

Thomas Boughey Nursery School

Inspection report

Unique Reference Number	123959
Local Authority	Stoke-On-Trent
Inspection number	359553
Inspection dates	18–19 January 2011
Reporting inspector	Shirley Herring

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	45
Appropriate authority	The governing body
Chair	Mrs Mary Howard
Headteacher	Mrs L Jones
Date of previous school inspection	27 November 2007
School address	College Road Shelton, Stoke-on-Trent Staffordshire ST4 2DQ
Telephone number	01782 237125
Fax number	01782 237104
Email address	thomasboughey@sgfl.org.uk

Age group	3–5
Inspection dates	18–19 January 2011
Inspection number	359553

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 assesses 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 0300 123 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by one additional inspector. The inspector visited eight sessions of varying lengths and observed four staff working with children. The inspector held meetings with governors, staff and professional partners within the Children's Centre. She observed the school's work, and looked at the school's assessments and tracking of children's progress, school policies, including safeguarding, and the school development plan. She examined 20 questionnaires completed by parents and carers.

- The extent of the achievement of different groups to judge the effectiveness of teaching and the use of assessment information.
- The extent of the strength of children's personal development to judge the effectiveness of the curriculum.
- The extent to which the school's strategies have resulted in an improvement in attendance.

Information about the school

This average-sized nursery school is situated in the Thomas Boughey Children's Centre. Most of the children are of Asian heritage, mainly Pakistani, and there are a very few children from Eastern Europe and from Africa. A very small minority are from a White British background. The vast majority enter the nursery speaking very little English language. The proportion of children with special education needs and/or disabilities, including statements, is well above average. The proportion of children known to be entitled to free school meals is above average. The headteacher was seconded to manage the Children's Centre for two and a half days a week for two years, until September 2010. The teacher in the nursery supported the headteacher's role during that time.

The independent Thomas Boughey Kindergarten situated in the Children's Centre was inspected separately and the report is available on the Ofsted website.

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?**2****The school's capacity for sustained improvement****2**

Main findings

This is a good school. It has many outstanding features including aspects of the children's personal development including behaviour, the progress made by children with special educational needs and/or disabilities, the rich curriculum and the excellent quality of care, guidance and support it provides. The school uses its excellent links with professional partners in the Children's Centre to access specialist support when needed and to co-operate and work together, for example to develop excellent procedures for safeguarding all the children.

Children enter the nursery with a range of skills that, overall, are below what is expected for their age. They make good progress and most achieve the level expected for their age by the time they leave. A significant number of children have skills which are well below the expected level for their age in some aspects when they join the nursery. They make excellent progress because of the high quality of support, including that from bilingual staff.

Teachers plan a rich curriculum which gives children memorable experiences in all areas of learning and allows them the freedom to follow their interests. Adults talk to children throughout informal or more focused activities to encourage the development of speaking and listening skills and the school continuously explores further strategies to bring about improvements. There are good procedures for assessing children's progress and the information is used well to identify and tackle gaps in their learning. For example, the school is seeking further ways to develop children's early writing skills. There are some limited opportunities for children at a similar stage of development to work in a small group with the teacher to develop a particular language or numeracy skill. Children enjoy the challenge of these sessions and the school is considering increasing their frequency.

The school's extensive strategies to improve attendance are slowly beginning to have an impact and attendance is now similar to what is expected. However, the school has identified the need for further improvement.

The school has a good capacity to improve. Its self-evaluation is thorough, involves staff and governors and the judgements are generally accurate. An additional room has been built and is being used effectively to create a pleasant dining area and to extend learning opportunities, for example for indoor physical activities. The school has sustained the high quality of many aspects of its work since the last inspection. The development of language skills, in a school where most children start school with little or no English, remains a focus area for improvement.

What does the school need to do to improve further?

- Improve children's language and communication skills further by:

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

- increasing the range of well-structured group activities which build on children's previous learning
- providing further opportunities for making marks to develop early writing skills.
- Improve attendance by building on the strong links with parents, carers and the community to reinforce the importance of coming to school regularly.

