

Fullbrook Nursery School

Inspection report

Unique Reference Number	104135
Local Authority	Walsall
Inspection number	336242
Inspection dates	4–5 November 2009
Reporting inspector	Bogusia Matusiak-Varley

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

Type of school	Nursery
School category	Maintained
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Gillian Rathbone
Headteacher	Elaine Stringer
Date of previous school inspection	8 January 2007
School address	West Bromwich Road Walsall West Midlands WS5 4NN
Telephone number	01922 721066
Fax number	01922 721066
Email address	Postbox@fullbrook.walsall.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 11 lessons across the morning and afternoon sessions. They held meetings with the headteacher, senior staff, Chair of the Governing Body, children and parents. They observed the nursery children in wrap-around care and analysed a range of documentation including data on children's progress, the school development plan, the school's self-evaluation, and policies and procedures for safeguarding. They analysed 40 parental questionnaires.

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

- the progress of all groups of children but especially children of White British and Indian origin
- the improvements made by the Nursery in relation to the consistency of application and accuracy of assessment to move children on in their learning
- the opportunities offered to parents to become true partners in their children's learning.

Information about the school

The Nursery serves a multicultural community. Well over half of the children come from ethnic minority backgrounds, with the largest number being of Pakistani heritage. Most children speak languages other than English at home and a small minority are at the early stages of language acquisition. Children start the Nursery with skills and experiences that are below those usually expected for children of this age and 0.5% of children have special educational needs in relation to speech and language development. The Nursery provides wrap-around care, known as 'Poppies', for 21 children on the nursery site. The Nursery is in receipt of Healthy Schools Award, Investors in Children, Quality Mark and School Achievement Award.

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?

1

The school's capacity for sustained improvement

2

Main findings

The Nursery offers an outstanding quality of education for its children who thrive under the excellent direction of the headteacher. She has successfully embedded the Nursery's motto of 'Be thoughtful, be helpful, be careful' in all aspects of the provision. All groups of children are very well prepared for their next stages of education and from skills on entry which are below those expected for their age, children achieve the expected levels by the time they leave. Children have high self-esteem and they have very well-developed skills of independent learning.

Outcomes for all children, including those with special educational needs and those who are at the early stages of learning English, are outstanding. Children make excellent progress in all areas of learning other than writing where progress is good but sometimes opportunities are missed to enable children to make marks. Progress in speaking and listening is particularly impressive. Excellent learning opportunities are expertly planned by a very knowledgeable staff. Children have an outstanding awareness of being safe and thrive in their learning because of very robust systems for safeguarding their welfare. They make a very positive contribution to the community. They tend to their allotments with loving care and know that water is precious. Children know their environment very well because they go on many trips such as visits to Cannock Chase, the local shops and places of worship. They acquire high levels of self-confidence in readiness for later life. Children have very good knowledge of living in a multicultural society and respect the values and religious beliefs of others. Their spiritual, moral, social and cultural development is outstanding.

'We love the Nursery.' 'We all play together and our teachers are very nice because they give us lots of fun things to do.' These are just two of the comments from the children. Parents are delighted with what is on offer. 'Not only do they care about all our children but they are very good to us as parents. We are taught how to help our children and there is always a listening ear,' said one parent speaking for many. The foundations of the nursery's success are the excellent teaching, outstanding relationships throughout the nursery community and teamwork of all staff.

The Nursery has good capacity for improvement as evidenced by the good improvement since the previous inspection: self-evaluation is rigorous and accurate; good improvement has been made in developing and implementing assessment procedures; teaching and learning are very well monitored; and equality of opportunity has improved as children from all backgrounds have shown better rates of progress in all areas of learning. The Poppies wrap-around care has enabled parents to return to work knowing that their children are well looked after. The Nursery's partnerships with other agencies and partners, such as the local secondary school, are very secure and ensure that all

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children, whatever their need, receive very well coordinated access to whatever help they need. The Nursery provides good value for money.

