

INSPECTION REPORT

JAKEMAN NURSERY SCHOOL

Balsall Heath, Birmingham

LEA area: City of Birmingham

Unique reference number: 103136

Headteacher: Mrs. B. Chaudhri

Reporting inspector: Alison M Cartlidge
23609

Dates of inspection: 13th March 2000

Inspection number: 194055

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery
School category:	LEA maintained
Age range of pupils:	3 – 4 years
Gender of pupils:	Mixed
School address:	Jakeman Road Balsall Heath Birmingham
Postcode:	B12 9NX
Telephone number:	0121 440 3066
Fax number:	0121 440 8310
Appropriate authority:	The Local Education Authority
Name of LEA responsible officer:	Mrs. C. Knight
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Alison M Cartlidge	Registered inspector
Roger Williams	Lay inspector

The inspection contractor was:

Barron Educational Co Ltd

Hendre
Loudwater Lane
Rickmansworth
Herts
WD3 4AN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
The very good leadership of the headteacher helps all members of staff to work well as a team.	
Good teaching enables children to learn quickly.	
The excellent relationship between the school and parents supports the children's learning.	
The school takes very good care of the children.	
Very good opportunities are provided to help children with their social and cultural development.	
The children are very enthusiastic to learn.	
WHAT COULD BE IMPROVED	13
Insufficient use is made of the attractive outdoor area to further promote children's learning.	
The long-term plan for school development lacks detail and does not identify how the school's surplus of money is to be spent.	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	14

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The nursery school is situated a mile from the centre of the City of Birmingham. There are 72 children on roll between the ages of three and four years. Six of these children attend part-time. Most children start school in the Autumn term of the year they become four years old and are taught in two classes. Children come from a variety of home backgrounds, with 88% having English as an additional language. The most frequent home languages are Punjabi, Urdu and Arabic. The number of children entitled to free school meals is 21. This is above the national average, although 20% lower than at the time of the last inspection. There are five children on the register for special educational needs and one child has a statement of special educational need. These figures are low, however attainment on entry to the school is below average because many children have limited spoken English and have had no previous pre-school education.

HOW GOOD THE SCHOOL IS

Jakeman Nursery provides children with a good education. The competent and well-trained staff is very well led by the headteacher and the school enjoys excellent support from its parents. Children are given a good range of stimulating experiences enabling them to make good progress in all areas of learning. By the time the children leave the nursery most are on target to achieve the nationally agreed educational standards for children by the age of five. They are on target to exceed expectations in personal and social development.

What the school does well

- The very good leadership of the headteacher helps all members of staff to work well as a team.
- Good teaching enables children to learn quickly, particularly spoken English.
- The Headteacher has established an excellent relationship between the school and parents and this supports the children's learning.
- The school takes very good care of the children by regularly monitoring their personal needs.
- Very good opportunities are provided to help children with their personal, social and cultural development.
- The children are very enthusiastic to learn because the activities provided are exciting.

What could be improved

- Insufficient use is made of the attractive outdoor area to further promote children's learning.
- The long-term plan for school development lacks detail and does not identify sufficiently how the school's money is to be spent.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection in April 1997. An appropriate new system for assessing children's attainment and progress has been introduced. The registration of the children and their collection times have been successfully reviewed. Members of staff have received effective training in the use of the new computers. These changes have not been in place long enough to have had a significant impact on further raising standards. The school has maintained the standards of attainment and quality of teaching found at the time of the last inspection.

STANDARDS

The table summarises inspectors' judgements about the achievements of pupils in relation to the desirable learning outcomes, by the time they leave the school.

Performance in:		Key
Language and literacy	C	Well above average A
Mathematics	C	Above average B
Personal and Social development	B	average C
Other areas of the curriculum	C	below average D
		well below average E

By the time the children leave the nursery most are on target to achieve the national standards expected by the age of five years, in all areas of learning. They are on target to exceed expectations in personal and social development. Children achieve well and make good progress. Children make very good progress in learning to speak English. Children with special educational needs are well supported and make good progress towards the targets set in their individual education plans. There is no significant difference in the attainment of girls and boys from different home backgrounds.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children are very enthusiastic and have plenty of confidence enabling them to take an active part in all the exciting activities provided.
Behaviour, in and out of classrooms	Overall good. Children behave very well when working in the classrooms with or without support from adults. Occasionally children become over excited and too boisterous when playing outside.
Personal development and relationships	Good. Children are polite and friendly towards adults and work well together playing games and sharing equipment. They show independence by choosing activities and helping to tidy away resources at the end of sessions.
Attendance	Satisfactory. The school awards good attendance certificates to encourage parents to bring their children to school regularly. However, some parents take their children on extended holidays and this means they miss part of their education.

