

# Bordesley Green East Nursery School

Inspection report

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<b>Unique Reference Number</b>	103120
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	323758
<b>Inspection date</b>	14 May 2009
<b>Reporting inspector</b>	Barbara Atcheson

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>	Maintained
<b>Age range of pupils</b>	3-4
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	67
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Siobhan Mooney
<b>Headteacher</b>	Alison Starling
<b>Date of previous school inspection</b>	25 May 2006
<b>School address</b>	358 Bordesley Green East East Stuart Road Bordesley Green Birmingham B33 8QB
<b>Telephone number</b>	01217 832138
<b>Fax number</b>	01217 852703

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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This small Nursery school offers 52 full-time places and 16 part-time places. About half of the children come from minority ethnic backgrounds and speak English as an additional language. Most of these children speak Mirpuri or Urdu at home. Just under half of the children need extra support with their learning, mainly for delayed speech and language. About a third of children are known to be eligible for free meals. The Nursery provides extended services to the wider community through the Children's Centre which is under development and is due to be opened in June 2009.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. The outstanding quality of the headteacher's leadership has transformed the Nursery into a school where everyone is valued and staff and children thrive in the positive learning atmosphere. Parents appreciate this. The school has excellent partnerships with its parents. All are totally supportive of the school and its work. One parent, reflecting the views of many, said, 'I can't believe what a wonderful place it has changed into!'

Teaching is good with some examples of outstanding practice. Consequently, children achieve well, despite their low starting points. They make good progress in all areas of learning so that the majority of children move to their Reception class with skills and knowledge just below those typical for their age. Although children achieve well in literacy and numeracy overall, their understanding of letters and sounds and their ability to calculate are not as secure as other aspects of learning. Staff know their children well and consequently learning is effectively tailored to their needs. However, teachers do not always plan the key questions that require children to give an extended response and so opportunities to deepen their knowledge and understanding further are sometimes missed. Children who require additional learning support, including those with complex needs, make good progress because of the patience, sensitivity and skills shown by staff. More able children also make good progress because their learning is carefully planned to challenge and extend their knowledge and understanding. Children who have language difficulties benefit from small groups which give well targeted support.

Exciting activities motivate children inside and out of doors. Children learn and develop well through stimulating play, talk and valuable first-hand experiences. Adults nurture and support rather than direct children's learning. This ensures that children develop into increasingly independent learners who can make decisions and organise themselves well. Their personal development comes on in leaps and bounds and behaviour is good. Children enjoy healthy options at lunchtime and take pleasure in making their own choice from the fresh fruit available. Children from diverse backgrounds get on very well together, so that the Nursery functions as a harmonious multi-racial community that promotes outstanding equality of opportunity. Staff are committed to providing good quality care for children at all times. Arrangements for safeguarding are robust and regularly reviewed and risk assessments are carefully organised and well managed.

The quality of leadership and management is good. The school has made a tremendous improvement since the last inspection because the headteacher provides clear direction and strong support for staff. Senior leaders have a clear knowledge and understanding of their roles and share the headteacher's drive to improve achievement and raise standards. Self-evaluation is good because there are rigorous systems for monitoring and evaluating the work of the school. Clear, positive feedback constantly develops the quality of teaching. A well considered development plan prioritises improvements and a detailed check is kept on children's progress. However, as this is currently reviewed at the end of the year, it does not check the effectiveness of improvements that are being implemented. Governors are loyal supporters who work hard for their school and fully realise the responsibility they have to take part in and monitor the work of the school. This level of performance demonstrates that the school has a good capacity to improve.

## What the school should do to improve further

- Improve the quality of teaching and learning by ensuring that all teachers plan key questions that give children opportunities to show what they know and can do.
- Develop a system of overall analysis of data for each term, to check the effectiveness of improvements that are being implemented.

## Achievement and standards

### Grade: 2

Children enter the school with knowledge, skills and understanding that are well below those of a typical three-year-old, particularly in language. The strong focus on visual learning and the development of children's vocabulary and speaking skills ensures that the children are confident, keen. They learn quickly and make secure steps in their learning. Consequently, although the majority have not reached the levels of a typical four-year-old child by the time they leave, they have all made good progress. There is no significant variation in the performance of minority ethnic groups. All parents are pleased at the progress their children make. One said: 'My son's autistic and since he's come here he has met all of his goals. It is fantastic!' More able children really enjoy the challenge that the small focus groups provide. Consequently, they are able to talk confidently and knowledgeably about the fact that one more than five is six even though they are not always proficient at writing the numbers.

