

Perry Beeches Nursery School

Inspection report

Unique Reference Number	103123
Local Authority	Birmingham
Inspection number	336012
Inspection dates	5–6 May 2010
Reporting inspector	Jo Curd

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

Type of school	Nursery
School category	Community
Age range of pupils	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	53
Appropriate authority	The governing body
Chair	Mrs Moya Cotton
Headteacher	Mrs Jackie Lewis
Date of previous school inspection	25 January 2007
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Introduction

This inspection was carried out by two additional inspectors. Twenty-two lessons were observed and all seven staff were seen teaching children. Meetings were held with parents, children, governors and staff. They observed the school's work, and looked at the school development plan, Local Authority reports, planning, assessments and 19 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether there any significant variations in outcomes of different groups of children, or different areas of learning
- whether the curriculum is effective for all children given that access to outdoors is reported to be time tabled and there are only three computers
- how accurate and useful leaders appraisal of their school is and whether they are doing enough to improve it further.

Information about the school

This Nursery School shares accommodation and much of its provision with its Children's Centre .It is located on a single site, shared with, a secondary, junior and infant school and a school for students with visual impairments. A greater proportion of children come from minority ethnic backgrounds than found in most other schools, these children are predominantly of Bangladeshi or Caribbean descent. The proportion of the children at an early stage of learning English is above average. An above average proportion of children have special educational needs and/or disabilities. These are mostly linked with speech and language difficulties. The Nursery is organised into two classes. Extensive refurbishment to the outdoor area was completed in January 2010. It was the first Nursery School in the country to be awarded the Unicef 'Rights Respecting' award, which focuses on the value, rights and equality of each child.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

All groups of children make good progress in this increasingly effective Nursery. Due to high expectations from staff, excellent care and a variety of interesting learning opportunities they all make equally good progress in all areas of learning. Progress in communication, language and literacy and personal, social, and emotional development is particularly strong. Parents are positive about all the school offers. As one said 'overall the nursery is offering an excellent start to my child, he has developed in so many ways since being there'.

A very strong commitment to equal opportunities and the value of each individual child underpins the Nursery's approach and ethos. Gaps in attainment between different groups, such as boys and girls, are narrowing rapidly because of excellent care, very suitable activities and highly effective interactions between staff and children. Extensive work to secure Unicef's 'right respecting' award has been effective. This required staff to look carefully at a broad range of individual needs of each child and implement effective ways to meet these. For example supporting children's language and social skills through well focussed small intervention groups and developing all aspects of the whole learning environment. Self evaluation is strong and accurate but does not always look sufficiently closely at all aspects of teaching. It has led to several improvements since the last inspection including recent refurbishment of the outside area, the very effective ways staff interact with children and developments in provision for younger children and families. Staff, resources and accommodation are all organised and used highly effectively to ensure that all the children are extremely safe and well supported. Children confidently know that 'teachers are there to help us'. Opportunities for learning indoors and out are balanced and effective. Daily discussions between staff help them focus on children's learning and devise effective ways to harness and extend this. Staff are ambitious to improve provision and outcomes. For example, having recently identified that children's progress in problem, solving, reasoning and numeracy was slightly slower than other areas of learning, they undertook training, purchased additional resources, carefully planned appropriate activities and increased their use of relevant mathematical language. Progress in this area is now good and contributes well to increasingly good achievement all.

The monitoring of teaching and learning is effective and has led to improvements in the way staff interact in activities children choose themselves. Formal observations have not yet looked frequently enough at whole class teaching sessions. These occasions are sometimes slightly less effective because activities and approaches to learning are not always carefully enough matched to all children's levels and learning styles, and are sometimes slightly too long.

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Governors are very supportive of, and full of praise for, all the school offers. Most challenge the school and have sufficient knowledge of requirements to do this effectively. However some are less willing to challenge, having insufficient knowledge of how to do this effectively for the school. Given the school's strong track record, accurate self-evaluation and high commitment of staff its capacity for future improvement is good.

What does the school need to do to improve further?