The excellent links between the home and school enable children to settle at the nursery quickly. The respect shown for the different cultural backgrounds of the children is effective in making children feel welcome and valued.

TEACHING AND LEARNING

Teaching of pupils:	
Lessons seen overall	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching by teachers and nursery nurses is good overall in all areas of learning, enabling children to learn effectively. Teaching is satisfactory or better in 100% of lessons of which 29% is good and 14% is very good. There is no unsatisfactory teaching. Particular strengths in teaching are the constant use of a breadth of vocabulary to support children with English as an additional language, the extensive subject knowledge of members of staff and the exciting way activities and displays are presented. The bilingual support assistants provide unobtrusive but effective support for children with limited English. Children with special educational needs are provided with their own resources specifically designed by the competent learning support assistant to match their particular interests and needs. All members of staff know the children well and are sensitive to their individual needs. This makes it possible for children of differing abilities to learn equally well. The level of support adults give children when working outside is satisfactory but not of the same high quality as that seen in class. This means that children make less progress in developing knowledge when working outside.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall good. There is a very good breadth and balance to the indoor curriculum. Teachers' planning for the use of the outdoor area is less well developed and does not include the same breadth of opportunities. Children are given very good opportunities to extend their learning when meeting visitors and visiting places of educational interest.
Provision for pupils with special educational needs	Good. Careful management means that children are well supported in meeting the targets identified in their individual education plans.
Provision for pupils with English as an additional language	Very good. Children are effectively supported in their learning by the use of their first languages in signs around the school and in spoken support from the bilingual assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall very good. Children are given very good support in sharing their own and learning about other cultures and in developing socially. Various festivals of the major world faiths are celebrated and good social skills are constantly being taught and reinforced. Provision for spiritual and moral development is good.
How well the school cares for its pupils	Very good. All members of staff are very well informed about health and safety matters and know the children's individual needs well. The excellent partnership that exists between the school and parents means that any concerns can be carefully monitored and supported.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a very clear vision for the future development of the nursery and is very successful in enabling all members of staff to take an active role in managing the work of the school. Her work with parents and the local community is a particular strength.
How well the governors fulfil their responsibilities	There is no governing body. A local education advisor provides effective support and guidance as the appropriate authority.
The school's evaluation of its performance	Good. Teaching and the curriculum are monitored and evaluated in daily meetings in each class. The assessment of the children's attainment and progress is used to identify future areas for whole school development.
The strategic use of resources	Satisfactory. Funding is spent appropriately to support new developments. Members of staff and learning resources are used effectively. There are insufficient plans to show how money is to be spent in the long-term.

The school is careful to apply the 'best value principles', to the part of the budget it manages. However, it does not consider formally the effectiveness of spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good progress made by children. • Approachable members of staff. • The school enables children to become more responsible. • Members of staff have a good awareness of children's individual needs 	

The inspection team agrees with the parents' positive views. Parents are exceptionally supportive of the work of the school and there are no significant aspects of the school's work they would like to see improved.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The very good leadership of the headteacher helps all members of staff to work well as a team

1. The headteacher provides a very clear vision for the future of the school and this is successfully shared with all members of staff. The school aims are clearly stated in the prospectus for parents and are followed by all members of staff. These were also strengths of the school's work at the time of the last inspection. The headteacher is successful in bidding for additional funds and resources to support school development. For example, money from a children's charity helped to purchase useful playground equipment. The headteacher's enthusiasm for the school is infectious and encourages members of staff to achieve their best in their work.

2. There is a very strong commitment to further raising standards and developing the school. This is brought about by whole staff involvement in a self-evaluation project, daily curriculum and assessment review meetings and staff meetings. All members of staff are clear about their roles and responsibilities and are enabled to fulfil them successfully by the good support provided by the headteacher. In the daily review meetings led effectively by the teachers, nursery nurses, bilingual assistants and learning support assistants are confident in sharing their observations and views on how successful the teaching sessions were, how ideas can be further developed and what was less successful and why? They effectively add their particular expertise to discussions on the progress of individual children. These discussions mean that the curriculum can be constantly adjusted and improved to meet the needs of the children.

