

# Brearley Nursery School

## Inspection report

---

<b>Unique Reference Number</b>	103121
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	323759
<b>Inspection date</b>	18 June 2009
<b>Reporting inspector</b>	Derek Watts

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

---

<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 (total)	104
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joy Scott-Thompson
<b>Headteacher</b>	Susan Stewart
<b>Date of previous school inspection</b>	9 May 2006
<b>School address</b>	Brearley Street Newtown Birmingham B19 3XJ
<b>Telephone number</b>	0121 359 2309
<b>Fax number</b>	0121 359 7296

---

<b>Age group</b>	3-4
<b>Inspection date</b>	18 June 2009
<b>Inspection number</b>	323759

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report 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.

## Introduction

The inspection was carried out by two additional inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues.

- The factors contributing to children's exceptional progress in creative and physical development.
- The effectiveness of the school's strategies to improve children's learning in linking sounds and letters and in calculation.

Evidence was gathered from lesson observations and scrutiny of children's work and school documentation. Parents' questionnaires and discussions with children, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

The children attending Brearley Nursery come from a wide range of ethnic backgrounds. The largest groups are of African-Caribbean, mixed, Somali and White British heritage. Over a third of the children are at an early stage of learning to speak English as an additional language. An increasing proportion of children are from asylum seeking and refugee families. The proportion of children eligible for free school meals is high. The Nursery, as well as a playgroup, is part of a larger children's centre.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Brearley is an outstanding nursery school. It has successfully maintained and built upon the excellent provision and outcomes for children identified in its last inspection. As one parent commented, 'It was great before but it has come on in leaps and bounds.' Children make exceptionally good progress from their starting points because of high-quality teaching and the exciting range of learning activities provided. Excellent welfare arrangements, a very positive atmosphere and the outstanding relationships between adults and children lead to excellent personal development and well-being of the children.

High-quality leadership and management are the key to the school's success. The headteacher provides outstanding leadership and direction. She is extremely well supported by other senior staff. Teamwork is strong and staff are totally committed to continuous improvement and doing the very best for all children. High expectations, ongoing professional development and the sharing of good practice are at the heart of the school's culture. These features of leadership, management and teamwork contribute considerably to the high-quality provision seen consistently in all four classes. Self-evaluation is highly effective and so the school knows what it does well and takes positive action to bring about any needed improvements. Governors have benefited from good training and have a better understanding of the school's performance than at the time of the last inspection. They are 'critical friends', providing constructive challenge as well as considerable support.

Community cohesion is promoted extremely well. There are strong partnerships with parents, the children's centre, including the play group, partner schools and a full range of support agencies. Through careful analysis, the school has a very good understanding of the community it serves. It strives to meet the many diverse needs. Senior leaders recognise, however, that with such a changing community, this is an area that they have to work on relentlessly to provide for and meet the needs of parents, as well as their children, fully. Leaders are aware of the challenges of ensuring that all parents have maximum access to the provision and services available. Different cultures and faiths are successfully celebrated and promoted. The school is meeting the needs of all children. Parents are rightly delighted with the school and gave it lavish praise in their responses to the inspection questionnaire. They are most impressed with the quality of care and education provided for their children. Typical comments from parents were, 'I would recommend this school to anyone', 'I am very pleased with my child's development', 'It is a great honour and a privilege for our child to attend this outstanding school' and 'The staff show great commitment, energy, passion and care to all children and parents.'

Children enter the school with knowledge and skills significantly lower than those expected for their age. By the end of their time in Nursery, they reach standards that are broadly in line with those expected except in linking sounds to letters and in the calculation element of mathematical development. The school has identified these areas as priorities and has adopted a range of effective strategies which are already lifting children's performance. As a result of focused training undertaken, staff now provide even more interesting activities to promote the linking of sounds to letters. For example, the use of rhyme, beats and rhythm in musical activity is making a valuable contribution to children's early reading skills. Calculation is carefully woven into many activities and the school is effectively promoting children's understanding of mathematical vocabulary. The wide variety of apparatus and equipment outdoors contributes to children's exceptional progress in physical development. Children ride a range of bikes, trikes

and scooters with increasing coordination and control. They demonstrate good climbing and balancing skills as they move across beams and other pieces of apparatus. Creativity is promoted extremely well through high-quality musical activities, imaginative role play and through working with visiting artists.