- Extend the school's systematic monitoring and evaluation by:
 - ensuring that all activities, including the teaching of larger groups, are checked regularly
- Improve the activities provided by:
 - ensuring that they are suitable for the different learning needs of all the children and are not too lengthy, especially for the larger groups
- Develop the knowledge and skills of governors by:
 - increasing their confidence to hold the school to account
 - promoting their understanding of where to challenge and support the school

Outcomes for individuals and groups of children**2**

Children start the Nursery with knowledge, skills and understanding broadly in line with expectations for their age. Some have a very limited understanding and use of English and others have limited confidence and independence. They are warmly welcomed and most quickly settle into their routines. Staff are vigilant in encouraging independence but are there to encourage, guide and help whenever children need it. For example, a teacher patiently waited whilst a child tried to put their own coat on and praised him when he succeeded. Children respond well to staff's high expectations and enjoy a very wide range of activities and resources. Children who learn more quickly or easily make good progress because staff harness their interests, skilfully extending their understanding and learning. For example, one boy with an extensive knowledge and interest in trains was helped to find photographs of local trains and stations on the computer, print these out and make a book containing his own comments about them. He talked about these photos at length and recognised much of the print, thus developing his knowledge and understanding of the world, language and early reading skills. Children with special educational needs and/or disabilities progress well, due to excellent targeted support and very effective links with other professionals. Children at the early stages of learning English benefit from engaging in very practical tangible activities and clear explanations from staff. Children successfully develop their knowledge and understanding of the world, including technology, through using a wide range of equipment such as computers, an overhead projector and programmable devices,

Children develop extremely good attitudes to staying healthy through very active

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outdoor play and increasingly healthy lunch boxes. They contribute well to their school and wider community through choosing activities to set out, tidying up and raising money for charity. They are well prepared for later life and learning because they develop and use key skills such as language effectively and are extremely confident and independent. Spiritual, moral, social and cultural development is excellent. Despite the fact that a very few children have difficulties with behaviour, this is managed well and is good overall. They clearly know right and wrong. Children work and most play extremely well together. Children's sense of awe and wonder is enhanced through first hand experiences such as digging for worms and searching for mini-beasts.

These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage	2
Children's achievement and the extent to which they enjoy their learning	2
Taking into account: Children's attainment ¹	2
The quality of children's learning and their progress	2
The quality of learning for children with special educational needs and/or disabilities and their progress	2
The extent to which children feel safe	1
Children's behaviour	2
The extent to which children adopt healthy lifestyles	1
The extent to which children contribute to the school and wider community	2
The extent to which children develop skills that will contribute to their future economic well-being	2
Taking into account: Children's attendance ¹	3
The extent of children's spiritual, moral, social and cultural development	1

How effective is the provision?

The very recently refurbished garden area has enhanced learning opportunities greatly. It is used increasingly well to promote all areas of learning. Children energetically and safely use a range of wheeled toys up and down slopes and on a variety of surfaces. They dig in sand and soil, catch, throw and kick balls and bean bags and build

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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imaginatively with large wooden bricks. Activities and resources inside are extensive too, successfully promoting enjoyment, imagination, skill and understanding. Although most activities are suitable for all, occasionally they are not matched well enough to the children's different learning needs. However, teaching is good. Activities and resources which children can choose are very varied and interesting. Staff interact in these sensitively and skilfully to promote children's thinking, language and social skills. Teamwork is strong and the organisation of staff effective.

Staff know children and families very well and care for and support them extremely effectively. Strong links with other professionals, such as speech therapists, also contribute to the excellent care, guidance and support for all children. Relationships are excellent. All children and families are greeted individually as they arrive and wished well as they depart. Frequent assessments are used very well to plan the environment and opportunities for children's independent learning. Children with additional needs including those who learn more quickly and easily, those with English as an additional language and those with special educational needs and/or disabilities are all supported extremely well through small well-focussed intervention groups.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	2
The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets children's needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers have a clear ambitious vision for the Nursery and for improving outcomes for all the children. Procedures and policies to safeguard the health and safety of children are thorough and effective. Regular monitoring provides an accurate view of the school but is not always sufficiently extensive; for example, lesson monitoring does not always include all activities across the day. The governing body is very supportive and conduct its statutory duties adequately. Although some are effective in monitoring the school's performance, other governors are reluctant to challenge the school or headteacher and do not always have sufficient knowledge to hold them to account. Few have been able to attend Local Authority training sessions to develop their skills, in the past, but most attended training held at the school recently. More training at the school is already planned for the future.