Governance is good. The governing body fulfils its statutory requirements but does not yet fully monitor the cost-effectiveness of spending decisions. This is because the school development plan, whilst focusing on all the correct areas for development, does not yet have stringent success criteria.

What does the school need to do to improve further?

- Raise children's progress in writing by ensuring that every opportunity is taken to make marks and develop early writing skills.
- Improve the role of the governing body by ensuring that they can evaluate the cost-effectiveness of their spending decisions and ensuring that the school development plan identifies clear success criteria.

Outcomes for individuals and groups of children

1

Children of all backgrounds, including those with special educational needs, those learning English as an additional language, and the few children who are gifted and talented, make excellent progress and attain the expectations appropriate for their age. This is due to excellent teaching, very good use of assessment of prior learning and outstanding use of resources both indoors and outdoors. For example, in an outstanding lesson on developing pre-writing skills, children made very good progress practising correct letter orientation using ribbon sticks outdoors and then translated this experience indoors through working with clay, paint and a rice tray. Children squealed with delight at their accomplishments: 'Look teacher, I can do this' reflected their pride in their achievements.

Systems for safeguarding are very secure and, coupled with well-structured daily routines and excellent relationships, children feel very safe in learning. They know about healthy eating and choose fruit appropriately during snack time but some of their lunch boxes do not reflect the implementation of the Nursery's principles of healthy eating into practice. This is now a focus of parental workshops.

Children's high levels of enjoyment and outstanding behaviour contribute to their excellent attitudes to learning. Children at the Nursery are resilient learners; they do not give up and recognise both their achievements and limitations. Attendance is good and the vast majority attend regularly.

These are the grades for children's outcomes

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

Outcomes for children in the Early Years Foundation Stage	1
Children's achievement and the extent to which they enjoy their learning	1
Taking into account: Children's attainment ¹	3
The quality of children's learning and their progress	1
The quality of learning for children with special educational needs and/or disabilities and their progress	1
The extent to which children feel safe	1
Children's behaviour	1
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	1
Taking into account: Children's attendance ¹	2
The extent of children's spiritual, moral, social and cultural development	1

How effective is the provision?

The excellent quality of teaching and curriculum planning contributes to the outstanding gains children make in learning. Highly effective care, guidance and support ensure that children's welfare is top of the agenda. The uniqueness of each child is celebrated by highly focused intervention in learning. For example, when a child attempted to cut some shiny paper, the teacher saw him struggling and offered to help. She patiently waited for him to ask for her support in order to accomplish the task and praised him for his efforts. Staff have excellent knowledge of how young children learn because of very focused training. Assessment of learning is exceptionally thorough, and all information is shared with parents and consistently used to plan the next steps of learning.

Excellent record keeping demonstrates the progress different ethnic and gender groups are making and this helps staff to quickly target any misconceptions in learning. Excellent relationships with parents, with well-targeted 'fun' homework, contribute to community cohesion because everyone sees the purpose in learning. 'We learn alongside our children', said one delighted parent. 'Nursery has taken on a new meaning. I never knew learning could be so much fun', said another. In Circle Time, which takes place both indoors and outdoors, children quickly acquire the language of emotions to express their needs. Partnership with the local nurseries and the secondary school are outstanding, and everything possible is done to ensure that learning is seen as a positive experience.

These are the grades for the quality of provision

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

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

How effective are leadership and management?

