

# Ogley Hay Nursery School

## Inspection report

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<b>Unique Reference Number</b>	104141
<b>Local Authority</b>	Walsall
<b>Inspection number</b>	286865
<b>Inspection date</b>	6 June 2007
<b>Reporting inspector</b>	Alison Cartlidge

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

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<b>Type of school</b>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	3-4
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	46
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sandra Blackwell
<b>Headteacher</b>	Jane Dixon
<b>Date of previous school inspection</b>	19 December 2001
<b>School address</b>	Brickiln Street Brownhills Walsall WS8 6AU
<b>Telephone number</b>	01543 452740
<b>Fax number</b>	01543 452740

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Most children are from a White British background. Attainment on entry to the school is well below average, with several children having especially poor speaking and listening skills. The proportion of children with learning difficulties and disabilities is broadly average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This good school ensures that girls and boys of differing abilities make a good start to their education. Outstanding links with parents and outside agencies contribute exceptionally well to the good care, support and guidance provided for all. One parent spoke for many by saying, 'Ogley Hay is a special place where the needs of families are also taken into consideration'.

Whilst many children are working below the levels expected for their age, they make good progress and achieve well, particularly in personal, social and emotional development and listening. This is because adults have a clear understanding of how well each child is doing and individual targets are set to help them improve. Small teaching groups and good relationships are important factors in the good teaching and learning provided. They enable members of staff to respond to individual needs well. As a result, the children's personal development is good. They behave well and become confident when working alone or with others. The school plans to follow its success in bringing the children's listening skills up to the expected levels by using similar strategies to support speaking and writing, which are currently weaker than other areas of learning. Children with learning difficulties are given good support so that they settle quickly and progress well.

The good curriculum has interesting and relevant activities that contribute well to the children's obvious enjoyment of learning. Children particularly enjoy lessons in the 'splash pool' and the role play 'farm shop'. Good leadership and management have ensured that all members of staff have good opportunities for training and are committed to raising standards and improving provision. The headteacher and assistant headteacher work together well, identifying what needs to be improved. They monitor teaching and learning constructively and sensitively, helping members of staff to improve. Subject leaders are keen but do not take an active enough role in monitoring the school's work. Parents are very positive about the provision made at the nursery and say, 'We are very happy with all the work of the staff'.

### What the school should do to improve further

- Strengthen the support for children in the development of their speech and writing.
- Extend the role of subject leaders so that they take a greater part in monitoring teaching and learning.

## Achievement and standards

### Grade: 2

Standards are below nationally expected levels for this age group, although this represents good achievement from the children's well-below-average starting points. Girls and boys, including those with learning difficulties and disabilities, make equally good progress. Children make especially good progress in personal, social and emotional development because this area of learning is promoted particularly well by all members of staff. As a result, children are working within the nationally expected levels in this area of learning. They become confident when choosing activities for themselves and work together well. In communication, language and literacy, most children listen carefully, although many speak in simple phrases rather than full sentences. When making marks on paper, few children write recognisable letters correctly. In mathematical development, children count small numbers of objects accurately and the school is working successfully to improve the children's knowledge of mathematical language. The school sets suitably challenging targets for children to achieve by the end of each term, helping

members of staff to have continually high expectations for what individual children should achieve.

## **Personal development and well-being**

### **Grade: 2**

Children enjoy school very much and, as a result, they behave very well. One parent's views were typical when she said, 'My son loves going to nursery'. Children are keen to learn and are polite and patient when waiting for their turn at an activity. They are enthusiastic about taking part in group activities. For example, their eyes light up when 'Curiosity Cat' comes out of his box to teach them new things. Occasionally they become slightly restless when expected to sit and listen for too long and on these occasions the pace of their learning slows. Attendance is only satisfactory because a few families do not ensure that their children attend regularly. Members of staff have worked together successfully over the last few years to tackle this problem and there has been a year-on-year improvement in attendance. Children's spiritual, moral, social and cultural development is good. Children respect other people and know the difference between right and wrong. They support the school community well by taking responsibility for tasks such as collecting registers and giving out equipment. Children know the importance of staying safe and healthy. For example, they enjoy eating fruit at snack time and realise that wearing a hat will protect them from the sun. Children are prepared well for the next stage of their education because they are independent and friendly and listen well.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good staffing levels enable teachers, nursery nurses and teaching assistants to meet the children's differing needs skilfully. Members of staff work together effectively as a team and have good relationships with the children. They have a consistent and successful approach towards managing the children's behaviour and use praise well to encourage them to take part in tasks. Social skills are taught especially effectively. Good questioning helps children of all abilities to learn quickly and routines are well established so that children gain confidence. Resources such as glove puppets and interesting role play areas are used fully to maintain the children's interest and to encourage speaking and listening. There are a few occasions when group leaders do not respond quickly enough by changing activity when children start to become restless after sitting still for a long time. Whilst children are given good opportunities to use pens and pencils, not all members of staff ensure that children learn to hold them properly and form letters in the right way.