3. The appointment of new members of staff is carefully considered by the headteacher to broaden expertise in the school. For example, the teacher appointed in the last two years was specifically chosen to help lead the development of information technology at the school. This recruitment policy, along with extensive training opportunities, has led to a good level of staffing and a wide breadth of relevant experience amongst the staff.

4. Other members of staff play important roles in the successful running of the school, allowing teachers, nursery nurses and learning assistants to concentrate on teaching the children. The school secretary is very effective in the day to day administration of the school and the site manager keeps the building clean. Midday supervisors ensure that lunch-times are mostly calm and harmonious.

Good teaching enables children to learn quickly, particularly spoken English

5. As at the time of the last inspection the quality of teaching is good with no unsatisfactory teaching. Teachers and nursery nurses have a good knowledge of the curriculum for children under five and this enables them to plan stimulating activities that capture the children's enthusiasm and makes them keen to learn. All activities have a strong practical emphasis. The weakness identified at the time of the last inspection in staff confidence in the use of information technology has been successfully tackled through thorough training. Members of staff are now well placed to support children in their learning through the use of the new computers and the digital camera. The inappropriate use of worksheets observed during the last inspection is no longer evident.

6. Colourful and interesting resources and displays help to make activities inviting and members of staff provide effective support when children are working with them. At the time of the last inspection displays of work were satisfactory. These are now good. Members of staff work hard to ensure displays are very attractive and interesting, providing children with opportunities to discover more. For example, a display of books and models about mini-beasts includes developing caterpillars and magnifying glasses so that children can study them more closely and a book in which they can draw what they have seen. Resources are used particularly effectively in setting up imaginative role-play situations such as the 'clinic' and the 'garden centre'. In the 'clinic', the teacher encourages children to experiment with their 'writing' in 'appointment books' and uses stethoscopes, first aid kits, telephones and dressing-up clothes to help encourage discussions. In the 'garden centre', children help to make flowers, labels and shop signs and learn that money is needed to buy

things.

7. A particular strength is the care taken to teach new words clearly. This means that the high number of children for whom English is an additional language, make very good progress in learning English vocabulary. For example, when children were planting seeds with one of the nursery nurses they learnt many new words including 'compost', 'mulch', 'bigger', 'smaller', 'more', 'less' and 'empty'. Questioning is used effectively to extend the children's understanding. Effective bilingual support assistants provide unobtrusive support for the children with very little spoken English, including some who have only been in the country for a short time. Assistants share books with the children and discuss the activities with them successfully using a mixture of English and their first languages to aid understanding.

8. All members of staff work hard to develop the children's confidence and are sensitive to their individual needs. They are skilled in adapting plans and activities as necessary. For example, when one child was struggling to cut out a flower drawn on a large piece of paper a teacher reduced the size to make the task more manageable. They help children to increase their confidence by using praise effectively and by successfully encouraging them to ask questions. Children with special educational needs are provided with their own resources specifically designed by the competent learning support assistant to match their particular interests and needs.

The Headteacher has established an excellent relationship between the school and parents and this supports the children's learning

9. The headteacher devotes much of her time to supporting parents and developing their partnership with the school. This means that parents are made to feel very welcome and are able to provide their children with support at home. Since the last inspection a small meeting room for parents has been extended. Several courses are organised for the parents including English and health workshops. A bilingual assistant has responsibility for further developing links with parents and the wider community.

10. The school runs a parent and toddler group once a week and parents have the opportunity to borrow toys from the lending library to use with their children at home. Parents are given further opportunities to come to school. For example, parents were invited to join their children planting bulbs in the school grounds. All these activities help children settle into school quickly and start learning straight away.

11. Parents bring the children into the classrooms at the start of sessions and are able to discuss any concerns with members of staff at this time. A file showing samples of work and children's progress towards the targets included in the early years assessment used, are available for parents to read at all times. A more formal opportunity for parents to discuss their children's attainment and progress is held at the end of the school year. The children are encouraged to take books home to share with their parents.

12. The school provides good quality newsletters to keep parents fully informed about new developments and forthcoming events. The bilingual assistants are available to explain these to parents when required. Notice boards in the classrooms and the school entrance provide additional information and advice. A well-presented brochure is given to prospective parents.

