

Washwood Heath Nursery School

201 Sladefield Road, Ward End, Birmingham, B8 2SY

Inspection dates 25–26 November 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher's high ambition and passion for her school inspire the whole staff team. This has helped the school maintain the highest levels of teaching and achievement.
- Children make rapid progress in all areas of their learning, regardless of their starting points. The staff have a very clear picture of this progress and use this information to help with planning.
- Outstanding teaching ensures that children develop excellent social skills and grow in confidence. Teachers ensure that learning is not only challenging, but also fun.
- Staff know exactly how every child is doing because they check their progress regularly and accurately. This information is then shared so that all staff know at what level to challenge each child.
- Children's behaviour is outstanding. They have excellent attitudes to learning and arrive at school eager to take part in all that is offered to them.
- Staff and parents are committed to the headteacher's vision for the school. Parents are delighted with what the nursery offers their child.
- The school promotes children's spiritual, moral, social and cultural development extremely well. Exciting and wide-ranging activities fire their imagination and stimulate their curiosity.
- Leaders and governors have maintained the outstanding strengths of the school since the last inspection through very effective teamwork. The governors provide a high level of support and challenge for the headteacher.
- High-quality care has ensured that children are safe and understand how to keep themselves safe. The school's safeguarding procedures are extremely thorough.
- Links with the adjacent school, which most of the children move on to, are excellent. A few staff have not been given the opportunity to visit a range of nurseries.

Information about this inspection

- The inspectors observed a wide range of sessions in the nursery over the two days, including joint observations with both the headteacher and the deputy headteacher.
- Discussions were held with some senior leaders, members of the governing body and a representative from the local authority.
- There were five responses to the online questionnaire, Parent View. Inspectors spoke to around 20 parents as they brought their children to school to gain a broader range of parents' views of the school.
- Account was taken of 12 responses to the staff questionnaire.
- Inspectors observed the school's work and looked at a range of documents including data on children's current and previous progress, the school's self-evaluation document, records relating to the management of staff performance, the school's plans for development, children's 'learning journeys' from the current and previous year, and records relating to the safeguarding of children and staff.

Inspection team

Gavin Jones, Lead inspector

Additional Inspector

Mandy Wilding

Additional Inspector

Full report

Information about this school

- This nursery has 85 children attending on a part-time basis, either in the mornings or the afternoons.
- The setting is a fully integrated nursery school, day care facility and Children’s Centre, overseen by one headteacher. Only the school was included in this inspection.
- The overwhelming majority of children are from a wide range of minority ethnic backgrounds. The largest group is of Pakistani origin.
- The vast majority of the children speak English as an additional language. Most are at an early stage of learning English when they join the nursery.
- Around 15% of the children are disabled or have special educational needs. This is about average.

What does the school need to do to improve further?

- Give staff more opportunities to visit other nurseries in a range of social settings, particularly so that they can share the best practice and develop links that help the school to build on its considerable strengths.

