

# Kingsland Nursery School

## Inspection report

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<b>Unique Reference Number</b>	123957
<b>Local Authority</b>	Stoke-On-Trent
<b>Inspection number</b>	314767
<b>Inspection date</b>	19 May 2008
<b>Reporting inspector</b>	Bogusia Matusiak-Varley

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>	Community
<b>Age range of pupils</b>	3-4
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	52
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Trever Weaver
<b>Headteacher</b>	Nicola Mulliner
<b>Date of previous school inspection</b>	22 March 2004
<b>School address</b>	Eaves Lane Werrington Road Bucknall Stoke-on-Trent ST2 9AS
<b>Telephone number</b>	01782 234564
<b>Fax number</b>	01782 236525

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## Introduction

The inspection was carried out by an Additional Inspector, who evaluated the overall effectiveness of the nursery and the following issues:

The quality of teaching and learning in enabling all groups of children, especially boys, to make progress.

The accuracy of staff's assessment in moving children on in their learning.

The impact of approaches to raising children's achievement in communication, language and literacy.

The impact of leadership and management in improving on previous best performance.

Evidence was gathered from interviews with parents, headteacher and governing body, from records of children's progress and assessments of standards attained, from observations of teaching and learning, and analysis of children's profiles. The nursery's self-evaluation was used as a source of evidence and other aspects of the nursery's own assessment, as given in its self-evaluation, were not analysed in detail but the inspector found no evidence to suggest that these were not justified and these have been included in the report.

## Description of the school

The nursery has recently received a Healthy Schools award and achieved Creative Partnership recognition for work in developing its creative curriculum. One third of the children have learning difficulties and/or disabilities and a small minority are learning English as an additional language.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This outstanding nursery serves its community exceptionally well. Its mission statement of 'Every Step Counts' underpins all aspects of exemplary provision. One of its many successes is the way in which staff look carefully at the needs of the children, by accurately assessing their learning and using this knowledge to plan the next steps of learning. As one parent said, speaking for many, 'The staff know our children very well; weekends are a drag because children want to be in school.'

Outstanding relationships among staff and children and a highly creative curriculum underpin the nursery's success. As a result, children's behaviour and attitudes are exemplary and contribute much to their outstanding achievement. The classroom buzzes with excitement as children, helped by a local artist, make clay tiles, fly kites and paint sunflowers using thin paint brushes designed for adults. 'We aim to give our children the real thing, let them have a go with proper tools and instruments,' said one practitioner. The excellent range of resources enables children to experience many new things, from learning how to make felt animals to planting potatoes and radishes. Their enjoyment of learning is self-evident; some of the youngest children even fight sleep in order not to miss out on any activity.

Children's personal development and well-being, including their spiritual, moral, social and cultural development, are excellent. This results in children having high self-esteem and being confident in their undertakings. The school's excellent provision for being healthy results in children encouraging parents to buy fruit and vegetables when going shopping. Children have an excellent awareness of healthy eating, how to stay safe and contribute to the community by caring for their environment.

Attainment on entry to the nursery is well below that expected nationally and the vast majority of children have underdeveloped speaking and listening skills. Their skills of personal, social and emotional development are also well below those of other children nationally. Children's achievements are outstanding and they attain levels typical for their age in all areas of learning but particularly excelling in personal, social and emotional development. They are very well prepared for Reception class. All children have full access to the exciting learning opportunities offered by the nursery. Children who are learning English as an additional language and those with learning difficulties and/or disabilities make very rapid progress because of outstanding teaching, sensitive, loving support and exciting, practical activities that capture their interest. The nursery identified in its excellent self-evaluation that boys could be doing better so immediately the excellent outside area was transformed into a vegetable patch where boys could dig. Visits to the local garage were organised so that boys' interest levels could be met. In spite of the outstanding progress by all groups of children, there are nevertheless some missed opportunities for children to record their letter sounds and numbers. Further improvement is also needed in the accommodation, as there is no room for children to have quiet reflection. The headteacher recognises that both these areas need to be addressed.

Exemplary teaching and learning in the nursery is characterised by an exceptionally high level of professionalism. Staff make it their business to find out how children learn best, for example, the recent successful emphasis on boys' learning styles, and how to move them on in gaining even better insights into the world around them. As a result of extremely thorough self-evaluation of their practices, staff have a superb understanding of the children's achievement. Staff have very high expectations of themselves and the children in their care.

As part of a whole-school approach, they seize every opportunity to intervene in children's play and develop their communication skills. 'So tell me what you can see through your binoculars,' asked a practitioner engaged in the campsite role play area. Children make excellent progress in communication, language and literacy skills because of the sustained emphasis on developing these skills.

The skills children learn, together with the independence they develop, are preparing them extremely well for later life. Care, guidance and support are excellent, all safeguarding procedures are adhered to, and staff support families very effectively through family literacy and healthy eating workshops. So why is this nursery so successful? The answer lies in the outstanding leadership and management of the headteacher and governing body, who are committed to community cohesion and want the very best for the families. Evaluation of the nursery's work is perceptive and self-critical and leaves no room for complacency. The nursery has outstanding capacity to improve, as evidenced by the recent rise in boys' achievement and very good improvement since the last inspection. Partnerships with other agencies, such as the Children's Centre, social services, educational psychologists and other nursery schools in the area are exemplary and all staff work for the benefit of the children and their families.

### **Effectiveness of the Foundation Stage**

#### **Grade: 1**

As the school only has children aged 3-4 there is no requirement to complete this section. The report covers, in full, the Foundation Stage.

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

- Provide more opportunities for children to develop their early recording skills.
- Provide a quiet area for children as and when they need to reflect on their work.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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 effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> 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 disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	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
How well learners enjoy their education	1
The attendance of learners	1
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

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</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 tackled so that all learners achieve as well as they can	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

## **Text from letter to pupils explaining the findings of the inspection**

20 May 2008

Dear Children

Inspection of Kingsland Nursery School, Bucknall, ST2 9AS

Thank you for making me feel so welcome in your fantastic nursery. I thoroughly enjoyed having my lunch with you and hearing about how much you love your teachers. Lots of you told me how you love coming to nursery. It was good to see how hard you work and how well you play with one another outside. I was very impressed by your fantastic art work and how well you balanced on the climbing wall. Your moms told me about how you load the shopping trolleys in the supermarket with fruit and vegetables when you go shopping with them. Well done!

I think that your nursery is exceptionally good and you make outstanding progress. The staff look after you exceptionally well and they are all very good teachers. You behave very well, have very good attitudes to learning and you work very hard indeed. Your outside play area is exceptionally well organised and it's lovely to see you grow your own vegetables.

I'm so pleased that your parents are happy with your work. Your headteacher does a fantastic job and I agree with you, she really is very good at providing you with excellent learning opportunities.

I have asked your headteacher and governing body to give you more opportunities to record letter sounds and numbers, and to try and find you a quiet room where you can sit quietly and rest after your many activities. You can help to make your nursery even better by always doing your very best to form your letters and numbers correctly.

It was lovely to meet you all and I wish you all the best for the future.

Yours sincerely

Bogusia Matusiak-Varley Lead inspector

**Annex B**

20 May 2008

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Bogusia Matusiak-Varley  
Lead inspector