Outcomes for individuals and groups of children

2

Children enjoy their learning as they become engaged in a wide range of interesting activities and they achieve well. They learn to co-operate with each other as they build a den outside and experience different textures as they knead stretchy dough or try to draw patterns in the foam. Their behaviour is excellent for their age and this makes a good contribution to their learning.

Children enter the nursery with a range of skills that overall are below what could be expected for their age. They make good progress and most are working at the level expected for their age by the time they leave, though there is a comparative weakness in the development of language and communication skills. Some children enter the nursery with skills in elements of social, language and numeracy skills that are well below what is usual for their age. They make outstanding progress because of the excellent support they receive, as do children who enter school at a very early stage of learning English.

Children feel safe and secure because of the excellent relationships with adults and they come happily into school. They learn how to stay safe as they are shown how to use simple tools, such as scissors, safely. They are gaining an excellent understanding of a healthy lifestyle as they enjoy a nourishing lunch, wash their hands before eating and join in vigorous exercise outdoors each day. They make a good contribution to the school community as they work together and learn to take turns. Spiritual, moral, social and cultural development is outstanding. They celebrate the wide range of cultural diversity within the nursery, for example through bilingual stories and prayers. As an Eco School the children gain a good understanding of the wider world.

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

These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage	2
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	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	2
The extent to which children develop skills that will contribute to their future economic well-being	3
Taking into account:	
Children's attendance ¹	3
The extent of children's spiritual, moral, social and cultural development	1

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

How effective is the provision?

Teachers plan activities that are interesting and varied and so children are eager to join in and enjoy the experiences. All adults work co-operatively together, for example when telling a story in two languages and this provides a very good example for children's personal and social development. Adults use questions skilfully to encourage children to develop speaking and listening skills. They observe children carefully to assess their progress, and the information is used well to plan for individual needs. Assessment information is used effectively to teach children at a similar stage of development in small groups to develop language and mathematical skills, though these sessions take place only once a week at the moment.

The rich curriculum is built securely on purposeful, practical activities, indoors and outside, that show a good understanding of how young children learn. Innovations, such as the Forest Schools Project greatly enhance children's experiences and contribute very well to their personal development. The strong emphasis on developing language skills and understanding is evident in all activities and the school is looking for further ways to develop early writing skills. The school's focus last year in providing more mathematical opportunities resulted in an improvement in counting skills. The curriculum is greatly enhanced by visits to places of interest such as Cannock Chase and by visitors to school such as the Bhangra Dancers. Teachers use these experiences effectively to encourage

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 to describe what they have seen to extend their vocabulary as well as their knowledge and understanding of the world around them.

Children with special educational needs/and or disabilities are identified at the earliest stage, often before they come to school. They receive excellent support which is very well matched to their needs so they make excellent progress. The school works very closely with other professionals in the Children's Centre and can readily access specialist support where needed. There are very good arrangements for introducing children to the nursery, including home visits, and so children settle quickly. There are very effective links with the primary school to ease the transition between the nursery and the Reception year. The school has many strategies to improve attendance, including the celebration of exemplary attendance and support from community leaders. This is beginning to have an impact.

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	2
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 headteacher leads a team which is committed to working together to bring about improvements for the benefit of the children. This is evident in the excellent care, guidance and support provided. The school identified the need to improve children's learning opportunities before they start in the nursery to raise the level of attainment when they join the nursery and the headteacher has actively been involved with the newly-opened kindergarten on site. The headteacher and governors monitor the quality of teaching and learning regularly and they are committed to a programme of training to bring about improvements.

Governors are well aware of their responsibilities, including the safety of children and adults, and have worked closely with the headteacher on procedures and practices throughout the nursery in liaison with the Children's Centre. They undertake training to improve their skills. For example, the Chair of Governors has attended a course on performance management to enhance this aspect of her role in the future.

