

# Inspection of a school judged outstanding for overall effectiveness before September 2024: Rosegrove Nursery School

Havelock Street, Burnley, Lancashire BB12 6AJ

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Inspection date: 19 November 2024

## Outcome

Rosegrove Nursery School has taken effective action to maintain the standards identified at the previous inspection.

## What is it like to attend this school?

Children are provided with an exceptional start to their education at this school. The school is highly ambitious for children, including those with special educational needs and/or disabilities (SEND). This stems from the aspirational curriculum that skilled staff immerse the children in, helping them to achieve extremely well.

The school has high expectations of children's behaviour. From the moment children join the two-year-old provision, they learn the importance of taking turns and cooperating. Children do all that they can to meet the high expectations of behaviour that the school has. This helps to create calm and purposeful classrooms, filled with children who feel safe, happy and are keen to learn.

Staff support children ably to develop the vocabulary that they need to express their feelings and emotions. This enables children to seek help confidently and support from adults and from one another. Children who need extra help to manage their emotions are supported well by nurturing staff.

Children begin to learn how they can help others through acts of charity and kindness. For example, they make Christmas cards for the residents of a local care home and bring in donations for a community food bank.

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

The school's curriculum is designed meticulously to meet the needs and interests of children, including those with SEND. The school has carefully considered what children

should learn in the two-year-old provision and how this is built upon when they progress to the Nursery Year. Furthermore, the curriculum looks to the important knowledge that children will need in readiness for the Reception Year at primary school.

Staff are highly trained in educating young children, including two-year-olds. Many staff are experts in their field. Staff have effective means to identify any gaps in knowledge that children have. Their understanding of individual children, coupled with an excellent knowledge of child development, enables staff to design high-quality learning activities. This helps children to flourish. Many children are exceptionally well prepared for the next stage of their education.

The development of children's communication and language is seamlessly woven across the different areas of learning. Children with SEND who have additional communication and language needs are supported very well at the school. The school's effective systems ensure that children with SEND benefit from well-chosen resources that allow them to access the same curriculum as their classmates.

Children experience a broad range of books across the different classes. The school is ambitious for children to develop a rich vocabulary. High-quality books, coupled with a wide range of nursery rhymes and songs, help children to broaden their understanding and use of different words.

Children act sensibly, take care of resources and are very considerate towards one another. The school works well with families to ensure that children attend the nursery regularly. This allows children to benefit from the excellent standard of education that the school provides.

Children encounter a broad range of wider development opportunities. For example, they begin to understand which foods and drinks are healthy for them. This is modelled in school with children eating a range of healthy snacks and drinking either milk or water. Children begin to learn about the world around them. This includes visits to local shops, and a trip on the bus when visiting a nearby farm.

Governors support and challenge the school in a highly effective way to improve the quality of education. They work with the school to realise the agreed values. This has made a positive contribution to maintaining the standards identified at the previous inspection. The school's willingness to seek out and engage with educational research opportunities has also contributed to this. Parents and carers value the strong levels of communication between them and the school. This helps parents to understand and be able to support their child's next steps of learning.

Staff are extremely proud to work at the school and value the consideration and support that the school shows towards them. For example, they welcome the training that they receive, which helps them to deliver the curriculum exceptionally well. Staff appreciate the school's actions to keep paperwork to a minimum. This ensures that they use most of their time helping children learn.

## Safeguarding

The arrangements for safeguarding are effective.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be outstanding for overall effectiveness in October 2019.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

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| <b>Unique reference number</b>             | 119070   |
| <b>Local authority</b>                     | Lancashire   |
| <b>Inspection number</b>                   | 10348126   |
| <b>Type of school</b>                      | Nursery  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 2 to 5   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 81   |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Neil Yates   |
| <b>Headteacher</b>                         | Sarah Jones  |
| <b>Website</b>                             | <a href="http://www.rosegrove-nur.lancs.sch.uk">www.rosegrove-nur.lancs.sch.uk</a> |
| <b>Dates of previous inspection</b>        | 30 and 31 October 2019, under section 5 of the Education Act 2005                  |

## Information about this school

- The school provides educational provision for two-year-old children.
- The school does not make use of alternative provision.
- The governing body operates a breakfast club and after-school provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation of the school.
- The inspectors visited a sample of lessons, spoke to some children about their learning and looked at samples of children's work.
- The inspectors spoke with the headteacher, other school leaders and members of staff.

- The lead inspector spoke with members of the governing body, including the chair of governors. He also spoke with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and children; and considered the extent to which the school has created an open and positive culture around safeguarding that puts children's interests first.
- The inspectors observed children's behaviour in lessons.
- The inspectors spoke with staff about their workload and well-being. They also considered the views of staff shared through Ofsted's online staff survey.
- The inspectors spoke with some parents and carers. They also considered the responses to Ofsted Parent View. This included the free-text responses.

### **Inspection team**

David Robinson, lead inspector

His Majesty's Inspector

Sandra Hamilton

Ofsted Inspector

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