13. Parents are all very positive about all aspects of the work of the school. As part of the self-evaluation project the school has organised interviews with parents to take their views into consideration when planning future developments. Interpreters are provided when necessary so that no group of parents is excluded from the process. A 'Friends of Jakeman' support group has recently restarted.

The school takes very good care of the children by regularly monitoring their personal needs

14. The school has very thorough procedures for the identification and protection of children at risk. All members of staff are fully trained and knowledgeable and share any concerns appropriately. One of the nursery nurses has overall responsibility for effectively monitoring health issues although all members of staff are currently undergoing training in first aid. Children's personal needs are very successfully monitored in daily staff meetings where concerns are identified and discussed when appropriate. There are close links with the social services and other external agencies. This means that all children are given the necessary support to enable them to fulfil their potential.

15. Teachers carry out monthly risk assessments in their classrooms to ensure that the environment is safe for the children. The site manager carries out weekly checks when cleaning the school.

16. Every opportunity is taken to teach children about health and hygiene. Children are reminded to wash their hands before handling food when making sandwiches and to wear gloves when handling soil when planting seeds. Care is taken to ensure tables are thoroughly cleaned before snack times and at lunch-time. Members of staff are careful to observe religious dietary restrictions when serving the children lunch. All children and their parents are given the opportunity to visit a health education van when it parks outside the school each year.

17. The weakness in written records for children with special educational needs identified at the last inspection has been rectified. Individual education plans now give clear guidance to members of staff on what children need to learn next. Assessment procedures for the academic progress of all children have been improved. These have not been in place long enough to raise attainment further.

18. The very calm atmosphere created by members of staff in the classrooms helps children to feel secure. At the start of the morning session a successful settling in time allows the less confident children to be prepared for their parents to leave. Any minor upsets, are swiftly and competently dealt with by members of staff.

19. Children are made to feel special. For example, a thoughtful celebration of a child's birthday was enhanced by the 'special delivery' of a card from all the staff and children. Another child's request for the fish and fishing nets was carefully included in the next day's lesson plans to support his particular interest. Class books are made depicting the interests of each child in the class and this helps to further raise the children's self-esteem.

Very good opportunities are provided to help children with their personal, social and cultural development

20. Members of staff work hard to promote and value the beliefs and traditions of all cultures including those represented by the children. This is successfully achieved by sharing festivals of different faiths such as Diwali, Christmas and Eid and by using children's home languages in displays and home-made class books. Festivals are celebrated by holding parties at school, making cards and performing plays for the parents. During the parties, members of staff dress in appropriate costumes and take part in traditional dances. Saints' days are also respected and celebrated. For example, St. Patrick's day cards are displayed and soda bread baked to help celebrate the day. When making sandwiches with a group of children one nursery nurse showed interest in other languages by asking various children to teach her the word for 'cheese' in their first languages.

21. Other cultural opportunities include attending local theatre performances, visiting places of worship and enjoying visits from a puppeteer. The school has a wide range of multi-cultural resources such as dual language books and musical instruments that greatly enhance provision and have a positive impact on standards.

22. Members of staff are very vigilant when reinforcing good social skills. They provide good role models by showing children respect and reminding children to say 'please' and 'thank you'. Parents are pleased that their children are reminded to use good manners at school. Members of staff are careful to choose children who answer politely, listen well and wait patiently. Specific training sessions such as at lunch-time are also very effective in raising standards. For example, members of staff sit with the children and show them how to lay the table correctly and how to eat properly at the same time as sharing civilised conversations.

23. Children are successfully encouraged to work co-operatively when taking part in group-art projects. For example, after studying a picture by Monet a group of children produced a large painting in the same style. They also work together sensibly in role-play situations.

24. Children are taught how to look after living things such as the school rabbit and the seeds they plant. They are given the opportunity to consider feelings when making books showing faces with different expressions. Children are encouraged to think about people in need by collecting harvest gifts for the homeless and raising money for charity.

25. Children are given very good opportunities to become responsible. When they arrive in the nursery each day they select and display their names on a board to show who is present. They find their own work-books and select the activities they wish to work on. At snack time they are encouraged to select and pour their own drinks. At the ends of sessions children are successfully taught how to clear away resources, hang up their aprons and dispose of any waste. At different times of day children are chosen to help with tasks such as counting out the beakers for snack time and counting the names on the attendance board.

