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13 January 2014

Miss Julie Owen  
Headteacher  
The Canterbury Centre  
Eccles New Road  
Salford  
M5 5AG

Dear Miss Owen

**Requires improvement: monitoring inspection visit to The Canterbury Centre, Salford**

Following my visit to your school on 10 January 2014, 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 October 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that the link already made with a local outstanding school is used well, so that senior leaders build effective monitoring systems that can be used to gather detailed information about the progress of all students. This information should be used by teachers to improve the quality of their planning. This link should also ensure that all teachers and support staff have the opportunity to see first-hand what good teaching looks like.
- refine the action plan to ensure that all actions are matched clearly to improvements in the rate of students' progress.

**Evidence**

During the visit, I held meetings with the headteacher and an associate headteacher, other senior leaders, students, the Chair of the Management Committee and a representative of the local authority to discuss the action taken since the last inspection. I evaluated the school action plan. I also scrutinised a sample of students' work, along with a sample of teachers' planning and took the opportunity to visit classrooms in order to observe learning.

## **Context**

At the time of the monitoring visit there had been no significant contextual changes.

## **Main findings**

A good pace for change has been set. Improving teaching is the top priority and senior leaders intend to achieve this by providing teachers with the information they need to plan their lessons more effectively. Senior leaders, members of the management committee and the local authority have produced a 'collaborative action plan'. The plan is thorough and contains appropriate and well thought out actions to move the school to good. The action plan includes a clear introduction so that all staff understand why change is needed. However, actions are not linked well enough to the intended impact on students' progress, therefore measures used to judge success are ill-defined.

Leaders have taken effective steps, in conjunction with the local authority, to ensure reliable and up-to-date information about students is provided by the students' previous school. This information now includes: the reason why students have been referred to the centre; strategies which help individual students learn effectively; and an accurate summary of the student's previous learning and progress. As a result teachers are now in a better position to plan effectively for the needs of each student and also are well placed to assess accurately the progress of individual students.

Leaders have taken swift action to ensure that teachers make effective use of the additional adults who are usually present in classrooms during lessons. The expectation that all adults play an active role in lessons has been re-established quickly. The students spoken to report that teaching assistants now provide greater levels of challenge. This is because they ask students questions that require them to think more deeply about the answer, rather than say the first thing that comes into their head. Students were astute in pointing out that this helps them to progress more quickly in lessons.

The good progress made by students who attend regularly was recognised at the last inspection. Improving the attendance of all students is seen, appropriately, as another key priority by leaders. Pupil Premium funding has been used effectively to raise attendance since the inspection. Using Pupil Premium funds to secure a college placement for one student has had an immediate and positive impact on this student's attendance.

## **External support**

Leaders make good use of the external support available to them. By working closely with the local authority, leaders have been able to establish a more robust system to collect useful information about students before they are admitted to the school. A newly-established and already valuable link with a local outstanding special school is enabling leaders to develop a system which to gathers accurate information about students' progress once the students are on roll at the centre. Plans are also in place to ensure that all teachers and support staff have the opportunity to benefit from observing examples of best practice at the outstanding school.

I am copying this letter to the Chair of the Management Committee and the Director of Children's Services for Salford.

Yours sincerely

Drew Crawshaw

**Her Majesty's Inspector**