

Rowley View Nursery School

Inspection report

Unique Reference Number	104136
Local Authority	Walsall
Inspection number	355528
Inspection dates	23–24 September 2010
Reporting inspector	David Carrington

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	54
Appropriate authority	The governing body
Chair	Elaine Stringer
Headteacher	Jeanette Smith
Date of previous school inspection	18 October 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed seven lessons led by three teachers, supported by eight teaching assistants. Meetings were held with the headteacher, deputy headteacher, the whole staff and the governors. The inspectors observed the school's work, and looked at school planning, assessment data, records of children's work, the school's checks on the quality of teaching and a number of policy documents. The team received 26 questionnaires from parents and carers and also evaluated those from school staff.

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

- the recorded evidence to show the progress made by children last year
- the school's systems of assessment and tracking of progress
- the effectiveness of the school's partnership with Darlaston Children's Centre
- how far staff and governors are ambitious for children's progress and their drive for continual improvement.

Information about the school

Rowley View Nursery takes children from the area of Darlaston around the school. About a fifth of the children come from minority ethnic groups, although the number from each group is small. A fifth of the children are also at an early stage of English acquisition, which is above average. A below-average proportion of children have special educational needs and/or disabilities, although the school is monitoring a few others for inclusion in its Early Needs provision.

At the time of the inspection in September, many children had only completed a few days in school and at present some of these attend for a reduced number of hours. It is anticipated that the number of children will increase during the next few weeks.

The school works in formal partnership with Darlaston Children's Centre, providing a number of outreach services and training courses. The Rowley Rascals playgroup, which meets four days a week, is managed by the governors. The daily breakfast club is also run by the governors. All the extended provision described above was inspected by the team.

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

1

Main findings

Rowley View Nursery School provides an outstanding early education for its children. This is recognised fully by parents and carers. The children are helped to make extremely good progress because a varied and innovative programme of activities is provided. Many start school with a limited range of skills and knowledge, especially for literacy and numeracy. By the time they leave for their Reception class, they are fully prepared for the next stage of their education. The school uses the information from its very thorough assessment data to make sure equality of opportunity is guaranteed and that different groups of children are equally successful.

Teachers and teaching assistants are expert at meeting the needs of these young children. They plan thoroughly to ensure no opportunity is lost to help the children develop the confidence and independence necessary to learn effectively. The space indoors and outside is used most successfully to interest and enthuse the children. The newly planned outside area is equipped imaginatively to seize children's enthusiasms. One group, for example, had great fun rolling balls down a length of guttering and chattered happily to each other as they did this. Their generosity was encouraged as they learned to share and take turns. Their knowledge of simple science expanded quickly as they watched the balls roll down the slope and tried to explain why they did this.

The children behave exceptionally well. They enjoy each other's company and that of the staff and are eager to please others. The occasional upset is dealt with very capably. The children enjoy school so much that most attend regularly and punctually. They waste little time in starting each day. The programme of work and play is designed to cover fully all areas of learning. Additional activities, such as the visit to a nearby garden centre, are used very effectively to expand the children's knowledge, skills and understanding. The school has built excellent partnerships with other schools, Darlaston Children's Centre and other agencies. This benefits the children and their families as it ensures every opportunity is taken to support first- rate learning and rapid progress. Children attending the playgroup and breakfast club enjoy the same high-quality provision as children in the Nursery itself.

The school is led and managed with ambition and drive. The headteacher has high expectations and has very successfully fostered a talented staff team. Everyone shares the day-to-day management of the school and its strategic direction is assured because of the extremely capable senior leadership team. The governing body contributes much to the school's successes and adopts a probing approach to their work that ensures constant upgrading and an outstanding capacity to sustain further improvement. School leaders and managers have developed a thoroughly trustworthy system of safeguarding

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the children that is based on comprehensive policies and routines and makes very effective use of outside agencies. They have also ensured children have a firm sense of their role in the school and local community. They are developing plans to broaden this to include greater emphasis on communities elsewhere, particularly at the child level. Staff and the governing body recognise this is the next key priority to follow.

What does the school need to do to improve further?

- Broaden children's experience of life outside Darlaston by making stronger links with children from other backgrounds.

Outcomes for individuals and groups of children

1

The children make spirited progress. When they start in the Nursery, their level of skills and knowledge is well below the expected level, but this is soon put behind them and they race to make up the gap. Their enthusiasm is underpinned by exciting and enjoyable learning. Visits to the Forest School, for example, are tailored to meet the different learning needs of boys and girls. Activities there are highly motivating for both genders. Thus, the children take closely observed and assessed risks as they explore a new environment. Their interest is then maintained on returning to class. Two girls were observed sticking photographs of themselves at the Forest School on to a display sheet. They remembered the fun they had and what they had seen. In the process they also learned that too much glue makes fingers messy and sticking tricky.

The excellent rate of progress is common across all six areas of learning. Children's personal, social and emotional development is at the heart of their first days in school. The progress made in this area across the school year is particularly brisk. Children quickly learn about health and safety issues through such activities as building a tower of bricks that is stable, and the benefits of the produce from their new secret garden. They also learn to look after each other, build patience and collaboration skills, and to reduce their dependency on the staff. Children with special educational needs and/or disabilities learn these things, too, and while their progress is sometimes less apparent, it is very evident they are as successful as other children in their own way.

