

# Thomas Boughey Nursery School

College Road, Shelton, Stoke-on-Trent, Staffordshire, ST4 2DQ

## Inspection dates

19 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- This is a supportive, inclusive school for children, staff and parents.
- Positive relationships with children and parents help to ensure that children settle quickly and feel secure.
- Children's good progress ensures that most reach the levels expected for their age by the time they leave nursery. They make best progress in their personal, emotional and social development.
- Good quality teaching ensures that children are provided with interesting and engaging activities and staff skilfully promote learning through children's self-chosen play.
- Children behave extremely well and show a very good awareness of safety. They display highly positive attitudes to learning.
- Leaders and the governing body are strongly committed to driving improvement. They work well to bring about improvement to children's progress and the quality of teaching.

### It is not yet an outstanding school because

- The indoor learning environment is not sufficiently stimulating and inviting for children.
- The newly introduced system for tracking how well different groups of children are learning is still being developed.

## Information about this inspection

- The inspectors observed eight sessions led by teachers and teaching assistants.
- Meetings were held with senior members of staff, members of the governing body, a representative from the local authority, and parents.
- There were no responses to the on-line questionnaire for parents (Parent View). Inspectors held informal discussions with a small number of parents when they were bringing their children to the nursery school and noted the replies to the school's own recent questionnaire. Inspectors also reviewed the two responses to staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents, including the school's data on children's progress, the school's development plan, planning and monitoring documents, documents relating to safeguarding, and records relating to behaviour and attendance.

## Inspection team

Elaine Murray, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

## Full report

### Information about this school

- Thomas Boughey Nursery is a smaller than average-sized nursery school which provides funded nursery education sessions for children of three and four years of age.
- Children attend for whole-day sessions.
- There are no children who have special educational needs supported through early years action or early years action plus at this time of year as staff are still engaged in the identification process.'
- The number of children who are disabled or with a statement of educational needs is below average.
- Most children are of Pakistani heritage while the rest are from a range of other ethnic backgrounds. A greater than average proportion of the children speak English as an additional language. Most are at the early stages of learning English when they join the Nursery.
- No children are entitled to the pupil premium funding because of their age. However, an average proportion of children are known to be eligible for free school meals
- The nursery has links with other local nurseries and schools.

### What does the school need to do to improve further?

- Raise the quality of teaching and children's achievement by improving the indoor learning environment to provide a more stimulating space in which learning can be enhanced.
- Further develop current systems to track how well different groups of children are learning to ensure that the school has an even better picture of children's progress.

## Inspection judgements

### The achievement of pupils

is good

- Children come into the nursery with knowledge, skills and experience below those typical for their age. They make good progress and by the time they leave nursery, and the majority have skill levels in line with expectations for their age. Children make particularly good progress in personal and social development.
- All groups of children achieve well, including those for whom English is an additional language, disabled children, those with special educational needs and those known to be eligible for free school meals. Children's achievement in early reading and writing skills, and their awareness of shape and space have improved since the last inspection due to staff focus on promoting this learning.
- Children show a keen interest in stories and happily choose books to look at independently. They show a growing understanding of stories as they create their own and make these into books with the help of adults.
- Children enjoy making marks in the outdoor area and as part of indoor activities. They confidently 'write' about their experiences, for instance, they described the play dough models they had made, supported by staff.
- Children learned to develop mathematical skills as they weighed and measured ingredients for making play dough. They showed growing confidence in recognising numbers to five during an outdoor play activity.
- The most-able children are challenged effectively to develop their learning. Their awareness of the sounds that letters make is extended in small-group work as they are encouraged to think of, and make, different sounds matched to the letters as they are written.
- Children show good progress in physical development as they confidently use climbing equipment, wheeled toys and tools such as spades in the digging area. Their involvement in Forest School activities promotes this development and their enjoyment of outdoor play.

