

# Thomas Boughey Nursery School

## Inspection report

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<b>Unique Reference Number</b>	123959
<b>Local Authority</b>	Stoke-On-Trent
<b>Inspection number</b>	314768
<b>Inspection date</b>	27 November 2007
<b>Reporting inspector</b>	George Logan

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<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 on roll</b>	
School	45
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jackie Khan
<b>Headteacher</b>	Laraine Jones
<b>Date of previous school inspection</b>	1 July 2002
<b>School address</b>	College Road Shelton Stoke-on-Trent ST4 2DQ
<b>Telephone number</b>	01782 237125
<b>Fax number</b>	01782 234409

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Thomas Boughey Nursery School, formerly known as Shelton Nursery School, is located within the Thomas Boughey Children's Centre. It serves the immediate neighbourhood, a closely knit residential and commercial area with a significant level of social disadvantage. Most children are from families of a Pakistani background, although about one fifth are from Eastern European or African families, or from other areas of the Indian sub-continent. Children's attainment when they join the Nursery is much lower than is normally found. The proportion of children with learning difficulties is well above average. Virtually all have poor communication and language skills. All children speak English as an additional language, with almost half having no knowledge of English when they join the school. The school recently gained Extended Schools and Investors in People status.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

The outstanding work of this school ensures that children are very well prepared for their future education. Parents are unanimously happy with the start their children receive and appreciate how well their children's individual needs are met. As one said, 'My son goes to school with a smile every day and returns with a smile after having such a great day.' This school constantly strives to be better and is never prepared to stand still. The partnerships with other agencies are excellent. The range of services provided for parents in cooperation with the Children's Centre is outstandingly good. Relationships in this ethnically and culturally diverse community are consistently warm, supportive and inclusive.

Children's achievement is excellent because of the highly effective teaching. This results from a very thorough evaluation of their needs and the identification of the next steps in their learning. Children greatly enjoy learning and make very brisk progress. In spite of their lack of familiarity with English when they enter, the great majority are well placed to reach expected levels in most areas of learning when they leave. Inevitably, although they make very significant progress, their skill levels in communication and language are lower than in other areas. However, staff do all they can to provide a language-rich experience and to extend children's speaking skills. The school has been at the forefront of a local project to develop these skills in a bilingual context. As a result, staff are very aware of the need to use a range of stimulating experiences to extend children's language. On occasion, adults are too quick to answer for a child and miss the opportunity to enable him or her to find his or her own words to respond with. Children are highly valued as individuals. The school is committed to cultivating a thirst for learning and preparing children well for the next stage in their education. Care, guidance and support are excellent and, in consequence, children's personal development and well-being are outstanding. They behave well and, as the year progresses, become ever more confident in working both independently and cooperatively with others. They are given excellent guidance on how to live healthily and keep safe in and beyond the school. Most children attend well, although overall figures are slightly depressed, mainly because of families making long visits home during term. Children with learning difficulties are identified rapidly and are supported well. This enables them to make rapid progress. The excellent curriculum is imaginatively developed, drawing initially on children's own experiences. High staffing levels allow a wide range of activities to be offered. An excellent variety of experiences is offered indoors and out in a well-resourced outdoor area.

The school is at the heart of its community and is firmly focused on meeting community needs. Leadership and management are outstanding. Staff are highly committed and reflective practitioners. They analyse their performance rigorously and there is no room for complacency. They readily adapt their practice to become more effective, so that children are able to do the best they can. The school knows itself very well, has a clear agenda for improvement and implements change without delay. Governors have grown in confidence and are starting to provide the level of challenge that helps keep the school up to the high standard it has set for itself.

## Effectiveness of the Foundation Stage

### Grade: 1

As this is a nursery school, this report covers the Foundation Stage in full.

## **What the school should do to improve further**

- Ensure that children have every opportunity to use their developing speaking skills in all activities.