Children who are at the early stage of English acquisition soon grasp the essence of their new language. The bilingual staff are noticeably effective in assisting them to settle to Nursery routines and to develop effective speaking and listening skills that help them accelerate their progress. All children develop inquisitive approaches to learning and their spiritual development is very well catered for. Several children in the playgroup showed amazement at the effect of blowing bubbles over their teacher. Older ones were impressed with the beauty of their newly created fairy dolls, discussing with considerable imagination whether fairies lived in the sky or in the Forest School woodlands.

These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage

1

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	
Children's achievement and the extent to which they enjoy their learning	1
Taking into account:	
Children's attainment ¹	1
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	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	1
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?

Teaching and learning are of high quality. All staff make a full contribution to the development of each child, which ensures learning is something to enjoy and not to be worried about. At the start of the morning, children spend time planning their programme for the session and choosing which activities are appropriate for them that day. Staff assist this decision-making session by using the fruits of their evaluations made of each child's learning the previous day

The curriculum is very carefully tailored to the needs of each child. Memorable and rich learning experiences are provided that the children relish, leading to outstanding progress being made. The children use cameras eagerly and quite expertly to record their various experiences and staff use the photographs later to remind the children of discoveries made and to help extend their skills and knowledge. Audio recorders are also used skilfully to capture what has happened in learning and as a springboard into new experiences.

The school provides for children's welfare most successfully, as strongly endorsed by parents and carers. Children with any form of barrier to learning are given every help to succeed. Their families are supported wisely, too. The Nursery's work as part of the local children's centre is very carefully planned and coordinated to ensure the necessary full range of services can be offered. Other partnerships, such as with the main primary school the children will attend, local authority services and agencies such as the police,

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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medical practice and community groups, enable the school to provide the necessary support for children and their families so that learning is straightforward and unhindered.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	1
The quality of teaching Taking into account: The use of assessment to support learning	1
	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 school's partnership with parents and carers is very highly developed and correspondingly effective. There are ample opportunities for both formal and spontaneous discussion of children's needs. A warm welcome is extended to all parents and carers so that the vast majority feel part of the school and able to support their children's education successfully. The charity coffee morning during the inspection was very well attended, the cakes provided were thoroughly enjoyed and those present were able to share their child's Nursery experience with others.

Parents are pleased that the Nursery takes every care of their children and they recognise its successes in safeguarding them. Risk assessment is thorough and appropriate advice is sought from outside experts when there is any doubt as to the correct procedure to shield those who may be at risk. The school's supporting documentation and staff training are up-to-date and regularly reviewed and renewed.

Staff morale is high. The staff team is strong, united and shares equally high expectations, drive and ambition. There is secure distribution of responsibility and procedures such as assessment, the tracking of progress and the monitoring of the quality of provision are robust, but also manageable. Consequently, all staff willingly take responsibility for children's learning and its outcomes, and go out of their way to ensure equality of opportunity and lack of discrimination.

The further promotion of community cohesion is recognised by leaders and the governing body as the next main priority for improvement. At present, a good job is done to promote community cohesion because children are very successfully encouraged to contribute to the school and local community. However, they have few opportunities to develop awareness of the lives of other children further afield. The school has an impressive track record of improvement and its wider leadership is geared to keep things moving ahead. The governing body is central to this continuing improvement because of their depth of understanding of the school's performance. Working together, as they do, leaders and governors have exceptional capacity to

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respond to future challenges with conspicuous success.

These are the grades for leadership and management

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

Views of parents and carers

Parents and carers have a very positive opinion of all of the school's work with their children. Although several commented that it was too early in the year to make a full judgement, every questionnaire received had a full range of responses. All the other written comments were positive. Parents and carers are particularly pleased with the quality of care and welfare provided. The inspection team agree this is a significant strength of the school and share the other positive views expressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Rowley View 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 54 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	88	2	8	0	0	0	0
The school keeps my child safe	23	88	3	12	0	0	0	0
The school informs me about my child's progress	21	81	4	15	0	0	0	0
My child is making enough progress at this school	21	81	4	15	0	0	0	0
The teaching is good at this school	22	85	3	12	0	0	0	0
The school helps me to support my child's learning	21	81	4	15	0	0	0	0
The school helps my child to have a healthy lifestyle	20	77	6	23	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)	18	69	4	15	0	0	0	0
The school meets my child's particular needs	21	81	4	15	0	0	0	0
The school deals effectively with unacceptable behaviour	20	77	3	12	1	4	0	0
The school takes account of my suggestions and concerns	21	81	4	15	0	0	0	0
The school is led and managed effectively	22	85	4	15	0	0	0	0
Overall, I am happy with my child's experience at this school	23	88	3	12	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



27 September 2010

Dear Children

Inspection of Rowley View Nursery, Wednesbury, WS10 7RU

What fun you were having when we visited you last week. Most of you were busy playing and working with your teachers. Some of you showed us your drawings and writing. We remember all the photographs of you in school and those you took at the Forest School and at the garden centre.

We agree with your parents and carers that you go to one of the best schools. You enjoy being at the Nursery and learn quickly. Your teachers look after you very well, so that when it is time to go home, lots of you want to stay longer.

Your teachers work hard to make sure you are happy and learning a lot. We think they can improve one thing; that is to help you find out more about people who live outside Darlaston. We know you will enjoy this.

We also know you will have great fun when the new outside area is open fully. So, best wishes for the future.

Yours sincerely

David Carrington

Lead Inspector

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