### The quality of teaching

is good

- Staff establish very positive relationships with children, helping to develop their confidence and positive attitudes to learning.
- A broad range of interesting activities that follow children's interests and experiences keep children keen to take part and very engaged in their learning. Children show good concentration, and develop a range of skills as, for instance, when they use play dough that they have made to make models which they then decorate and make marks to label.
- Staff know children well and plan and adapt activities to meet their different needs. They ensure that small-group activities to develop children's learning about rhyme, letter sounds, and number are planned to match the ability of the group. As a result children make good progress and the learning of the most-able is extended.
- Questions are used well to promote learning. For instance, staff ask questions that could have more than one answer and so encourage children to think. At this early stage of the school year, children are developing their confidence to participate in small-group situations. Staff are seeking ways to increase the full participation of all.
- Staff are skilled at developing children's love and understanding of stories. They use story time well to help children understand stories and that words have meaning. Children also benefit from a weekly visiting 'story-teller' to promote this learning.
- Staff teach and model language well. This helps all children, including those who are at an early stage in learning English. Staff who speak more than one language work well to develop children's understanding in their own language and in English. Activities such as bi-lingual story-time are used well to make sure that children understand the story and so get the most from

this learning.

- The outdoor area provides positive experiences and resources which help children to develop learning well. Indoors, there is a range of resources through which children can explore and learn such as a messy play area, role-play area and a book corner. However, the indoor room is not sufficiently inviting or stimulating to ensure that it enhances children's learning fully. For example, the role-play area lacks stimulation through such things as pictures or text that would help to develop their imagination and early reading skills.

### **The behaviour and safety of pupils** are outstanding

- Children clearly enjoy coming to nursery and behave extremely well. They are very familiar with the nursery routines and are very secure in the warm, positive relationships they have with staff.
- Children show very positive attitudes to learning and high levels of engagement in their activities. They enthusiastically trace round large plastic numbers in the outdoor area with chalk and water, and then find leaves to put on the numbers.
- Children co-operate very well with each other as they play in the water tray and share resources playing with the doll's house. They happily line up quietly to move to another room.
- Children show a very well-developed awareness of safety in both indoor and outdoor areas. They use both areas safely and use tools such as scissors, spades and climbing equipment with safety.
- Staff manage children's behaviour extremely well. Their expectations for children's good behaviour are high and routines are well-established. Staff provide high quality one-to-one support for children who may find managing their own behaviour more difficult and this has a positive impact.
- The responses to the school questionnaires and inspector discussions with parents reflected their agreement that the school keeps their children extremely safe.
- Children's level of attendance has improved since the last inspection and is good, reflecting the school's positive efforts to encourage regular attendance.

### **The leadership and management** are good

- The headteacher, senior leaders and governors are committed to the school and its further improvement. There have been improvements since the last inspection in children's progress in early reading and writing, aspects of teaching, and children's levels of attendance.
- Senior leaders have worked to strengthen the knowledge and expertise of the governing body by ensuring that they are provided with relevant training. This has had a positive impact on the effectiveness of the governing body.
- The quality of teaching is monitored well. Targets set for staff link to the school's development plan and are reviewed to ensure that they have been met. As a result, the quality of teaching is consistently good.
- Leaders have an accurate understanding of the school and know which areas need to be developed. They are aware of how well children are progressing in their learning. They have recently introduced a new system for tracking children's progress which is still developing, but aims to give the school a more precise view of the progress of different groups.
- Leaders have created a welcoming and inclusive school. Difference is celebrated and very positive relationships exist with parents and children. This has a good impact on children's confidence and on their spiritual, moral, social and cultural development.
- Leaders work effectively to establish a positive partnership with parents. Staff who speak more than one language help to ensure a positive communication with parents for whom English is not their first language.
- The local authority knows this is a good school and has provided light-touch support in recent years.

- The nursery has positive links with local nurseries and primary schools. The nursery benefits from the sharing of good practice and has provided advice and training sessions for other nurseries. Close links with the main primary school to which children transfer have a positive effect on children's smooth transition to school.

■ **The governance of the school:**

- Governors have a good knowledge of the school's strengths and weaknesses, and of the school's data. They provide effective support and challenge to the school and help to drive forward improvement. Governors have undertaken training to ensure that they continue to develop their skills. This has had a positive impact on their ability to question, challenge and hold the school leaders to account. In the current time of uncertainty over local authority changes to funding and the forthcoming appointment of a new executive headteacher they have been active in questioning and discussing these changes to prepare the school to move forward in the best possible way. The governing body is familiar with the quality of teaching in the school and supports school leaders in managing teachers' performance. They help to ensure that pay matches performance.

## 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

<b>Unique reference number</b>	123959
<b>Local authority</b>	Stoke-On-Trent
<b>Inspection number</b>	427068

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>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	45
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Thompson
<b>Headteacher</b>	Laraine Jones
<b>Date of previous school inspection</b>	18 January 2011
<b>Telephone number</b>	01782 237125
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