Inspection judgements

The leadership and management are outstanding

- The inspirational leadership of the headteacher is pivotal to the school's successes and the children's outstanding achievement. She is very well supported by a knowledgeable and effective deputy headteacher, staff and governors. The absence of any complacency and the continuing search for further improvements are testament to the high level of teamwork throughout the school and at every level.
- The school's high ambitions for every child are supported by all staff and reinforced by governors. Their support is based on a thorough understanding of the school's performance and of the skills of the staff.
- A wide range of very effective policies ensure that children make excellent progress in reading, writing and mathematics, so that they are very well prepared for transition to reception classes in a range of schools.
- Leaders focus relentlessly on the continual development of the quality of teaching and learning, which they check regularly. Their rigorous systems for managing and improving teachers' performance ensure that the individual training needs of staff are met well and their personal development is assured. However, a few staff have not recently visited other nursery schools so that they can share, and compare, the high quality of their work with other recognised centres of excellence.
- The curriculum is particularly strong, generating a thirst for knowledge among the children. It has a very positive impact on children's personal and social development as well as their academic improvement. Their high-quality spiritual, moral, social and cultural development is reflected in the way they behave and respect each other's cultural differences. Children develop an understanding of right and wrong, how they can help others and make a contribution to the harmonious school community.
- Leaders track the progress of children in a regular, systematic and accurate way. Because of this, they know exactly how well children are doing and can act very quickly at any signs of children falling behind.
- Central to the work of the school is equality of opportunity for all children and the absence of any discrimination. This is not just an intention but is carried out, in practice, by all staff.
- The school uses excellent strategies for engaging parents in their children's education. The school provides them with much information and gives them strong support, helping them to extend their children's learning at home.
- The school carries out rigorous checks when it employs adults to work with children and keeps meticulous records to ensure children are as safe as possible. The school's child protection work is very well documented and very supportive of children. The safety of children on school visits is exceptionally well annotated and very regular health and safety checks ensure that children are safe at all times. Parents agree wholeheartedly with this.
- The headteacher carries out much work to support children of this age group throughout the city in a range of capacities. She chairs several important city-wide committees using her knowledge of nursery education and her school as an example of excellent practice. This outreach work also covers the partnership work with the main feeder primary school. This gives leaders in the nursery the opportunity to track the continued success of their children into Reception.
- The local authority provides limited support to this outstanding school. Its work is seen as a model of best practice, and used as an exemplar for other schools.
- **The governance of the school:**
 - Governors are clear on how good the school is, and the exceptional progress children make in their learning. They use their role to challenge and support the school very effectively.
 - The governors make sure safeguarding procedures are very secure and meet all national requirements. They ensure that the school is financially stable, and that staff and resources are deployed to the

benefit of all children. They are mindful of the links between the most effective teachers and their salaries and promotion, and know that staff performance is carried out effectively and with rigour.

- Governors appreciate the regular and detailed reports from the headteacher and keep up to date with information on children's progress. They take part enthusiastically in a day with senior leaders, during which a range of future developments are discussed.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of children is outstanding. This is confirmed not only by observations of children in lessons and around the school, but also by parents, staff and the school's records of behaviour.
- The start to each day is very positive, with a range of staff on hand to welcome both children and their parents. Children's faces beam as they enter school, intent on making the very best of the opportunities offered to them. Home visits help establish a good working relationship with parents, and support a shared approach to promoting high standards of behaviour.
- Children behave impeccably in lessons. This provides a strong platform for their learning and ensures that they respond very quickly to instructions. There are excellent relationships between children and adults, and great shared respect. This has a strong impact on their behaviour.
- Children are very confident in asking questions and keen to try things for themselves. For example, a child asked an adult if they could sing a song from a Christmas film using a camera which would project their image on to a very large screen. Both child and teacher were seen singing together, with a small crowd gradually forming and joining in.
- Children quickly become confident in taking part in a wide range of activities. At times they know that they should sit quietly and listen while at other times they can voice their opinions or ask questions, clearly knowing the appropriate time to do both.
- Staff treat the children with respect, consequently, they respond to staff in a similar way. They move around the school calmly and there is a great deal of mutual consideration. This is seen when children share resources, give each other support or share snacks.
- When teachers are directing learning, children listen intently and are keen to please. They use resources carefully and take pride in what they do.

Safety

- The school's work to keep children safe and secure is outstanding. Every adult has specialist first-aid training. The school has an all-encompassing range of CCTV cameras, protecting the school. There is a team of support workers who support both families and their children, ensuring they are safe in school and supported at home. Parents themselves, when questioned by inspectors, said how safe they felt their children were, at all times. The close relationship between staff and parents helps establish a sense of security. Key persons, who are responsible for small groups of children, are very important in making children feel safe.
- Adults help children to understand safe behaviour, such as taking turns when using equipment and apparatus.
- Children are helped, very effectively, to develop an understanding of health, safety and well-being. They know about washing their hands.
- Attendance is improving. Staff work well with parents to ensure that children attend the school regularly.