### **Curriculum and other activities**

#### **Grade: 2**

A broad curriculum meets the needs and interests of the children well. Personal development is promoted particularly successfully throughout each session and this has a good impact on the children's willingness to learn. The importance of staying safe and healthy is promoted strongly. For example, children in the 'splash pool' were learning about hygiene by washing their 'babies'. There is a good balance between activities that children have chosen for themselves and those that are led by adults. The school is developing the use of the outdoor

area well so that it provides the same activities as indoors. The curriculum includes too few opportunities for children to learn to form their letters correctly.

The curriculum is enriched well by carefully chosen visits and visitors. These help to make learning purposeful and enjoyable. For example, a visit to the farm was chosen to fit in with this term's animal topic.

## **Care, guidance and support**

### **Grade: 2**

Members of staff are calm and friendly and this ensures that children and their parents feel valued. Procedures to make sure children are kept safe are well established and sign language is used by all adults to ensure that children with learning difficulties and disabilities are included effectively. Excellent links with outside agencies such as health visitors and social services promote the well-being of all children very well.

In the last two years the school has been successful in improving its procedures for monitoring the children's personal and academic progress and these are now good. Members of staff carry out thorough assessments of the progress of individual children and use this information to set targets. These are not yet being shared fully with children and their parents to increase their involvement in this process.

## **Leadership and management**

### **Grade: 2**

The headteacher and deputy headteacher work together well to ensure the smooth running of the nursery. Together with other members of staff, they have established outstanding links with members of the local community that benefit the children and their parents. For example, many 'I Can' workshops on topics such as managing bedtimes are appreciated and used well by parents, helping them to become more closely involved in their children's education. One parent spoke for others by evaluating a course as 'Very good. I got my confidence back and have become a stronger person'.

The school's procedures for self-evaluation are good and provide an accurate picture of school effectiveness. Information is based on sensitive monitoring of teaching and learning and a clear tracking system for the children's progress. Most of this work is currently undertaken by the headteacher and assistant headteacher. Not all subject leaders have fully developed their responsibilities, although they are keen to take a more active part in the monitoring process. Improvements in children's progress in listening, and an understanding of what needs to be developed next, demonstrate the school's good capacity to improve further.

Governance is good. The governing body is supportive and proactive in requesting information from the school so that it can hold the school to account for its actions. New governors are awaiting training so that they can take on their roles successfully.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
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

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

<sup>1</sup> 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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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**

7 June 2007

Dear Children

Inspection of Ogley Hay Nursery School, Brownhills, Walsall WS8 6AU

Thank you for being so polite and friendly when I visited you. I am pleased that you enjoy coming to this good nursery. I have asked your teachers to read this letter to you.

Here are some other things about you and your nursery.

- You do well because everyone helps you to learn quickly.
- You are good at being sensible and play and work together nicely.
- Teachers work hard to give you interesting things to do. I especially liked the help you get from 'Curiosity Cat'.
- I liked the fun you had learning in your 'farm shop' and the 'splash pool'
- Everyone at the nursery is kind and cares for you well.
- Teachers work together well and know how to make your nursery even better.
- Your parents and carers are very pleased that you come to this nursery.

What we have asked your nursery to do now.

- Help you to talk in sentences and to do better writing.
- Give teachers who look after subjects more chance to come and see your lessons and look at your work to see how well you are getting on.

I thoroughly enjoyed talking with you about your work and watching you learn. I wish you all well and hope you help your teachers by trying your best.

Yours sincerely

Alison Cartlidge Lead Inspector