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13 May 2013

Miss Christine McKay  
Headteacher  
Canterbury Nursery School and Centre for Children and Families  
Basil Street  
Bradford  
West Yorkshire  
BD5 9HL

Dear Miss McKay

**Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Canterbury Nursery School and Centre for Children and Families, Bradford**

Following my visit to your school on 10 May 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2013. It was carried out under section 8 of the Education Act 2005.

**Evidence**

During the visit, meetings were held with the headteacher and deputy, the three nursery teachers, the headteacher and assistant headteacher of the supporting school, governors and a representative of the local authority. The inspector scrutinised a range of documentation including: the school's post-Ofsted development plan, tracking information, minutes of governor meetings, lesson observations and pupils' learning journals. In addition, the deputy and inspector undertook a learning walk to look at provision and the quality of teaching and learning.

**Context**

There have been no significant changes to staffing or the school's context since the Section 5 inspection in February.

## **Main findings**

School leaders have worked with the local authority and a partner school to produce the post-Ofsted development plan. It clearly focuses on the identified areas for improvement and gives a precise account of the intended actions. There are clear milestones and measurable outcomes linked to children's development and learning. It makes clear what support is needed and who is responsible. It identifies external support and how this will be funded, where necessary.

The school is beginning to make effective use of the support brokered by the local authority to increase the confidence and effectiveness of leaders and teachers to drive forward the improvements needed. All agree that the inspection has "opened doors" for them to work with the supporting school situated next to the nursery. They recognise the importance of strengthening and developing this relationship.

Some actions have been taken to improve teaching and learning. The impact on children's development and progress is not clear at this stage. For instance, changes have been made to the environment in an attempt to promote effective learning for all groups of children, but there is still work to be done on this to ensure all children are well supported and challenged. As recommended, areas of learning have been developed to build on children's interests and to foster independence. A key worker system has been introduced to allow for focussed teaching at the start and end of sessions. Teachers say it is beginning to address the needs of individuals. Leaders and staff have begun to work with the partner school to strengthen their understanding of what is good and outstanding practice and visits to other settings are planned. The deputy has led staff training on effective questioning. However, staff still do not have the confidence and skills to be as effective as they need to be. To address this, the Assistant Headteacher from the partner school has been deployed for one day a week to work in the setting. She is modelling how best to interact with pupils and use questioning to promote language development and learning.

The governing body has undertaken an audit of training needs and has a cohesive plan to increase its capacity to lead and challenge. Governors have been allocated roles and areas to monitor and they are receiving the necessary training to do this. The headteacher and deputy are keen to involve governors as much as possible.

Senior leaders, with the support of the local authority and partner school, have begun to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The continuation of this support is essential if the school is to make the progress needed.

Following the visit to the school, HMI recommend that further action is taken to:

- Develop a manageable tracking system and summary analysis of data to accurately inform self-evaluation and development planning, in order that leaders and teachers are able to make the right decisions about provision.
- Use this information, along with a clear summary of the standards of teaching, to hold leaders and teachers to account for children's development and progress.

- Share concise information and progress data with the governing body so that they can provide the necessary challenge.
- Consider how all staff, including the deputy headteacher, can best be used to target identified groups of children to accelerate progress in communication, language and literacy.

Ofsted will continue to monitor the school until its next section 5 inspection. HMI will undertake a half day visit before the end of the summer term to look at pupil progress and further assess the impact of actions agreed in the development plan.

### **External support**

The Local Authority has taken timely action to support the school to tackle the areas requiring improvement identified at the recent section 5 inspection. It is helping the governing body and senior leaders to focus on what needs to be done. It has brokered support from the adjacent primary school, as well as external consultants and has arranged for staff to observe good and outstanding practice in other settings. It is supporting monitoring activities to help moderate the judgements made about impact. Governors and senior leaders have been very responsive, recognising the value of working with others to secure the improvements needed.

The local authority and supporting school have agreed to work with leaders on developing a summary analysis of performance for a nursery school. Through their partnership group, they will consider collecting local data to help nursery schools benchmark performance, so that governors have sufficient information to know how well the school is doing and to provide the necessary challenge.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Bradford and as below.

Yours sincerely

Anne Bowyer

### **Her Majesty's Inspector**

The letter should be copied to the following:

- Mrs Helen Storey Senior HMI North East, York and Humber
- The lead inspector.