

# Inspection of an outstanding school: Taywood Nursery

Accrington Road, Burnley, Lancashire BB11 5AE

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Inspection date: 3 July 2023

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

## **What is it like to attend this school?**

Children are happy at Taywood Nursery. Staff know the children well and are attentive to their individual needs and interests. Staff have established clear routines, and children respond well to these. This helps children to feel safe. Children know what their daily activities will be. They join in enthusiastically with rhymes and songs that remind them of what to do and when to do it. For example, children enjoy singing tidy-up songs.

Leaders have high expectations for children's learning and behaviour. They are clear about what children should learn and when they should learn it. However, the curriculum is new. Leaders have not ensured that subject leaders and staff have had the support they need to deliver the curriculum to pupils as effectively as they should. This means that some children do not follow the curriculum consistently well.

Children are excited and curious about what they are learning. Staff help them to develop determination so that they can attempt new activities with confidence. Children are polite and learn what it means to have good manners. Leaders deal with any bullying effectively.

Children enjoy making the most of the outdoor space that they play and learn in. They embrace this time with excitement and joy. Children value the wide range of outdoor activities that staff organise for them. For example, they thoroughly enjoy spending time in the garden and on the climbing equipment. These opportunities not only help children's physical development but also help to develop their self-esteem and resilience.

## **What does the school do well and what does it need to do better?**

Leaders have established a new, ambitious curriculum for all children. They have identified the important knowledge they want children to learn. They have carefully

organised small steps of learning over time. However, in some areas of the curriculum, subject leaders are not fully equipped to check that this new curriculum is being taught as intended.

In most areas of the curriculum, staff choose appropriate activities that help children to follow the curriculum well and encourage children to play, explore and be creative. They check what children know, can do and what they can remember. Staff use this information to shape future teaching and activity choices. Nevertheless, in some areas of the curriculum, staff do not deliver the curriculum consistently well. This means that some children do not engage with their learning as well as they could in some activities.

Children with additional needs are identified early. Key workers know children very well and have forged positive relationships with parents and carers. They ensure that children with special educational needs and/or disabilities (SEND) are supported effectively so that they follow the same curriculum as their classmates.

Leaders have prioritised the curriculum for communication, language and literacy. They have identified core texts, rhymes and vocabulary that they want children to become familiar with. Children talk positively about their favourite books and stories. They engage well with story time sessions. Children join in with staff and repeat words, phrases and rhymes. Some staff use sign language effectively to help children communicate in a different way.

Leaders have established an effective phonics curriculum. Children, including those with SEND, successfully learn to distinguish sounds and recognise syllables. This helps to prepare them well for the Reception Year.

Most children behave well. They are articulate and can clearly voice their needs and emotions. They play happily together and engage with each other and with staff in a positive way. Children understand what is expected of their behaviour. Some children struggle to recognise and express their feelings in an appropriate manner. These children can become frustrated, and their behaviour can sometimes disrupt learning. Staff are adept at supporting these children so that they learn to manage their own behaviour.

Leaders have developed a programme that supports children's wider development. There are opportunities in the curriculum that help children to develop a sense of independence, respect and responsibility. Children particularly enjoy taking part in a gardening project at a community farm. They have planted fruit trees, and they have enjoyed eating the peas they have grown.

There have been a number of changes in leadership and staffing in the school since the previous inspection. The fragility in leadership has led to a decline in the quality of education over time. The interim senior leadership team has taken appropriate action to address the weaknesses in the quality of education. Interim leaders have undertaken a significant review of the curriculum to ensure that teachers are clear about what knowledge to teach and the order in which to teach it. However, the curriculum is not embedded. Governors do not sufficiently hold leaders to account for the quality of education that the school provides.

Staff have supported each other well during the recent challenges. While there has been some impact on staff's workload and well-being, leaders have more recently endeavoured to take steps to reduce some of the burdens on staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that staff have the training they need to identify children who may be at risk of harm. Staff know how to recognise signs of abuse and neglect. They are alert to any signs of potential neglect or abuse, particularly when children do not have the language to share their worries.

Leaders have established a clear system for staff to report and record any concerns they may have. Leaders act on these concerns in a timely manner. Staff support vulnerable children and their families effectively and secure additional help from other agencies when required.

Staff ensure that children learn how to stay safe in and around the school.

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

### **(Information for the school and appropriate authority)**

- Governors do not hold leaders sufficiently to account for the quality of education that the school provides. In some areas of the curriculum, children do not achieve as well as they should. Governors should ensure that they carry out their roles and responsibilities effectively to improve the educational performance of the school and its children.
- In some areas of the curriculum, subject leaders do not have the knowledge and expertise to lead their subject as effectively as they should. This hampers how well some children achieve. Leaders should ensure that subject leaders lead their subject well across the school.
- In some areas of the curriculum, staff do not deliver the curriculum as effectively as they could. This hinders some children from learning as well as they should. Leaders should ensure that staff receive appropriate training and support so that they deliver the curriculum consistently well.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act.

Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in January 2013.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	133372
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10240172
<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	0 to 4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	98
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Colin Woolford
<b>Headteacher</b>	Mark Dixon
<b>Website</b>	<a href="http://www.taywood.lancs.sch.uk">www.taywood.lancs.sch.uk</a>
<b>Date of previous inspection</b>	23 May 2017, under section 8 of the Education Act 2005

## Information about this school

- There have been significant changes to the leadership of the school since the previous inspection. There have also been a number of staffing changes.
- Leaders do not use alternative provision.
- This school has provision for two-year-old children.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During this inspection, inspectors met with the headteacher and other leaders in school. They also spoke with a range of staff.
- The lead inspector met with governors, including the chair of the governing body. She also met with a representative of the local authority.

- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. There were no responses to Ofsted’s pupil or staff surveys.
- The lead inspector examined a range of safeguarding documentation. Inspectors spoke to staff to check how well they understand the school’s safeguarding procedures.
- Inspectors observed children’s behaviour at breaktimes, in lessons and around school. They also spoke to children about their experiences at school.
- Inspectors carried out deep dives in early communication, language and literacy, mathematics and physical development. They met leaders and teachers and visited lessons. Inspectors spoke with children about their learning in these areas. They also looked at examples of children’s work and learning.

### **Inspection team**

Sally Timmons, lead inspector

His Majesty’s Inspector

Sandra Hamilton

Ofsted Inspector

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