

Canterbury Nursery School and Centre for Children and Families

Basil Street, Bradford, West Yorkshire, BD5 9HL

Inspection dates

1–2 April 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Children's achievement requires improvement because they make expected rather than good progress. In particular, the most able children do not achieve as well as they could because activities do not help them to do so.
- Opportunities for the children to develop their writing and number skills are not provided regularly. They are not planned carefully enough to challenge children, attract their interest and ensure that they learn well.
- Early years practitioners do not make sure that they constantly talk purposefully with the children and help them to develop their thinking and ideas as well as possible.
- The school's judgement on the quality of teaching is overgenerous because checks do not always focus enough on the progress of all groups of children.
- The checking on teaching is not fully shared among staff and the focus is not always on the impact that teaching has on extending children's learning.
- Teachers' targets to improve their performance do not match closely the aspects that need most improvement so teaching is not improving as quickly as it could.
- The senior leadership team does not review regularly the impact actions have on driving improvement. As a result, achievement is not improving as fast as it should.
- Governors do not find out enough for themselves about how well the school is doing. They do not check all aspects of work thoroughly in order to challenge and support leaders and ensure the school improves.

The school has the following strengths

- Disabled children and those with special educational needs, including those who access the specially resourced provision, make good progress.
- The children feel safe in the nursery.
- All children make good progress in developing their personal and social skills.
- The children's behaviour is good. They mix well with the other children and show consideration to them.

Information about this inspection

- The inspectors watched teaching, and children learning, in 11 sessions, varying from observations of individual children and small group learning to the learning of the whole class. They also watched children being supported to learn in small groups. The deputy headteacher carried out six observations of teaching with the lead inspector.
- The inspectors spoke with lots of the children as they learned and played.
- The inspectors held meetings with the headteacher, deputy headteacher and key workers and with the leader of the specially resourced provision; with four members of the governing body, and with both the assistant director and achievement officer of the local authority. They spoke to numerous parents at the start of the day and as they collected their children at the end of the sessions.
- The inspectors looked at a wide range of information about the nursery, including the achievement of all groups of children, improvement planning, the children’s records of achievement and policies to help keep them safe
- In carrying out the inspection, the inspectors took into account the seven responses to the staff questionnaire. There were no responses to the online questionnaire (Parent View) so the inspection team considered the 126 parental responses to the recent survey sent out by the nursery.

Inspection team

Lynne Blakelock, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized nursery school.
- There is a children's centre and provision for two-year-old children within the same building which were not inspected. The headteacher of the nursery, along with the governors, is responsible for the nursery and for the children's centre. Reports for these settings may be viewed at www.ofsted.gov.uk.
- A majority of the children are of Pakistani heritage. There are a significant proportion of children of White British backgrounds and increasing numbers of children from Eastern European and African backgrounds. Just over half of the children who attend the nursery speak English as an additional language.
- The proportion of disabled children and those who have special educational needs supported by early action is above average. The proportion supported at early action plus by outside specialists because of their needs is also above average.
- The nursery has 16 specially resourced places for children with a range of specific educational needs. Six children access this provision.
- The nursery works in partnership with Littletown Junior, Infant and Nursery School in planning learning and improving the environment in which the children learn. It works with several other settings to provide, for example, support for the headteacher, and mentoring for the deputy headteacher. A specialist consultant is supporting the staff in developing more effective teaching skills, including in literacy.

What does the school need to do to improve further?