## Personal development and well-being

### Grade: 2

Children's social, moral, spiritual and cultural development is good because they are taught to be members of one community. As a result, children from this multicultural society cooperate well together. They genuinely care for each other and enjoy sharing experiences such as the wonder of a newly hatched chick. Children are taught how to keep safe with a current emphasis on road safety and are encouraged into adopting a healthy lifestyle through the opportunities the outside provision offers and the daily 'Wake and Shake'. At lunchtime, they are offered healthy meal options in a nurturing environment. Children enjoy their experience at school because learning is interesting and exciting. Consequently, behaviour is good and they achieve well. They make decisions on a regular basis, choosing what they will do, sharing books and toys, and planning and acting out situations together. These are key attributes for their future success and well-being. They know that if they are concerned or troubled they can go to an adult who will sort it out. They are developing the good habits of inquisitive learners and work well collaboratively or on their own. Although bouts of sickness, chicken pox, and closures as a result of snow and a lack of heating have affected levels of attendance, it is satisfactory on a day to day basis.

## Quality of provision

### Effectiveness in promoting children's learning and development

#### Grade: 2

Children's learning and development are good because adults know the children and provide them with well matched learning opportunities. There is a good balance of activities between those led by the teacher and those which provide opportunities for the children to follow their own interests. The learning environment is carefully planned, exciting and vibrant, and so,

guided by the skilful support of adults, all children make good progress. Children genuinely enjoy learning. They are proud of what they do, and eager to share their new knowledge with adults. However, opportunities are sometimes missed to extend children's learning because key questions have not been planned. Important moments in children's learning are captured through digital images. These record progress and help teachers to plan what comes next. Children who do not learn as quickly as others are well served by the school. The school works in active partnership with parents who appreciate the support and guidance they receive. The school also works closely with a wide range of local authority support agencies.

## **Effectiveness in promoting children's welfare**

### **Grade: 2**

Children are well cared for and thrive in the safe, secure environment because they are comfortable and ready to learn. Each child has a key person with whom they have a close, supportive relationship. This helps to ensure that staff have a clear and detailed overview of each child's progress and welfare, which they share with parents. The Nursery's outstanding partnership with parents reassures the children and so they quickly develop trusting relationships with staff and with each other. Children are taught to keep safe, with some aspects as part of the curriculum and with others as they arise. The school emphasises the importance of working together and behaving well. The children are praised for their achievements whether they are academic or social. As a result, children develop good habits which help them to become good learners. Child protection and safeguarding procedures fully meet requirements. Arrangements to ensure children's physical safety and well-being are robust. Staff make good use of the information from learning observations to identify quickly any child in need of additional support. Good links with external agencies successfully promote children's health, learning and well-being. Transition from home to Nursery and from Nursery to Reception is good.

## **Leadership and management**

### **Grade: 2**

The headteacher's high expectations and capacity to motivate others are evident in all parts of the Nursery. Consequently, staff, governors and parents are united in their commitment to improvement. The headteacher has been successful in establishing leadership roles and excellent partnerships to ensure that all services are well coordinated. As a result, the needs of children and their parents are effectively met. The work of the Nursery is monitored and evaluated in a rigorous way. Adults are observed when working with children. Assessments and children's records of achievement are thorough and detailed. However, because the overall picture is not analysed until the end of year, the school does not have the opportunity to fully evaluate the effectiveness of the improvements that have been implemented. The Nursery makes a good contribution to community cohesion. The Children's Centre, with its various outreach services, already has good community links. A nominated member of staff has responsibility for community cohesion and there is a clear plan to guide the Nursery towards more global considerations, for example through its links with the creative partnerships.

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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	School Overall
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### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Achievement and standards

<b>How well do children in the EYFS achieve?</b>	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/or disabilities make progress	2

### Personal development and well-being

<b>How good are the overall personal development and well-being of the children?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

### The quality of provision

<b>How effectively are children in the EYFS helped to learn and develop?</b>	2
<b>How effectively is the welfare of the children in the EYFS promoted?</b>	2

## Leadership and management

<b>How effectively is provision in the EYFS led and managed?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

15 May 2009

Dear Children

Inspection of Bordesley Green East Nursery School, Birmingham B33 8QB

Thank you for being so friendly when we visited your school. We enjoyed having lunch with you and talking to you. You have really helped us. We think your school is a good school and these are the main things that we thought you might like to know about.

- You learn quickly because the adults give you many exciting things to do and teach you well.
- Adults really care for you and help you if you are worried or upset.
- They also check how well you are learning and are good at giving you extra help when you need it.
- They work well with your mums and dads and this helps you to learn.
- You enjoy school and behave well.
- You are kind and helpful to each other and share your toys and books.
- You are good at helping around the Nursery and do what adults ask you to do.
- You know how to stay safe and keep healthy.

The school is working hard to make things even better for you. We have asked the school to do two things.

- Help you to learn even more by asking important questions so that you can show what you know and can do.
- Check at the end of each term, to see if the changes that have been made in your school are working well.

We hope that you will all continue to enjoy coming to school and try your hardest so that you are successful in the future.

Thank you again. We wish you continuing success.

Yours faithfully

Barbara Atcheson

Lead inspector