Relationships with parents are good. They are very positive about the school and well involved in their children's learning. Many seize the opportunity to work with their

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children at the beginning of sessions, such as helping them to write their names, and welcome guidance on this from staff. Some would like more information about children's learning and progress however so that they can be even more involved in supporting their children at home. Staff are aware of, and currently in the process of, addressing this. They are purchasing a large monitor to show photographs of children's learning and are preparing an information booklet on the curriculum.

Excellent partnerships with other professionals including nurses and speech therapists, for example, contribute to the excellent care the school gives to children and their families. Community cohesion is excellent. Children work and play very cohesively together and develop a strong sense of common values and respect. Leaders have a very clear understanding of their local and wider community and are successfully implementing very secure plans to support children and families here. They contribute to forums nationally and internationally and have very positive input here and abroad, for example through the Unicef award and improving schools in developing countries. Equal opportunities are promoted excellently. All children are valued highly, the different skills of various staff are used highly effectively and differences in the knowledge, skills and understanding of different groups of children are declining rapidly.

These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

All parents and carers who responded to the questionnaire were unanimous in their

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support of all aspects of the Nursery asked about. The most positive responses were to children's enjoyment, safety, teaching, and overall satisfaction with what the school provides. The inspection found that enjoyment and safety were both extremely high and that a high proportion of current teaching is good. A few parents and carers added that they would like more information about their children's learning and progress. The school are well aware of and are dealing with this aspect.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Perry Beeches Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 19 completed questionnaires by the end of the on-site inspection. In total, there are 53 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	84	3	16	0	0	0	0
The school keeps my child safe	14	74	5	26	0	0	0	0
The school informs me about my child's progress	11	58	8	42	0	0	0	0
My child is making enough progress at this school	10	53	9	47	0	0	0	0
The teaching is good at this school	14	74	5	26	0	0	0	0
The school helps me to support my child's learning	10	53	8	42	0	0	0	0
The school helps my child to have a healthy lifestyle	12	63	7	37	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	42	7	42	0	0	0	0
The school meets my child's particular needs	10	53	9	47	0	0	0	0
The school deals effectively with unacceptable behaviour	11	58	6	32	0	0	0	0
The school takes account of my suggestions and concerns	9	47	8	42	0	0	0	0
The school is led and managed effectively	12	63	7	37	0	0	0	0
Overall, I am happy with my child's experience at this school	15	79	4	21	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of children. ■ The quality of teaching. ■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 May 2010

Dear Children

Inspection of Perry Beeches Nursery School, Great Barr, B42 2PX

Thank you for being so friendly and helpful when we visited your school recently. We enjoyed being with you and seeing you work and play. I was pleased to meet many of your parents and carers too and hear how positive they are about your school.

We agree with your leaders that yours is a good school. We think that the very new outdoor area is a wonderful place for you to work and play. It was lovely to see how busy and interested some of you were digging in the soil and how amazed you were as the worms you found moved as you held them so carefully and gently. You all make good progress because you are taught well, and have a very wide range of activities. Your school works extremely well with others such as nurses, the job centre and speech therapists and cares for you and your families excellently. You are developing excellent levels of health and feel very safe because you know that staff are there to look after you. Sometimes when you are all together as a class, activities are a bit too long, easy or difficult for some of you. Although the school leaders watch and think carefully about what happens in lessons this is not always often enough to make teaching even better. Governors help and support your school well but do not always ask enough questions about it.

We have asked your school leaders to do three things to make your school even better. These are to:

- help governors ask more questions about the school
- look at and think about all the teaching across the day to make sure this is as good as possible for all of you
- make sure that activities in whole class time are suitable for you all

Perhaps you could help by telling your teachers when you find whole class teaching interesting and helpful?

With thanks and best wishes to you and your families

Yours sincerely

Jo Curd

Lead inspector

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