- Improve the quality of teaching so that it quickens children's learning and development, by making sure that:
 - opportunities to develop children's writing and number skills are always planned very carefully and challenge children of all abilities
 - activities for all children, including the most able, provide opportunities for them to achieve as well as they can
 - early years practitioners consistently encourage the children to extend their learning through talking purposefully with them and asking questions that encourage their thinking and enquiry.
- Strengthen the effectiveness of leaders by making sure that:
 - teachers' targets to improve their performance match more closely the areas of teaching that they most need to improve
 - checks on teaching improve so that there is a shared understanding about the overall quality of teaching and a sharper focus on children's learning
 - the senior leadership team reviews regularly the impact of changes to see they are having the desired effect on driving forward improvements
 - governors find out more for themselves in order to challenge leaders and ensure all aspects of the school's work are checked regularly and thoroughly.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance can be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Although children's progress is quickening, and they make good progress in their personal, social and emotional development, they make expected progress overall, including in developing their literacy and mathematical skills. Overall, achievement requires improvement.
- The progress of the most able children requires improvement because they are not challenged consistently well, either through questioning or activities. Staff do not always encourage and facilitate children's talking, learning and curiosity through talking and playing with them and this slows their learning.
- The children start the nursery with levels of knowledge and skills that vary with the age of the intake but overall are below what is typical for their age. A greater proportion of children than last year are on track to reach the levels expected at this stage, although a smaller proportion of children are exceeding them. Overall attainment is improving but children do not reach the level expected when they leave the nursery. More girls reach the levels expected for their age than the boys, although the boys enter nursery overall with lower skills than the girls.
- Children lack sufficient opportunities to extend their mathematical development. Many children can count single digit numbers quite confidently. However, some activities do not sufficiently focus on opportunities for children to extend their mathematical development or introduce other concepts such as 'smaller' and 'shorter than'.
- Chances for the children to write, in order to build on their phonics learning, are sometimes not exploited fully, such as making marks as part of their emerging writing practice or taking advantage of their interest in writing letters of the alphabet.
- The children make good progress in speaking and listening in structured activities because activities and resources relate well to their own experiences throughout the day. They enjoy saying and singing words and adding actions to them, right through the day.
- The teaching of phonics (the sounds that letters make) is good. Most children recognise the sounds that individual letters make and match them to a picture.
- Children make good progress in their personal and social skills because the staff encourage, and expect them, to do things for themselves and take responsibility for keeping their learning areas tidy.
- The children who speak English as an additional language make similar progress overall to other children. They make good progress in learning to speak English because they get careful support to help them to develop their English vocabulary while also learning to extend their ability to converse in their own language.
- The children with special educational needs, including those who are supported through the specially resourced provision, make good progress. The special educational needs leader knows their very specific needs accurately and ensures that their learning is matched closely to their needs and is checked regularly. Children with special educational needs who do not need the specific resource provision also learn well because staff break down their work into small steps which they repeat regularly to consolidate the children's new learning.

The quality of teaching

requires improvement

- Teaching requires improvement because there are inconsistencies especially in providing enough challenge for the most able children to ensure that they achieve as well as possible.
- Questions put to the children by early years practitioners do not always help them to learn more, or encourage them to investigate or learn for themselves. Occasionally, when children are working at a task they have selected for themselves, they can go quite a long time without a member of staff seeing how they are getting on or asking purposeful questions to encourage their investigations.

- The learning of individual children during each session is not consistently checked to adapt what they do and to get the best out of them. At times, staff interact well to extend children's thinking but this is not yet consistent.
- Children benefit from opportunities to practise their number skills but these are often less interesting and regular than the other, often more exciting things to do, and so children move on quite quickly. However, in the garden centre within a classroom, the children enjoyed and learned well in calculating numbers because they could relate to the activity.
- Teaching is improving, with overall lots of opportunities for children to speak and listen and some really interesting activities that capture their enthusiasm.
- Children enjoy learning and the many opportunities to explore and to find out new things, both indoors and outdoors. Different groups of children were engrossed in activities as diverse as moving from one tree trunk to others, discovering insects and siphoning water.
- The children's records of achievement include detailed observations of children's learning. They show lots of opportunities for them to develop their creative skills and physical skills and record their conversations. Summaries of children's learning show in some cases less coverage of literacy and mathematics and the staff are addressing this.