The children are very enthusiastic to learn because the activities provided are exciting

26. From the time they enter the nursery at the start of a session children are keen to become involved in the activities. They settle quickly to a task and concentrate well for a good length of time. This is because the activities are carefully chosen to provide sufficient interest. Transition from one activity to another is done without fuss and children are prepared to wait for their turn if the activity is already full.

27. Children are happy at school and are keen to share their experiences with adults and one another. They quickly learn to listen when other children are talking. For example, one child started a discussion on India following a recent visit.

28. During whole class sessions children join in enthusiastically when singing well known songs. Children particularly enjoy exploring the properties of various materials such as the cooked spaghetti in water and the toy mini-beasts in the sand tray. They show confidence when taking part in role-play activities and work well together. Even towards the end of a long day, children maintain interest in their work and concentrate well.

WHAT COULD BE IMPROVED

Insufficient use is made of the attractive outdoor area to further promote children's learning

29. Since the last inspection there have been several worthwhile developments in the outdoor play area. The grassed area has been attractively landscaped and new play equipment has made the area more inviting. Children have helped plant a 'sensory' garden and local artists have provided interesting sculptures.

30. However, teachers make insufficient use of the outdoor area to support children in their learning and to broaden even further the curriculum the children are given. Teachers' planning does not include regular opportunities for children to extend their learning when working outside. The same activities are planned every week with the exception of occasional 'skills' sessions when teachers choose to work outside with a group of children. Children do not have access to the outside play area for the first hour and a quarter and this means that some children are very boisterous when they are first allowed out and standards of behaviour occasionally suffer. In addition all children return indoors after thirty minutes and some children are reluctant to come in at this time.

31. Members of staff work in a largely supervisory role when supporting children outside and do not provide the same effective support for children as they do in the classrooms. This means that opportunities to extend learning and develop children's skills are missed. For example, the out-door

role play area is set up as a café but it has few resources to make it inviting, no 'signs' and 'menus' to encourage language and literacy and mathematics and members of staff do not talk with the children to promote discussion.

The long-term plan for school development lacks detail and does not identify how the school's money is to be spent

32. The school has been responsible for managing a larger part of the budget for the last year and for the first time is able to accumulate and carry forward to the next year a contingency fund. The school development plan does not show plans beyond the present year or how this money is to be spent in the future. The school ensures that spending is linked to developments but does not evaluate the effectiveness of this spending.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Improve the use of the outdoor area to further promote children's learning by,
 - Planning regular activities covering all areas of the curriculum
 - Giving opportunity for children to choose to work outside
 - Providing the same high quality adult support given to the indoor curriculum

- Improve the long-term planning for school development by,
 - Considering more than one year when writing the school development plan
 - Identifying how surplus money is to be spent
 - Evaluating the effectiveness of spending on raising standards

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	14	57	29			

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery
Number of pupils on the school's roll (FTE for part-time pupils)	72
Number of full-time pupils eligible for free school meals	21

FTE means full-time equivalent.

Special educational needs		Nursery
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		5

English as an additional language		No of pupils
Number of pupils with English as an additional language		63

Pupil mobility in the last school year		No of pupils
Pupils who joined the school other than at the usual time of first admission		2
Pupils who left the school other than at the usual time of leaving		1

Attendance

Authorised absence

	%
School data	28

Unauthorised absence

	%
School data	0

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Teachers and classes

Qualified teachers and support staff

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	23

Total number of education support staff	9
Total aggregate hours worked per week	229

Number of pupils per FTE adult	7.2
--------------------------------	-----

FTE means full-time equivalent.

Financial information

Financial year	1999
----------------	------

	£
Total income	237,844
Total expenditure	232,523
Expenditure per pupil	3,229
Balance brought forward from previous year	0
Balance carried forward to next year	5,321

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	72
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	23	1	0	0
My child is making good progress in school.	82	18	0	0	0
Behaviour in the school is good.	77	21	0	0	2
My child gets the right amount of work to do at home.	37	43	11	0	9
The teaching is good.	82	16	0	0	2
I am kept well informed about how my child is getting on.	79	19	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	79	19	2	0	0
The school is well led and managed.	84	14	0	0	2
The school is helping my child become mature and responsible.	80	20	0	0	0
The school provides an interesting range of activities outside lessons.	63	34	0	0	3