



Fullbrook Nursery School

Inspection Report

Unique Reference Number 104135
Local Authority Walsall
Inspection number 286864
Inspection date 18 January 2007
Reporting inspector Hazel Callaghan

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

Type of school	Nursery	School address	West Bromwich Road
School category	Community		Walsall
Age range of pupils	3-4		WS5 4NN
Gender of pupils	Mixed	Telephone number	01922 721066
Number on roll (school)	80	Fax number	01922 721066
Appropriate authority	The governing body	Chair	C R Beilby
		Headteacher	Elaine Stringer
Date of previous school inspection	1 October 2001		

Age group 3-4	Inspection date 18 January 2007	Inspection number 286864
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Fullbrook Nursery serves a well established multicultural community. A quarter of the children are from families of White British heritage; the others are from a diverse range of minority ethnic groups, the largest number coming originally from Pakistan. Most speak languages other than English at home and many are in the early stages of learning English. Children start at the school with a range of abilities but their language skills and range of experiences are below that usually expected for children of this age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Fullbrook is a good school with many outstanding features. The key to its success is the strong teamwork of staff whose prime focus is to meet the individual needs of all children in their care. One parent's comments were typical of many received during the inspection when she wrote, 'The staff are fantastic, they are very supportive, caring and helpful.' The provision of children's care, support and guidance is outstanding and this results in children's exceptional personal development and well-being. Children enter the school with fewer experiences and levels of skills below those expected but under the care and support of all staff they feel safe, gain confidence in their own abilities and achieve well. Good teaching and a well balanced curriculum stimulate children's interest and excitement in learning. They are eager to try new activities and to explore new ideas. Those who are in the early stages of learning English are very well supported. Successful strategies quickly enable these children to gain an active vocabulary and understanding so they take a full part in all activities. By the time children leave the school they are well on their way to attaining the standards expected at the end of the Foundation Stage. Staff monitor children's progress carefully and targets are set for the next stage of learning. Not all staff are as accurate in their assessments as others and there is some inconsistency in judgements about how well children are doing, which occasionally lowers adults' expectations. The headteacher recognises the concern and checks assessments and targets carefully.

Leadership and management are good. Under the strong leadership of the headteacher the school evaluates its effectiveness accurately and successfully identifies action for further improvement. Children's progress is evaluated regularly and information is used to provide additional support or challenge where necessary. Staff know their pupils well and identify the standards they reach, but they do not have criteria for judging whether the progress made by each child is better than can be expected given their capability and starting points. This is not a significant weakness but it reduces the school's ability to compare itself with other schools and so sharpen its analysis.

The school is very successful in building an outstanding partnership with parents because it not only fosters children's education but also that of the parents through the training it provides. The role of governors has significantly improved and they now take an active role in the school's strategic planning. Based on the evidence of the many improvements made since the previous inspection, such as teaching that supports children's independent working, the school has a clear capacity to improve further.

What the school should do to improve further

- Ensure all staff know how to assess the attainment of all children accurately so that future work consistently promotes good progress.
- Seek information that will help staff to develop systems for comparing their children's progress with that of those in other nurseries so the school can identify which practice is most effective in improving their work.

Achievement and standards

Grade: 2

Children of all abilities and ethnic groups achieve well. A significant proportion start school with very little knowledge of English and staff are skilled at engaging the children and helping them to develop a range of vocabulary that supports their learning. Children settle quickly because they have met the staff before and already know the school. This very good induction reassures children and they feel confident to try new activities in a wide range of settings. Progress in language development is good for most children especially in their ability to communicate their ideas. They are soon chatting with their friends and listening carefully to their teachers' questions. Children who have learning difficulties and disabilities are identified early and small group or individual teaching sessions are used to give specific support, so children's learning moves along well. Higher attaining children also make good progress because of supportive yet challenging teaching. By the time children leave the school the majority are well on their way to attain the expected standards or higher in all areas of learning at the end of the Foundation Stage.

Personal development and well-being

Grade: 1

Children' personal development, especially their ability to work independently, take responsibility and care for one another, is outstanding. Spiritual, moral, social and cultural development is excellent. Children interact with one another very well and relationships are very good. Children greatly enjoy school. They see it as a friendly and happy place and want to attend regularly. One parent wrote that since joining the school her daughter has 'transformed into a well mannered, confident, thoughtful and caring child'. Children's behaviour is exemplary and their attitudes to their tasks are extremely positive. Children use their knowledge of how to keep safe and healthy well. They wash their hands carefully, understand how to carry tools such as scissors safely and enjoy healthy snacks. Many children want to be helpful and to do jobs for the staff. All participate in clearing away resources and toys, helping to keep the school a clean and comfortable place to work and play. Children's excellent attitudes to work and their ability to work and play together happily prepare them well for the next stage in their learning.