The behaviour and safety of pupils are good

- The behaviour of children is good. They respond to the staff quickly and like the day-to-day routines which make them feel secure.
- The staff manage the children's behaviour well. They praise the children for their good efforts and behaviour and in doing so build-up their confidence and self-esteem.
- The children are very happy in the nursery and really like learning and playing. They get on well with the other children, take turns, and share with each other. This is a harmonious community where children from different cultures mix well.
- The school's work to keep children safe and secure is good. Children understand the importance, for example, of moving round the nursery sensibly. They trust the staff, who care for them well and know their individual needs.
- The children's spiritual, moral, social and cultural understanding is supported well by the staff's modelling of how to treat others. As a result, the children understand the importance of treating others fairly.
- Children are very proud of the chances they have to help out, such as clearing away after snack time and keeping their rooms tidy, which help them to develop their personal skills.
- Each child has a key worker who is responsible for all of their needs. This is effective practice and children and their parents all know their first port of call.
- Most children attend the nursery very regularly. The staff check attendance thoroughly and daily. They make sure that the parents understand the nursery's high expectations about attendance.

The leadership and management requires improvement

- Leadership and management require improvement because actions have not had enough impact on improving teaching and achievement. The development of literacy and mathematics has not been a sufficient priority. Good ways of improving the nursery have been introduced but, as the headteacher knows, they are not fully embedded or always reviewed regularly to ensure their effectiveness.
- However, the nursery is improving. Since the previous inspection, the role of key workers has strengthened and partnerships with other schools are helping the teachers to become more effective. Opportunities for the children to develop their mathematical skills remain an area for further improvement.
- The nursery has good ways to check the children's progress and the quality and range of data

about the children have improved. All staff have responsibility for collecting information about the children's learning and regular progress meetings ensure that the achievement of all children is discussed, and support implemented, for those not learning as well as expected.

- Improving the quality of teaching is the nursery's major priority in quickening children's learning and development. The deputy headteacher checks on the quality of teaching but other staff are not involved in this role and are less clear about the overall quality of teaching. They are not always sure about how to evaluate their own teaching. Feedback to teachers sometimes concentrates more on what teachers do rather than on how well the children learn. Nevertheless, staff value coaching and training to improve their skills.
- Targets to raise teachers' performance are the same for all teachers and focus more on the areas identified in the nursery's action plan than on the needs of individual teachers. Teachers who do not reach their targets are not awarded a pay rise.
- The leader of the resourced provision is experienced and knowledgeable about the children's individual needs so that they and the children working at early action and early action are supported well, both academically and in their personal development.
- Staff check regularly that the children learn very broadly but overall they have less practise in developing their literacy and mathematical skills. The children have many chances to learn and develop well in other areas but, for the most able in particular, they do not have equal chances of success because activities do not regularly challenge them so that they learn as well as they can.
- Parents are very supportive of the nursery, which they say welcomes them and takes their views seriously. They like their children having key workers, who know their children very well. The parents value the opportunities the nursery gives them to help them to support their children's learning.
- The nursery receives support from local schools to strengthen its effectiveness, which is resulting in improvements in teaching and leadership. In particular, the local authority is very helpful in the support it offers, checks the nursery's work regularly and oversees its progress towards its goals robustly.
- The nursery's safeguarding procedures meet requirements.
- **The governance of the school:**
 - The headteacher keeps the governors well informed of the nursery's work and its needs. Consequently, the governing body knows the inconsistencies in teaching and in the children's achievement. Although the governors have started to find out more information for themselves, through activities such as learning walks where they gain an overview of teaching, they do not carry out enough comprehensive checks. There are proposals to link with class teachers soon. Governors do not have a full understanding of the performance management process but know what happens if teachers do not meet their targets. The governors are starting to learn how to interpret data.
 - The governors are very committed and are determined to assist the school in strengthening its 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	132815
Local authority	Bradford
Inspection number	442297

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	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	The governing body
Chair	Dale Smith
Headteacher	Christine McKay
Date of previous school inspection	27 February 2013
Telephone number	01274 574539
Fax number	01274 574522
Email address	office@canterbury.ngfl.ac.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 information 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'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

