encourage children to focus and to practise reflection techniques.

Despite recent challenges with the recruitment of staff, the governing body and leaders have ensured that the provision for every child has been consistently high. Their management of this has been impressive. This is reflected in the overwhelmingly positive feedback from parents and all staff.

Staff feel listened to and feel that their well-being is always considered. Leaders prioritise continuous professional development for staff. This enables staff to develop their expertise and become highly skilled at implementing the curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders understand their school community well. They work closely with the local authority and other professionals to support their pupils and families. All staff are vigilant and routinely report any concerns they have. They receive regular safeguarding training and know what signs to look out for, including for children with complex needs. Governors are aware of their statutory duties. They talk to leaders about safeguarding regularly. Children are kept safe here.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in July 2013.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	100102
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10255536
<b>Type of school</b>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	197
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Maggie Shields
<b>Executive headteacher</b>	Jo Graham
<b>Website</b>	<a href="http://www.robertowenearlyyears.org.uk">www.robertowenearlyyears.org.uk</a>
<b>Date of previous inspection</b>	7 November 2017, under section 8 of the Education Act 2005

## Information about this school

- This is a nursery school for children aged two to four.
- The school is in a partnership with a local primary school. The executive headteacher works across both schools.
- The school does not currently use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with senior leaders, members of the governing body, including the chair, and the local authority school improvement partner.
- The inspector spoke to children to understand their views about the school.
- The inspector did deep dives in the following areas: communication and language; personal, social and emotional development; and expressive art and design. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample

of lessons with senior leaders, met with teachers and looked at samples of children's work. The inspector also considered the curriculum in other subjects.

- The inspector considered the behaviour of children during lesson visits and around the school and observed children as they arrived at school in the morning.
- The inspector considered the effectiveness of safeguarding through discussions with leaders, teachers and support staff. This included a scrutiny of records relating to safeguarding, including pre-employment checks.
- The inspector spoke to staff about their workload and well-being. The views of staff, pupils and parents were considered, including responses to Ofsted's online surveys.
- The inspector considered a wide range of documentation provided by the school.

### **Inspection team**

Aliki Constantopoulou, lead inspector

His Majesty's Inspector

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