Outstanding teaching contributes considerably to children's exceptional progress. Teachers and teaching assistants have a very secure knowledge and understanding of how children of this age learn. Lessons are extremely well planned and there is considerable creativity and imagination in the activities provided. High-quality resources are used effectively to promote enjoyment and learning. As a result, children are inspired, motivated and fully engrossed in their learning. Staff provide an effective blend of structured adult-led activities and those which enable children to explore, be creative and work independently. Teachers use assessment extremely well to plan the next steps of children's learning. Activities and tasks are well tailored to individual needs so children are challenged and their interest is sustained. Speaking and listening skills are promoted exceptionally well throughout all activities. Children at an early stage of learning to speak English as an additional language receive well-targeted support from bilingual assistants, helping them to make rapid gains in acquiring English. There is well-planned individual and group provision for children with learning difficulties and/or disabilities.

The exciting and imaginative curriculum is extremely well planned and the six areas of learning are given full attention. As well as contributing substantially to children's progress, it makes an extremely good contribution to their personal development. Visiting artists make a valuable contribution to the curriculum and to children's creative development. The 'secret garden' with its trees, shrubs and a range of flowering plants is a wonderful resource. For example, children observe a range of living things and count stepping stones as they travel across them. They are fascinated by the movement of snails and other small creatures. The 'forest school' in the neighbouring primary school is another valuable resource that is used well.

Children thoroughly enjoy their time at nursery and their attendance is good. They show an excellent understanding of healthy diets and enjoy the fruit which is on offer. They participate with enthusiasm and vigour in a wide range of physical activities. Children show great consideration and respect for others. They share equipment and materials well. Behaviour is exemplary because of clear expectations from staff and because children are so engaged in the exciting activities provided. Children thrive and develop into confident learners within the safe and stimulating environment. At Brearley, children are extremely well prepared for the next stage of their education.

### **What the school should do to improve further**

- Analyse parental needs in a changing community, and ensure that all parents are fully aware of the provision and services available to them.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	1
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	1

### Achievement and standards

<b>How well do children in the EYFS achieve?</b>	1
The standards[1] reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

### Personal development and well-being

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

### The quality of provision

<b>How effectively are children in the EYFS helped to learn and develop?</b>	1
<b>How effectively is the welfare of the children in the EYFS promoted?</b>	1

## Leadership and management

<b>How effectively is provision in the EYFS led and managed?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

19 June 2009

Dear Children

Inspection of Brearley Nursery, Birmingham, B19 3XJ

Thank you so much for welcoming us into your school and sharing the wonderful activities you do. We enjoyed our visit and would like to tell you what we found. Yours is an excellent school.

These are the main strengths of your school.

- You thoroughly enjoy school and your attendance is good.
- The Nursery is a very friendly and pleasant place to learn in.
- You are making outstanding progress because of the super teaching.
- You clearly enjoy the exciting activities both inside and outside the classroom.
- Your behaviour is outstanding and you get on very well with others.
- You have an excellent understanding of healthy eating and how to keep fit.
- Staff take excellent care of you and give you great support.
- Your headteacher leads the school extremely well. She receives very good support from other staff.
- Your parents are delighted with the school and give it strong support.

There is just one point that the adults have been asked to look at to make your school even better.

- The adults in your school are keen to work even more closely with new parents. Finally, thank you once again for all your help. Keep up the good work. We wish you all the very best for the future.

Yours faithfully

Derek Watts Lead inspector