The headteacher is totally committed to improving on previous best performance through accurate self-evaluation. She has had unwavering success in improving the school from good to outstanding by her relentless drive to ensure all children have the very best learning experiences. This she achieves through excellent monitoring of teaching and learning and giving staff pointers for improvement. The consistency of approach of all staff in implementing the headteacher's vision for the Nursery is an example of the effectiveness of leadership and management in embedding ambition and driving improvement. Staff are proud of their Nursery, the children, parents and their community. As a result, there is a real sense of belonging. The drive to get Poppies wrap-around care firmly established has paid dividends, and has led to the involvement of some younger children from minority ethnic groups, who did not find learning easy, in a project on speaking and listening which has helped improve their communication skills. All staff are diligent in ensuring that all children enjoy equality of opportunity. Even the uptake of daily tasks is monitored by gender and ethnicity. This has been recognised by the many quality awards that the Nursery has achieved. All staff provide excellent pastoral care for children and all required safeguarding documentation is in place. Governors are very supportive of the Nursery; they fulfil their statutory responsibilities and are regular visitors to the Nursery, but, on occasions, they cannot fully monitor the impact of their spending decisions because the school development plan does not fully identify success criteria. Leaders and managers do all that they can to ensure that any children with disabilities are fully included in all that the Nursery provides. Community cohesion is promoted very well. In the Nursery, many parents are invited to share aspects of their culture. For example, a Polish parent came to talk to the children about life in Poland and showed children photographs of everyday life. Children made comparisons between buildings and listened attentively to Polish stories and rhymes.

These are the grades for leadership and management

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

Views of parents and carers

Parents are overwhelmingly supportive of the school. They have full confidence in the headteacher, staff and governing body and say that their children are very well prepared for the future. One parent, speaking for many, said, 'The Nursery is just amazing. The staff are brilliant and the sheer amount of knowledge and social awareness which is transferred to children here is extremely commendable.' Parents are delighted with relationships and the quality of teaching, they think that the Nursery is very well led and managed and all of them are very pleased with what the Nursery has to offer.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Fullbrook 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 80 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	88	4	10	0	0	0	0
The school keeps my child safe	34	85	6	15	0	0	0	0
The school informs me about my child's progress	31	78	9	23	0	0	0	0
My child is making enough progress at this school	28	70	12	30	0	0	0	0
The teaching is good at this school	34	85	6	15	0	0	0	0
The school helps me to support my child's learning	28	70	11	28	0	0	0	0
The school helps my child to have a healthy lifestyle	29	73	10	25	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)	21	53	16	40	1	3	0	0
The school meets my child's particular needs	29	73	10	25	0	0	0	0
The school deals effectively with unacceptable behaviour	25	63	15	38	0	0	0	0
The school takes account of my suggestions and concerns	26	65	12	30	1	3	0	0
The school is led and managed effectively	30	75	10	25	0	0	0	0
Overall, I am happy with my child's experience at this school	34	85	6	15	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



6 November 2009

Dear Children

Inspection of Fullbrook Nursery School, Walsall WS5 4NN

How I enjoyed my two days with you! Thank you so much for letting me see your wonderful work, even though I struggled sitting on your little chairs! You are delightful and so keen to learn. There are many wonderful things about your Nursery, and these are just a few of them.

- Your behaviour is excellent and you treat each other very well.
- You make exceptional progress and you show the skills expected of children of your age.
- You have excellent attitudes to learning, and are very independent.
- You know about healthy eating and how to stay safe and you care deeply about your Nursery and the community by making sure that there is no litter and by taking part in many projects. Your gardens for Walsall in Bloom were fantastic!
- Teaching in your Nursery is outstanding.
- You love Nursery and you are very aware of children less fortunate than yourselves.
- Your headteacher, senior leaders and governing body are totally dedicated to you and do everything they can to ensure that you learn quickly and very effectively.
- The Nursery's partnerships with your parents, local schools and agencies are very good.
- You know many things about your friends from different cultures.

To help the Nursery improve we have asked your headteacher to provide you with more opportunities to write. You can help by asking your teachers to show you how to record what you have done. We have also asked your headteacher to make some improvement to the School Development Plan and this will help the governing body work out if they have spent their money correctly.

Thank you for helping me over the past two days.

Yours sincerely

Bogusia Matusiak-Varley

Lead inspector

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