The school has made exceptional efforts to involve parents and carers in children's learning through informal conversations when they bring their children into school, through home visits, through bilingual provision and through innovative projects such as 'Parents Involved in Children's Learning', and this is having a positive impact. The questionnaires completed by parents and carers show they are unanimously happy with what the school provides. The school works in true partnership with the Children's Centre where it is based and shares many facilities. The outdoor learning area is accessed by the

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

toddler and pre-school children within the kindergarten on site and so children are very familiar with the nursery before they start. The school has close links with 'Stoke Speaks Out' and this has provided access to specialist training to support the development of speech and communication within the school.

The drive for equality of opportunities is at the heart of the school's work. It monitors the progress of different groups scrupulously to ensure all achieve well. Staff and children in this culturally-diverse nursery work harmoniously together and there have been no racial incidents for several years. All children, whatever their needs, are fully included in all activities.

Robust procedures for safeguarding children are in place and in many cases exceed what is expected. The school makes excellent use of technology to provide a very secure environment. Community cohesion is exceptionally well-developed and the school actively seeks to involve the community in its work. This was seen to good effect when a local religious leader emphasised the importance of regular attendance. Children exchange visits with a school that has children from a mainly all white background to develop mutual understanding. The children participated in the Beehive Book Exchange project and the books were sent to a Children's Centre in Malawi last year. The headteacher seeks to gather and share expertise from around the world, for example she joined a study trip to Italy to look at the creative curriculum in the region. This resulted in extending the creative opportunities for children in school.

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	2
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	1
The effectiveness with which the school deploys resources to achieve value for money	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

Views of parents and carers

The proportion of completed questionnaires returned to the school is above average. Inspection evidence supports the very positive views of parents and carers. These views include the fact that children enjoy school, that teaching is good and the school is managed well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Thomas Boughey 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 inspector received 20 completed questionnaires by the end of the on-site inspection. In total, there are 45 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	65	7	35	0	0	0	0
The school keeps my child safe	12	60	8	40	0	0	0	0
My school informs me about my child's progress	17	85	3	15	0	0	0	0
My child is making enough progress at this school	14	70	6	30	0	0	0	0
The teaching is good at this school	15	75	5	25	0	0	0	0
The school helps me to support my child's learning	11	55	9	45	0	0	0	0
The school helps my child to have a healthy lifestyle	12	60	8	40	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)	9	45	10	50	0	0	0	0
The school meets my child's particular needs	9	45	11	55	0	0	0	0
The school deals effectively with unacceptable behaviour	11	55	9	45	0	0	0	0
The school takes account of my suggestions and concerns	11	55	8	40	0	0	0	0
The school is led and managed effectively	15	75	5	25	0	0	0	0
Overall, I am happy with my child's experience at this school	16	80	3	15	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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



20 January 2011

Dear Children

Inspection of Thomas Boughey Nursery School, Stoke-on-Trent, ST4 2DQ

Thank you for being so kind and helping me when I visited your school recently. I was really pleased to see how well you behaved and listened to the teachers. Well done! Your parents and carers told me how much you enjoy coming to school and I can understand why. Teachers plan some very interesting activities indoors and outside to help you to learn. You were very good at guessing the instruments when you were learning about sounds and I could tell you enjoyed working together to build dens outside. One of the very nice things about Thomas Boughey Nursery is that the teachers seem to enjoy working with you all so much.

I think that the Thomas Boughey Nursery is a good school. In fact some things about it are outstanding, which is the highest praise I can give. The school takes excellent care of you all and it works well with your parents, carers and other adults outside school to make sure you have all the help you need. I was very impressed to see you eating such a healthy lunch in your lovely new dining room, and I know you all washed your hands before eating.

When I visit a school it is part of my job to suggest ways in which even a good school can improve. To make Thomas Boughey even better, the adults are going to help you to learn more about sounds and making marks on paper to help you to read and write when you get older. I was pleased to see that so many of you come to school each day. I hope this continues because coming to school regularly is so important in helping you to learn.

Best wishes to you all.

Yours sincerely,

Mrs Shirley Herring

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 0300 123 4234, or email enquiries@ofsted.gov.uk.