



Newburn Manor Nursery School

Inspection Report

Unique Reference Number 108430
LEA Newcastle upon Tyne
Inspection number 277969
Inspection dates 7 March 2006 to 8 March 2006
Reporting inspector Mrs Heather Evans

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Nursery	School address	Townfield Gardens Newburn Newcastle upon Tyne, Tyne and Wear NE15 8PY
School category	Maintained		
Age range of pupils	3 to 4		
Gender of pupils	Mixed	Telephone number	0191 2676065
Number on roll	78	Fax number	0191 2674693
Appropriate authority	The governing body	Chair of governors	Joe Laws
Date of previous inspection	1 October 2000	Headteacher	Mrs Celia Skilbeck

Age group 3 to 4	Inspection dates 7 March 2006 - 8 March 2006	Inspection number 277969
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This is a 78 place full time nursery in Newburn, close to Newcastle upon Tyne. Attainments vary on entry; for most they are below those expected for children of the same age nationally, especially in language development. This year, all the children are white British. None of the present group of children has identified learning difficulties and/or disabilities. An average proportion qualifies for free school meals.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This nursery has many exceptional features that make it outstanding overall. Inspection evidence supports the management's views about the school. Children have total enjoyment of all the learning experiences on offer. Parents are full of praise for all that the school does for their children. Children achieve outstandingly well. Most attainment levels exceed those expected for children of the same age. Children's personal development in all areas of learning is outstanding. The quality of teaching is good overall and some teaching is outstanding. The curriculum provision and the quality of care are outstanding. Links with outside agencies, universities, places of educational interest and the museum service enhance learning and help children to develop as independent, self motivated learners. Good use is made of the facilities in the nearby community centre.

The school is managed superbly. The quality of leadership by the headteacher, with the full support of the governing body and the teaching and support team, is outstanding. All adults share her vision and collaborate to lift attainment for every child to high levels. All children are included in every activity. The unit cost is above average, but the stimulating environment and the rich quality of learning mean that the school provides excellent value for money. All the issues listed during the previous inspection have been dealt with and the school has the capacity to improve still further.

What the school should do to improve further

There are no significant weaknesses, but the staff are working to develop their management skills through the Primary Leadership Programme, to enable them to be even more effective.

Achievement and standards

Grade: 1

From their levels on entry, below those expected for children of the same age, particularly in language and mathematical development, progress and achievement is outstanding. Most children exceed the nationally expected attainment levels for their age. The high achievements in all areas of the curriculum are due to the school's outstanding provision and precisely targeted challenging activities.

Whilst no children have identified learning difficulties and/or disabilities this year, some children find learning more difficult than others. Less confident learners achieve as well as their peers because their needs and interests are identified soon after entry, and work and learning opportunities are precisely matched to individual needs. Those who find learning and working independently easy are provided with challenging and stimulating activities that help them to learn more quickly. Excellent assessment procedures show that overall, there is no difference between boys and girls whatever their background or family circumstances. On entry, girls are further on than boys and summer born children. Through the established programme of work and play, all

children develop outstandingly well and the initial gaps identified in the autumn are closed during the year.

Personal development and well-being

Grade: 1

Children enjoy coming to school. They have excellent attitudes to learning and find the varied range of activities, from playing in the sand to work on computers, interesting and fun. Attendance is greatly improved since the last inspection, and is good for a nursery. Children are polite and friendly with adults. They work and play together, sharing equipment very well. Their behaviour is good and there are skilful strategies to help them resolve problems. Teachers listen to children's ideas and, within safe boundaries, encourage them to plan their own learning, sometimes taking risks as when blending colours or building blocks as high as they can. Children know that teachers think they are important and encourage them to learn something new each day. Everyone is proud of the vegetable garden that helps them to develop an understanding of healthy food choices and care for the environment. The healthy lunchtime menus and rich range of physical activity contribute well to this understanding. Children's spiritual, moral, social and cultural development is outstanding for their age. They learn about their own culture and that of others. They explain about Asian cooking, dress, music and dance. They learn about other cultures from visits to the museum, stories, music and art. They are enjoying an extended project with an artist in residence. Children are developing very strong personal and academic skills to prepare them for their next school.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching is good and some teaching is outstanding. Sessions are precisely planned to match the needs of groups and individuals. Focused activities capture children's interest and challenge their thinking. Staff know the children very well and provide work that systematically extends earlier achievements. Children are encouraged to think hard and achieve very well. Meticulous assessment ensures that no learning opportunities are missed.