Quality of provision

Teaching and learning

Grade: 2

Good teaching is the main reason children learn so well. All staff have a good understanding of how children learn and are skilled at stimulating their interest so that they want to try new tasks. The fun use of a toy cat to explore new activities and the children's quick enjoyment when they spot that 'teacher has done it wrong' all

motivate children to have a go and show what they can do. The staff promote a positive learning atmosphere. Activities are well structured so all children find success and enjoyment. Well focused questioning extends children's knowledge and understanding. Support for children with learning difficulties and disabilities is sensitive and encouraging so their confidence grows. The well focused programme of support for children new to learning English ensures they understand what is required and they play a full part in all activities. Children's work and progress are monitored carefully so when new learning is observed staff are quick to consolidate the new skills and then to build on them. Not all staff are as expert as others in recognising how well children are doing and this sometimes lowers their expectations.

Curriculum and other activities

Grade: 2

The curriculum is well suited to meet the needs of these young children. Promoting children's personal development is a strong focus of all their work. There is a good balance of teacher led activities that systematically follow the expected steps of learning and a wide range of activities that promote children's independence and the ability to organise their self-chosen activities. The staff utilise a good range of resources including computerised toys and computers to promote good learning across a wide curriculum. The use of children's independent working time has been improved and staff are now quick to support and question, so further developing children's knowledge and skills through play. Developing children's language skills is a high priority and all children are encouraged to explain what they are going to do in their 'work time', and later to share with others what they actually did. The outside area is used well to stimulate new interests, skills and questions. The new building, which is soon to be completed, will provide a long awaited area to improve provision for children's physical development.

Care, guidance and support

Grade: 1

All children are highly valued as individuals. Their emotional well-being is promoted extremely well and children feel very safe and well cared for. Vulnerable children and those with learning difficulties and disabilities are quickly identified and additional support from outside agencies is used successfully when necessary. The school takes the well-being of its pupils very seriously and provision for aspects such as child protection and health and safety are strong. There is a clear structure of support for children new to learning English and this enables them to make good progress. The school has built an excellent partnership with parents. It encourages regular attendance and keeps parents fully involved in their child's education in a variety of ways. Parents value the staff visit to their homes before their children start school as it lays strong foundations for future learning. The progress of all children is properly tracked and targets for future attainment are regularly set and reviewed.

Leadership and management

Grade: 2

The headteacher provides a strong lead and clear vision for the school. She has developed a strong staff, who work exceptionally well together. The staff's good commitment to the children's well-being and academic growth has resulted in outstanding levels of care, support and guidance. Parents are seen as important partners in children's education and the school regularly seeks their views. The headteacher and senior teacher lead the school's accurate self-evaluation and identify areas for further improvement. They are now well supported in this process by the governing body. It has developed its role effectively and now is well informed and involved in strategic planning. Well established procedures for monitoring teaching and learning, and tracking children's progress have given the headteacher a good overview of the school's effectiveness. The school does not, however, have the means to compare their children's achievement with that of those in other schools. Such a comparison would sharpen the school's ability to identify where it is most successful and use the knowledge so that all children in its care benefit. The school has continued to improve since the previous inspection and it has a secure capacity to improve further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I am writing to say thank you for making us feel welcome in your school and for helping us with our questions. We really enjoyed watching you at work and found everything you said very interesting. We thought you would like to know what we found out about you and the school.

What we found out about your school:

- This is a good school, you are taught well and make good progress.
- You are very happy at school and enjoy your activities.
- You get on very well with each other and the adults in the school.
- You behave exceptionally well and are helpful and kind to each other.
- You are good at keeping safe and trying to be healthy by washing your hands and eating healthy food.
- Teachers make your activities fun and help you think carefully about how to make your work better.
- You have lots of opportunities to do jobs and you try to keep the school clean and tidy.
- The school is led and managed well by Mrs Stringer and the staff work together extremely well to look after you and help you be happy and safe.

What we have asked the school to do:

- To help all the staff understand how well you are doing so they know the best ways for you to make good progress.
- To find a way to compare your progress with children in other nurseries so the staff know how well you are doing and see the best ways to make the school even better.

Thank you again for being so friendly.