

# Lane Head Nursery School

## Inspection report

---

<b>Unique Reference Number</b>	104139
<b>Local Authority</b>	Walsall
<b>Inspection number</b>	323975
<b>Inspection date</b>	14 May 2009
<b>Reporting inspector</b>	Lois Furness

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

---

<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)	108
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lesley Foster
<b>Headteacher</b>	Diane Lucas
<b>Date of previous school inspection</b>	6 June 2006
<b>School address</b>	High Road Willenhall WV12 4JQ
<b>Telephone number</b>	01902 368940
<b>Fax number</b>	01902 368940

---

<b>Age group</b>	3-4
<b>Inspection date</b>	14 May 2009
<b>Inspection number</b>	323975

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Lane Head Nursery School is part of a federation with the local infant and junior schools. As a federated school, leadership is shared between the executive headteacher and the head of the nursery school. Children are admitted in the term following their third birthday. They spend between three and five terms in the school, attending either morning or afternoon sessions. The vast majority of children are White British but there are a few children who are at the early stage of learning English. There is also a small proportion of children with learning difficulties and/or disabilities. The school has Healthy School status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Lane Head is an outstanding school that very successfully meets its aim of providing a 'can do' environment where all children successfully grow and develop. As a result, children gain a remarkable range of social, personal and academic skills, ensuring they move on to full-time schooling excellently prepared for future success. Parents and carers sum up the high quality experiences with comments such as, 'An excellent nursery with excellent staff. I wish my children could stay here until they are 16 years old!' and 'A wonderful place, I could not ask for anything more'.

Underpinning this exceptional provision is the inspirational leadership of the executive headteacher and the head of nursery, whose deep understanding of how young children learn and develop permeates every part of the school's work. Leadership and management are outstanding. The very effective systems to monitor and evaluate work ensure that everyone shares high expectations for children's success. The response to any need for improvement is swift and decisive. For example, assessment evidence showed boys did not progress as well as girls in their learning. Decisive action has now resulted in boys and girls progressing equally well. The issue from the previous inspection of staff not consistently supporting speech and language development has been rectified very effectively, through an emphasis on reading and linking letters and sounds.

The majority of children enter school with attainment below the expected levels. The rich curriculum provided both indoors and out, and the close attention to children's development by all staff, ensure rapid progress. Children develop quickly into independent, curious and determined learners. Teaching and learning is outstanding and when children leave nursery, all are working at the levels expected for their age, with a minority at levels beyond. Achievement is outstanding. This is particularly so for those children who have learning difficulties and/or disabilities, and those who are at the early stage of learning English. Children love school, as shown by their excitement and eagerness to take part in the activities offered to them. Behaviour is excellent because there is no reason to misbehave with so many interesting things to explore. They enjoy working together and willingly share ideas and resources. Their personal, social and emotional development is outstanding.

All staff play their part in ensuring children feel safe, valued and well cared for. They know the children and track their progress meticulously. This is recorded in detail through tracking books which provide very good records of progress. Regular photographs capture key learning moments, which are later shared with parents and carers. Promotion of children's welfare is outstanding, and all the recommended procedures for safeguarding children are fully in place.

Throughout the Nursery, there is a strong inclusive ethos, which enables children with a wide range of learning needs and home backgrounds to grow and play together happily. There are many beneficial partnerships which promote children's welfare, and the staff take every opportunity to work with people in the local community. There is a strong sense of belonging to the 'federation family' and the three schools are in the process of implementing a 'start local, think global' approach to develop children's understanding of community cohesion. However, as yet the school does not have a clear strategy for evaluating the impact of this work. The track record of improvement since the previous inspection confirms the school's excellent capacity to improve further.

## What the school should do to improve further

- Develop a strategy for checking the impact of the school's work on promoting community cohesion.

## Achievement and standards

### Grade: 1

Children join the school with skill levels below those typical for their age, particularly in communication, language and literacy. They make outstanding progress as a result of high quality provision. Each child is treated as an individual, and the very carefully planned learning activities meet all children's needs. As a result, children's skills in communication, language and literacy improve very quickly. By the time they leave the nursery, all are working at levels expected for their age across all six areas of learning. A minority of children attain above these levels. This shows outstanding achievement since they first started at school. Children with learning difficulties and/or disabilities make excellent progress because their difficulties are identified quickly and very effective support given. Those at an early stage of learning English also progress very well. In the past, boys did not progress as well as girls, but as a result of a focus on improving boys' learning, there is no difference between the progress of boys and girls.