The quality of teaching is outstanding

- Teachers have an excellent understanding of how children of this age learn. They demonstrated this in all lessons observed during the inspection.
- Key workers and other support staff work closely as a team to plan work that will move each child's learning forward at a rapid pace. Plans are shared widely across the team so that all adults know what they are teaching and what children are learning.
- All aspects of learning are taught exceptionally well. Adults have excellent subject knowledge and set up activities which grab children's attention and ensures that children concentrate on their tasks. Staff expectations are very high, and this is seen in the level of challenge presented to children in a wide range of activities.
- Every opportunity is taken to develop children's language, reading, writing and mathematical understanding. Sometimes this is linked very skilfully to other areas of learning. For example, a group of children were using tongs to pick up small objects and count them into a box, extending their fine finger control and enhancing their counting skills.
- During the inspection a small group of the most able children looked at books with adults, gaining an understanding of moving from left to right, turning pages and identifying characters. They then discussed their own story based on a character, which an adult wrote down for them. Learning was of high quality and progress rapid. Children who are disabled or have special educational needs also make the same excellent progress because their needs are recognised and excellent support is given.
- All staff ask children probing questions to extend their vocabulary. The level of discussion between adults and children is very high and gives excellent support to their language development and speaking skills.
- The excellent outside classroom is used whenever possible to extend learning. The wide range of outstanding resources helps to extend children's physical development and language skills.
- An illustration of the very high quality of teaching and learning can be seen in the quality of 'learning journey' folders. These track the children's lives in the school from the initial home visits through their work in class and their personal development, together with evidence from their parents. The quality is superb and the writing is extremely personal to each child. These documents are also extremely useful in helping staff to track children's progress, through both photographs and comments.

The achievement of pupils is outstanding

- The vast majority of children, regardless of their ability or background, make exceptional and rapid progress. Their skills in speaking, understanding language and mathematics are especially weak when they arrive at the school. By the time they leave the school, over half of them have reached the level expected for their age showing exceptional and rapid progress from their starting points.
- Children who arrive speaking little or no English do outstandingly well. The school provides excellent support for these children. As a result, the largest minority ethnic group, those of Pakistani origin, make excellent progress in their learning. They benefit from the help of native speakers on the staff, who support them extremely carefully so that they too can take advantage of the excellent range of opportunities on offer. Staff also use signing and small pictures and images to support their learning.
- Children who are disabled or have special educational needs also make excellent progress. This is because of strong individual support and the way the school keeps a regular check on their progress.
- Children are very well prepared for their move to primary school. They are eager to learn and their literacy and numeracy skills support their learning well. Their social skills are excellent and they are very capable of working in groups or on their own. They understand, from the earliest opportunity, that they have to sit, look and listen when working with their teachers. They were seen selecting their own

resources for drawing, and were keen to use counting blocks, construction materials and role play costumes.

- Staff take great care to help children develop their vocabulary, so that they talk to adults and their peers, showing that they have quickly developed standard English accurately. They have many opportunities to listen to stories and join in with words or actions. This helps them to develop early reading skills.
- Early writing skills and mark making are encouraged exceptionally well throughout the nursery. A group of children were seen writing invitations to a party in the 'castle' set up in one of the rooms.
- Children are given small jobs to do to encourage them to take on responsibilities. For example, they were observed counting each other in at registration and taking part in a head massage session where they asked their partner's permission before starting their massage. They did this with great confidence and were not upset if their partner said they did not want their head massaged at that time.
- The most able children are encouraged to take on more complex tasks to challenge them to reach their potential. This results from the accurate and regular checks on their progress and their readiness for more difficult work.
- Staff give children many opportunities in the outdoor areas to extend their physical and social skills and their understanding of the world. They learn to control their movements very well while on the apparatus. They also make good use of the apparatus as part of their story telling. Sometimes apparatus becomes a castle or a jungle.

The early years provision

is outstanding

- All children in this school are in the Early Years Foundation Stage. The report sections above evaluate the school's effectiveness.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103132
Local authority	Birmingham
Inspection number	448081

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	171
Appropriate authority	The governing body
Chair	Jean Marlow
Headteacher	Valerie Daniel
Date of previous school inspection	27 February 2012
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