Learning is exciting. It is lively and even noisy but is always linked to purposeful outcomes. Children and teachers use the computer suite very effectively to enrich experiences and promote independent learning. Attainment in information and communication technology (ICT) exceeds that normally found in a nursery. Progress towards learning goals is evaluated extremely well. Encouraging guidance helps all children, including those capable of doing more, to learn quickly. Those children who find learning more difficult are helped to succeed through practical challenges. Teachers extend children's sensory and practical skills and enrich their vocabulary. Within the apparently free, but in fact highly structured style of organisation, children behave

very well. At the end of sessions, children listen to what others have done and praise what they like, often using puppets or toys to show what they mean.

Curriculum and other activities

Grade: 1

The curriculum is exceptionally good. It exceeds the requirements set out in national guidance. An outstanding range of interesting and stimulating activities is superbly matched to children's needs and interests. Teachers enable children to develop as independent learners, often collaborating in small groups. Children engage in talk with adults at every step, making rapid progress. Since the previous inspection, stimulating provision has enhanced learning opportunities inside and out. High quality resources enable all areas of learning to be supported superbly well. This includes exciting role play equipment, the musical sculpture in the covered play area and the very attractive play facilities outside. Provision for physical education is good. The facilities at the community centre enrich the scope for learning. Visits to places of interest, including museums, farms and churches, extend children's experiences increasing their knowledge and understanding of the world. Music making and painting enliven day to day experiences. Children know how to keep their school and the grounds clean and tidy. They are learning how their actions influence the way the school is appreciated by the community.

Care, guidance and support

Grade: 1

Parents and friends of the school agree that the quality of care provided is outstanding. Staff know the children and their needs exceptionally well. All adults make the school a very safe place to learn. Staff are committed to the children's welfare and help them to learn how to choose a healthy lifestyle. The excellent relationships between the staff and parents and amongst the children help learning started in school to continue in the home. Clear systems are in place to track how well each child makes progress, both in their academic learning and their personal development. Parents recognise how well their children are doing and are delighted with how much they are learning. The school involves many people who have additional skills to extend children's learning experiences. Staff work with a range of agencies, parents, colleges, students and other local schools. Child protection procedures are in place and all risk assessments are carried out rigorously.

Leadership and management

Grade: 1

Leadership and management of the school are outstanding. The headteacher is highly committed to the school and the local community. She has a clear vision of how she wants the school to develop and has inspired the teaching and support staff to share her vision for excellence. She knows the school's strengths and how to plan for additional development, building on established gains. The programme of review and

improvement has brought the school forward in leaps and bounds. A very structured programme of monitoring and evaluation shows a positive trend over time. As a direct result of the headteacher's outstanding leadership, expectations and aspirations have been raised. The school has gained a number of awards for high achievement and for promoting an awareness of healthy living.

There is a strong spirit of shared leadership. Teachers manage all areas of responsibility very effectively. They plan together, enjoying a successful partnership with the headteacher. Staff have begun a programme designed to improve their teaching and leadership skills. Even the youngest children know that their ideas are listened to and confidently express their opinions. Establishing in each child the ability to make decisions for themselves is a successful part of the school's work.

The strong governing body is knowledgeable and knows it must hold the school to account. Whilst supporting the headteacher and her plans for the school, governors relish their role in performance management. The school has a very good capacity to improve even further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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The Children

Newburn Manor Nursery School

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Tyne and Wear

NE15 8PY

8 March 2006

Dear Children

Thank you for welcoming me to your nursery to see how you work and play with your friends and listen to your teachers. I enjoyed my visit very much. I found out a lot of things and these are some of my special memories.

Newburn Manor is an outstanding nursery, but you know that already because you told me. It was good to see you all come into school smiling and ready to work and learn together. Your teachers and nursery nurses are very friendly and they plan so many exciting things for you to share that I know why you are so happy.

You are all learning very quickly, getting ready for the big school. You talk and sing very well, especially when you are working in the sand and when you are painting. You use the computers very well to count, make up stories or find out new things. The way you plan for your visits to the museums and then make books about what you did, acting things out and making music and models is very interesting. I liked your garden and the musical sculpture and think that you do very well in all of your learning activities.

You tell me that things could not get any better but I have something to share with you. Your teachers are working together to learn more things so that they can find ways to make your life at the nursery even more fun. They continue will to tell your mummies and daddies about what they do so that they will have even more ideas to help you play and learn at home as well as in school.

Thank you again for letting me work with you, listen to your ideas and share in your play.

Yours faithfully

Heather Evans

Additional Inspector