

# Rosegrove Nursery School

## Inspection report

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<b>Unique Reference Number</b>	119070
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	326940
<b>Inspection dates</b>	18–19 March 2009
<b>Reporting inspector</b>	Dave Byrne

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)	70
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Anne Lardner
<b>Headteacher</b>	Mrs Angela Barker
<b>Date of previous school inspection</b>	16 May 2006
<b>School address</b>	Havelock Street Burnley Lancashire BB12 6AJ
<b>Telephone number</b>	01282 436928
<b>Fax number</b>	01282 436928

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The school serves an area with high levels of social and economic disadvantage. Almost all children are of White British heritage. Children are admitted in the term after their third birthday and attend on a part-time basis. An above average percentage currently has a statement of special education need. The school is federated with a nearby infant school and both institutions are managed by one headteacher and governing body. The school has gained the Investors in People Award. Its quality of provision for information and communication technology has been recognised by a Learning Excellence award. The school's work on healthy lifestyles has gained the 'Smile for Life' award. Day care is available on site and privately managed. It is inspected by Ofsted separately.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school which makes a significant difference to the life chances of the children. It enhances life within the local community and has excellent links with parents, child minders, local schools and support agencies. Children thrive and make excellent progress in both their learning and personal development. Parents rate the school very highly. The view of one typifies their opinions: 'I am totally reassured that my daughter is well looked after, safe and with people who are excellent role models. Staff go the extra mile to support and help the children'.

Both the quality of learning and the attention given to the children's welfare are of the highest quality. This is as a result of the excellent leadership provided by the headteacher and senior teacher, supported by the governing body and local authority. Together, they provide a very clear vision for the direction of the school and set high aspirations for its success. Children love school. 'We have fun and play' was a comment made by one child. Indeed, children do have lots of fun, but underneath this there is great purpose behind everything that is planned for them.

Children's achievement is outstanding because of outstanding teaching and an excellent curriculum. From levels well below age-related expectations when they start school, children move to levels that are broadly in line with expectations for their age when they leave. A significant number of children struggle with aspects of communication and of personal and emotional development. Despite making rapid progress, a minority have still not reached their age-related expectations by the start of Reception. Personal, social and emotional development is very well managed and consequently children make excellent progress in building their confidence and developing sound social skills. Children's knowledge and understanding of information and communication technology is advanced for their age.

Staff know every child very well and tailor their support to fit their needs. Children with learning difficulties and/or disabilities are supported very effectively and everyone is fully included in school life. The outdoor learning environment has been improved significantly since the last inspection. It is now a classroom in itself and helps children in all aspects of their learning. Indoors, the well-appointed rooms are very well resourced and organised. An excellent balance is struck between teacher-led and child-initiated activities which help children to learn rapidly and become independent. Children are attracted by the exciting resources made available for them. Computers feature very much in learning and many children use them very well. Learning is particularly good when adults engage children in conversation and ask challenging questions that make them think and explore new vocabulary.

The quality of leadership, including governance, is exemplary. Strong teamwork amongst staff gives a strong drive to promote children's welfare and raise achievement even further. Links with parents are excellent and beneficial. The value of 'Learning Journeys' to monitor progress and involve parents in their children's education is exceptional. A first-rate assessment system is in the process of being introduced but it is not yet fully established across the school.

### What the school should do to improve further

- Establish the assessment strategies fully across the school.

## **Achievement and standards**

### **Grade: 1**

Children's achievement is outstanding. After starting school with levels of development that are well below those expected for their age, they progress very rapidly. By the time they move on to Reception their levels of development are broadly in line with age-related expectations. A minority of children still struggle with aspects of communication, and some continue to have emotional difficulties, but the excellent progress these children make minimises significantly the problems they have. Both boys and girls make very good progress, benefiting from a variety of fun activities but those with limited language find problem solving, reasoning and numeracy more difficult. The increase in children's knowledge and understanding of the world is dramatic. Children soak up new experiences provided by the rich curriculum and reach the levels expected for their age. In physical development, boys tend to be more advanced in terms of using outdoor, large play equipment. Girls, however, tend to be more advanced in activities requiring more finesse in indoor activities, for example when cutting, painting and exploring mark-making and early writing. Creativity is achieved in equal measure. Boys and girls thrive in role-play and exploring painting and in decorating models. Many children have advanced skills for their age in information and communication technology which benefits their development in all areas.

