

Osborne Nursery School

Inspection report

Unique Reference Number	103145
Local Authority	Birmingham
Inspection number	336018
Inspection dates	22–23 March 2010
Reporting inspector	Susan Walsh

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	60
Appropriate authority	The governing body
Chair	Mary Boland
Headteacher	Nikki Shaw (Head of Centre)
Date of previous school inspection	23 May 2007
School address	Station Road Erdington B23 6UB
Telephone number	0121 675 1123
Fax number	0121 675 6410
Email address	enquiry@osbornen.bham.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

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

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. The lead inspector visited nine sessions and saw seven members of staff teach. Meetings were held with staff and governors. She observed the school's work and looked at the school's development plans, minutes of governors' meetings, the school's records of children's progress, and their learning journeys plus she scrutinised 23 parental questionnaires.

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

- The progress children make especially in communication, language and literacy
- The impact of assessment systems, known as personal lines of development, on children's progress
- The way leadership has been distributed and the effect of that leadership on the work of the school
- The impact of the partnership with the children's centre on learning outcomes

Information about the school

The nursery school is part of a children's centre whose provision is not being inspected, although partnerships between the school and the children's centre have been considered. The head of centre is also the head of the school. The school provides full time places for children between the ages of 3 and 4. Many of the children speak English as an additional language and the numbers are rising. A significant number are at the very early stages of speaking English and some are unable to communicate effectively in their home languages when they start nursery. An above average proportion has barriers to learning such as learning difficulties including problems in developing their speech and language.

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?

3

The school's capacity for sustained improvement

3

Main findings

The overall effectiveness of the school is satisfactory. Children thrive in this supportive environment and outcomes are good. When they arrive in the nursery their skills are often exceptionally low but by the time they leave they have achieved well and their skills are closer to those expected for their age. They have made especially good progress in their personal, social and emotional development. They settle well into daily routines and learn to persevere at tasks and become confident learners. Community cohesion is at the heart of both the school's work and that of the children's centre and children from a very wide range of backgrounds happily play and work together. The nursery has focused on improving children's communication, language and literacy skills and the emphasis on improving speaking and listening skills is beginning to pay dividends. It has also strengthened its provision for children who speak English as an additional language and provides particularly good quality support for those at the very early stages of developing language which helps these children to make good progress. Good teaching combined with an interesting curriculum ensures that children are always enthusiastic about learning. They clearly enjoy their time in nursery and often have big smiles on their faces especially when they are working in the Forest School. Teachers check children's progress regularly and their response to activities is carefully evaluated but this information is not always used effectively to plan the next steps of learning for individuals. An additional assessment system known as personalised lines of development has been introduced. These procedures are used to produce targets for children, which are shared with parents. While these targets help parents to support their children's learning they are not made sufficient use of in the classroom

The school runs smoothly on a day to day basis and parents are delighted with the nursery provision typically saying that their children are 'always safe and have plenty to do'. The head teacher provides the school with a clear sense of direction and is passionate about supporting families and their children. She has an accurate view of the school's strengths and weaknesses but other staff and the governors make a more limited contribution to self evaluation. Tensions have developed in the Nursery and strained relationships between staff are now adversely affecting communication and have slowed the pace of improvement. Governors are aware that they have not done enough to shape the strategic direction of the school. Although they are now starting to develop their skills they are not yet providing sufficient challenge and support for leaders and managers. Nevertheless sustained improvements to the quality of provision point to a satisfactory capacity for further improvement.

What does the school need to do to improve further?

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

- Boost the school's capacity for sustained improvement by
- developing the skills of the governing body so that they can help shape the strategic direction of the school and provide better support and challenge
 - enhancing the quality of working relationships at all levels
- Ensure that assessment information is used more effectively to plan the next steps of learning for individuals and make certain that that better use is made of pupil's individual targets
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of children

2

All groups of children including those with special educational needs and/or disabilities make good progress from their individual starting points. When they join the nursery many children lack the skills or the confidence to communicate with each other and adults. They quickly become more self assured and happily instigate conversations with other children and adults even when they have very limited language skills. This confidence to speak out reflects the nursery's focus on speaking and listening. The nursery has also improved the way that it promotes early reading and writing. Many children enjoy linking letters and sounds and some are applying that knowledge and are trying hard to write their names. However last year children made slower progress in calculation than in other areas of their learning and this is still to be fully addressed. They are learning important social skills such as how to take turns, to negotiate and to get along with others. Regular routines and safe behaviours are taught and as a result children feel very safe and secure and demonstrate a strong sense of belonging. Children respond well to staff's high expectations of their conduct. Concentration is sustained and children will persist at a task for a relatively long time. All this means that they are well prepared for the next stage of their education. Many children are keen to do little jobs around the nursery and to help one another. Real friendships are starting to blossom. Most children attend regularly but some need to attend more often in order to take full advantage of the good provision offered by the nursery. Although the nursery works hard at healthy lifestyles and children say that they really enjoy running around and taking exercise some children make very narrow choices of food.