## Personal development and well-being

### Grade: 1

Children are very happy, trusting and eager to learn. Beaming smiles are seen everywhere, as children quickly grow in confidence and independence, eagerly selecting the activities they wish to explore. Behaviour is outstanding and attendance is good. Children share resources willingly and develop excellent team working skills as shown when they excitedly tackle the dangers of going on a 'bear hunt' Their spiritual, moral, social and cultural development is outstanding, and children's eyes glow in awe at the new experiences offered to them each day. They are sensitive to the feelings of others, know the 'golden rules' and follow them carefully. The importance of keeping healthy is understood and the 'Two Fruit Friday' initiative is helping children to enjoy eating fruit. Children know how to keep themselves safe, washing their hands vigorously 'to get rid of germs' after digging in the outdoor environment, for example. It is evident children greatly enjoy their time here and some parents and carers say 'their children insist on coming to school on Saturdays and Sundays!' Children want to help each other and make a splendid contribution to the smooth running of the nursery. For instance, they eagerly help to tidy up and check that resources are put away where they should be.

## Quality of provision

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

#### Grade: 1

Children make excellent progress because staff use the information they gather about each child very carefully to ensure they provide the right level of challenge for all children. This means children stay interested in their activities for long periods. Staff closely watch what children do, and listen carefully to their responses when answering questions, or when talking among themselves. They then record these key points to make accurate assessments of what children know and understand. Excellent provision extends seamlessly from indoors to outside

as children choose where they want to work, whatever the weather. The balance between activities led by adults and those selected by children is just right. This ensures that children's curiosity is nurtured and their diverse learning needs are fully met. Children often become engrossed in their work, for example in making a wall hanging, playing in a tent or carrying out a gardening activity.

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

### **Grade: 1**

Making sure that every child is nurtured and exceptionally well cared for is at the very heart of this school. High quality pastoral support pervades all aspects of day-to-day practice and parents and carers comment that staff are always willing to 'go that extra mile'. Rigorous attention is given to making sure the school's safeguarding arrangements are firmly in place. The group leader assigned to each child provides children with a real sense of security. Outstanding partnerships with outside agencies reflect the school's commitment to support all children whatever their specific needs. Welfare requirements are fully met and supported by extensive risk assessments to ensure that children are safe indoors, outside and on educational visits. Hygiene and cleanliness are of the utmost importance. Transition arrangements to the infant school are excellent as are induction arrangements. The termly 'Keeping in Touch' sessions provide parents and carers with a greatly appreciated forum to discuss their child's progress and any important issues.

## **Leadership and management**

### **Grade: 1**

The executive headteacher's high expectations and capacity to motivate others are evident throughout. The head of Nursery, staff and governors are united in their commitment to provide the very best. The overriding focus is the happiness and well-being of all children. There is a clear shared vision to promote children's personal development, based on the strong belief that children learn best through play in order to thrive and develop. All staff are actively involved in achieving this vision and fully support each other, discussing concerns and celebrating progress on a daily basis. Every available opportunity is used to include adults and children in the school's work, so that everyone can gain further insights into other cultures and beliefs and increase community cohesion. However, as yet the school does not have a precise strategy for evaluating the impact of this work on children's development. Self-evaluation is accurate and leads to very well focused plans for improvement. The school is very well challenged by governors who know the strengths and development points needed to continue to move forward.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

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

### 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	1
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?	2
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**

15 May 2009

Dear Children

Inspection of Lane Head Nursery School, Willenhall WV12 4JQ

Thank you for making us so welcome when we came to see you. We had a wonderful time watching you enjoy all the exciting activities that your teachers set up for you each day. We decided that you go to an outstanding nursery school - that means it is very, very, very good indeed! We could see you learn lots and lots of new things and we especially liked your story-tree and the new wall hanging you are painting.

The things we liked best were:

- you all behave so well. Those who look after you should be very proud of the way you all try your very best to learn as well as you can
- you make outstanding progress during the time you are at the nursery. We think that is because your teachers know exactly how to help you, and make sure activities are interesting and exciting
- you know how to keep safe and told us why you needed to wash hands before eating your snacks. We think 'Two Fruit Friday' is a really good idea and it is good to know that some of you now prefer eating fruit to sweets
- it was lovely to see how you help each other to learn and are eager to share your ideas with each other. I saw two of you working hard together to make a sparkly box – I thought it looked wonderful when you had finished
- we think everyone who works at Lane Head looks after you so very carefully and helps to make sure you are happy and safe.

We have made one suggestion to your headteacher which we think will help you to know more about people in the world. We know you have lots of chances to work with different people from the infant and junior schools and the local community and we think this is good. Now, we have asked your headteacher to check how this work is helping you to know more about how people are different.

Thank you again for helping us and we hope you continue to enjoy school in the future, as much as you do now.

Yours faithfully

Lois Furness

Lead inspector