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

### **Grade: 1**

The progress made by children in their personal development and well-being is excellent. Children say they feel safe at all times. The children's excellent attitudes to school are reflected in good rates of attendance and punctuality. Many children start school lacking in confidence, being shy of others and unsure of how to make choices and take responsibility for their actions. The large majority leave with suitable social skills, an appreciation of and respect for others, and the ability to use their initiative. Children develop confidence in helping others and being good young citizens within their school community. They generally behave very well and are keen to please their adults and to help other children. They gain a very clear understanding of right from wrong. Much is done to promote children's knowledge and understanding of different lifestyles. Carefully selected toys, books and opportunities for learning about events such as Chinese New Year and raising funds for 'Burundi Bear' give children a very good understanding, for their age, of cultural diversity. The nurture and support provided by staff gives children a good sense of how to be safe, for example when using the outdoor climbing frame. The access to the optional 'Snack Break' and to drinking water successfully raises children's awareness of eating sensibly. The rapid progress that occurs in terms of their personal, social and emotional development and in developing essential learning skills, such as using the computer, prepares children extremely well for their future.

## **Quality of provision**

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

#### **Grade: 1**

There is a shared commitment amongst all staff to provide the best for each child. This is evident in the willingness of staff to do 'that bit more' when necessary. The stimulating environment both indoors and outside shows the skill of staff in making learning fun. Planning takes account of the children's interests and gender differences, although all children experience everything.

Children have beneficial links with one key person, termed their 'Key Worker', when in school. As a result, children have a sense of continuity from day to day. They know what is expected of them, become secure in their routines and feel valued. The balance between free choice, play-based activities and teacher-led learning is very effective. It enables children to make great strides in more technical learning such as letters and sounds and numbers, while also developing independence, individuality and creativity. Discussion is a common feature of many activities to boost speaking skills and extend the children's vocabulary. Staff display very good role modelling with regard to how to speak and conduct discussion. During children's role-play in the home corner, for example, staff intervene with well selected questions or comments designed to broaden the children's knowledge and understanding of language. Occasionally, however, opportunities for extending vocabulary are missed. The quality of support for children with learning difficulties and/or disabilities is excellent. High quality support from the local authority ensures that each child with a statement of special educational need gets the best possible support and guidance.

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

#### **Grade: 1**

Parents talk very highly of the quality of care and support the school gives their children. Staff and governors are rigorous in their attention to the health and safety of children and adults. The procedures for safeguarding children and for child protection meet current requirements. Behaviour is very well managed and where a child has challenging behaviour excellent strategies are employed to support and nurture them. Children benefit from very productive links with outside agencies, for example in helping children with speech and language difficulties. The very effective systems for supporting children with learning difficulties and/or disabilities ensure that every child is part of the school and is never excluded from anything on offer. The arrangements for monitoring and tracking the individual progress of children on a day-to-day basis are outstanding. The innovatively developed 'Learning Journeys' are a simple yet highly effective way of helping staff to plan for children's needs but also assists in keeping parents in the picture. This encourages parents to help more at home. The school has excellent procedures for preparing parents and children before the start of Nursery and these include home visits. Before moving on to full-time education, good links are used to make the transition as easy as possible.

### **Leadership and management**

#### **Grade: 1**

The outstandingly effective headteacher, supported by an excellent senior teacher and governing body, has created an ethos within the school whereby high aspirations for staff and children are the norm. There is no complacency. An excellent culture has been developed which seeks to do even better. This includes regular training for staff. New ideas are always being considered to improve the school, for example it is in the process of working with the Royal Horticultural Society to develop the children's experience of gardening and wildlife. Despite very good self-evaluation within the school, there is a desire to make this even better. The school is currently introducing an assessment system, which is relatively innovative for a Nursery school. Excellent links within the community and with parents make a very significant contribution to community cohesion. There is an excellent policy for promoting such cohesion, including strategies for monitoring its impact on children. Excellent use of finances has enhanced learning for all, for

example by creating a superb outdoor learning area, getting the best out of staff and making sure resources and the accommodation meet the children's needs. The governors have been very much part of the school's success and its good improvement since the last inspection. Given the current educational direction, the school has an excellent capacity to improve in future.

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## Annex A

**Inspection judgements**

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

20 March 2009

Dear Children

Inspection of Rosegrove Nursery School, Lancashire, BB12 6AJ

I enjoyed meeting you all recently. You are lucky to go to your school. It is excellent in what it does. Please thank your parents or carers for sending their questionnaires. They all like the school very much.

Here are some of the things that I found were particularly good about your Nursery:

- you really enjoy being at school and seem to have great fun
- all of you make really good strides in your time in school, getting better in your learning and in how you behave and treat others
- it was good to see how well you all get on together and the way you help others out
- your teachers care very much for each of you and do their best to help you when you feel upset or when you would like to learn new things
- the ability of many of you to use a computer is very good; I remember one boy enjoying using it to hear Nursery Rhymes
- you are so lucky to be able to learn and play outside; there are so many things for you to do there
- the grown ups keep you safe by checking on anything that might be a danger
- the headteacher makes sure the school is a great place for everyone in it.

There are always things any school can do better, even one as good as yours. I have asked the teachers to do even more to keep an eye on how well you all do in your time in the school.

I wish you all the very best when you start school full time.

Yours sincerely

Dave Byrne

Lead inspector