These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage

3

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

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	2
Taking into account: Children's attainment ¹	3
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	2
Children's behaviour	2
The extent to which children adopt healthy lifestyles	3
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	2

How effective is the provision?

Adults support learning well within a vibrant environment. They understand how to encourage young children to develop their skills and apply their knowledge well. Most adults are accomplished at questioning children and modelling language but occasionally questions are too narrow and only require one word answers or are answered for the children. Children have access to a good range of interesting activities that address all areas of learning. There is a good balance of adult led activities and those chosen by the child. The quality of support for children who are pursuing their own activities has improved since the previous inspection and is good. The outdoor provision is used particularly well to promote good learning. The Forest School activities help children to value nature and develop a sense of awe and wonder. Although the good focus on the enjoyment of books is helping to boost children's language development and early reading skills occasionally there are insufficient opportunities to develop children's writing. Planning for activities is thorough as is the appraisal of children's responses but this useful assessment information is not always used effectively to plan for the needs of individuals.

Children are well looked after within this welcoming environment. Relationships between children and staff are good and behaviour is managed very effectively. Good induction procedures ensure that children settle quickly into routines and respond well to the high expectations of the nursery. The nursery is particularly effective at removing barriers to learning and small group work is used well to support potentially vulnerable children, those with special educational needs and to help children to learn to speak English. Local visits are used successfully to enable children to practice their English in a good

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

range of familiar situations. The children's centre is effectively extending the range of support available to parents and their children but the school is aware that these partnerships could be used even more efficiently, for example, to boost children's attendance.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	2
The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets children's needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Efforts have been made to facilitate a more distributive style of leadership but the impact has been inconsistent. Staff are certainly committed to assuring the well being of the children and to securing their good progress. They have contributed to the improvements that have been made to the curriculum and to the way that children's progress is checked. However, some are concerned about the demands that are being placed upon them. The nursery is well managed on a day to day basis; however, the majority of the drive for improvement is coming from the head teacher. There is potential to involve other staff and governors more effectively in self evaluation and school development planning and to ensure that the checking of teaching and learning includes the whole staff.

Tensions within the nursery are adversely impacting upon staff morale and are now slowing whole school development. This includes developing further cooperation with the children's centre and improving provision for more able children. Together with weaknesses in governance these difficulties have a detrimental effect on the climate for sustained improvement which is now only satisfactory. Safeguarding procedures are satisfactory. Although staff ensure that children are safe and secure when they are in the nursery the governors have been slow to check the rigour of safeguarding procedures and to ensure that effective policies are in place. Good provision for community cohesion has a positive impact both within and beyond the school. There is a significant amount of work that encourages children to value their own heritages and the heritages of others. The school actively promotes equal opportunities for all children and their parents and is quick to tackle discrimination.

These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	2
---	----------

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	3 3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

There was a reasonable response to the parent's questionnaire with about a third of the parents returning the forms. There were no negative responses. Parents are very happy with the quality of provision. They comment positively on the wide range of activities, they are pleased with the good support that is offered to both children and families and feel that their children have made good progress. The inspectors agree with these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Osborne 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 23 completed questionnaires by the end of the on-site inspection. In total, there are 60 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	91	2	9	0	0	0	0
The school keeps my child safe	20	87	3	13	0	0	0	0
The school informs me about my child's progress	21	91	2	9	0	0	0	0
My child is making enough progress at this school	18	78	5	22	0	0	0	0
The teaching is good at this school	20	87	3	13	0	0	0	0
The school helps me to support my child's learning	17	74	6	26	0	0	0	0
The school helps my child to have a healthy lifestyle	18	78	5	22	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)	16	70	6	26	0	0	0	0
The school meets my child's particular needs	16	70	7	30	0	0	0	0
The school deals effectively with unacceptable behaviour	14	61	7	30	0	0	0	0
The school takes account of my suggestions and concerns	17	74	6	26	0	0	0	0
The school is led and managed effectively	18	78	5	22	0	0	0	0
Overall, I am happy with my child's experience at this school	21	91	2	9	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.



Wednesday 24 March 2010

Dear Children

Inspection of Osborne Nursery School, Birmingham, B23 6UB

I really enjoyed talking to you when I visited your nursery. You all have lots of fun and make good progress. Your teachers are working hard and make sure you have lots of interesting things to do. They listen to you and they help you. You are learning to talk well. Even those of you who find it difficult are trying very hard. It is good to see how many of you know the sounds that letters make. Teachers make regular checks on your progress and I have asked them to use this information to plan work that meets your individual needs. Teachers talk about your targets with your parents and carers and but need to make better use of those targets in the classroom.

I am really pleased to see how well behaved you all are and the way you are learning to take turns and look after other people. It looked great fun in the Forest School and made me wish that I could sit around the camp fire and drink hot chocolate. I would love to see your giant castle when it's finished. I am sure that it will look fabulous.

I have asked the governors and the staff to improve the way they help your nursery to get better. You can also help by continuing to do your best and by trying to come to nursery every day.

Yours sincerely

Susan Walsh

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.