## **Achievement and standards**

### **Grade: 1**

Given their initial disadvantages, all children achieve exceptionally well. Many exceed expected levels in personal and social development and in physical development as a result of excellent provision for these areas. They attain at least as well as expected in creative development and in their knowledge and understanding of the world. Skills in mathematical development and in communication and language are a little lower than expected levels because so many children are still getting to grips with English. Nonetheless, their confidence in speaking develops rapidly and, even in their first term, they show a growing readiness to engage in conversation. However, opportunities are occasionally missed to draw out extended responses from children who are particularly reluctant to speak. The effective identification and focused support for children with learning difficulties or developmental delays enable them to make rapid progress.

## **Personal development and well-being**

### **Grade: 1**

As children settle in to school, they develop trust in adults, make friends, learn to follow simple rules, show concern for others and begin to enjoy working together. Most are capable of sustaining attention well, even at an early point in the year. Their behaviour is effectively managed and is almost always good. Their developing social skills are evident during the well-planned lunch sessions, which also provide a valuable opportunity for children to interact with others. Children develop a sense of wonder as they enjoy many creative activities and ready access to the natural world. One girl was delighted by the unexpected appearance of a worm in the flower bed. Children are encouraged to appreciate the cultural diversity of the school community. Community links, including the 'Shared Grow' project, in which children learn something of the challenges faced by adults with learning difficulties, are a significant strength. The development of secure basic skills, particularly in the use and understanding of English, prepares children extremely well for the next stage in their learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

High quality teaching ensures that children make rapid progress in their learning. Staff have a very good understanding of where children are in their learning and plan a rich range of experiences to meet their needs. They are very aware of the importance of reinforcing sounds and words carefully to extend children's awareness and knowledge of English. Staff create good opportunities for children to work together cooperatively and to develop independent learning skills. Children who have learning difficulties are promptly and accurately identified. Work is carefully matched to their needs and they are closely monitored until their initial difficulties have been dealt with. The children who are new to English benefit from the deployment of skilled bilingual teaching support. This ensures that they feel secure and that they make fast progress in their learning.

## **Curriculum and other activities**

### **Grade: 1**

The school works hard to engage children's interest and to promote a love of learning. Comprehensive planning provides a stimulating mix of physical and practical activities. Activities are skilfully managed so that children have a well-balanced programme. These activities contribute strongly to their personal, social and emotional development. Interactions with adults are carefully structured to promote speaking skills, although just occasionally children do not get enough time to respond in discussions. Children's home languages and diverse backgrounds are valued. Effective bilingual support enables them to access the curriculum in English while sustaining their heritage language. The curriculum is tremendously enriched by an extensive programme of experiences in the local area or on visits further afield. Many visitors bring theatre, musical and other experiences into the classroom. Exciting display areas of, for example, learning to use the pedestrian crossing signals and of a visitor demonstrating Mehndi pattern making, ensure that children's past experiences remain alive for them.

## **Care, guidance and support**

### **Grade: 1**

Staff care for children and support them in an exemplary manner. Procedures for safeguarding children are robust and well managed. There are excellent systems for checking on children's progress and guiding them so that they improve. Staff know the children very well and maintain meticulous records of achievement, which are shared with parents. Rigorous analysis of data ensures that staff can identify any gaps in children's learning and respond quickly. The introduction to school and transition to Reception classes are managed very sensitively. Parents are very appreciative of the school's efforts. As one commented, 'The school has a very keen interest in my child's well-being and involves me every step of the way.'

## **Leadership and management**

### **Grade: 1**

Key to the success of the school is the outstanding leadership of the headteacher. She is supported by a team of staff who are enthusiastically committed to ensuring the best possible provision for the children. Rigorous and accurate checks on what is working well and what needs to be improved help the school to plan for the next steps of its development. Professional development of staff, for example, on developing children's calculation skills in mathematics, is closely linked to identified priorities. The governing body is relatively new but the school has worked successfully to ensure that governors are fully involved and developing the confidence to understand and ask questions about its work. Parents are very appreciative of the support which they and their children receive. They feel well informed about their children's progress.



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

28 November 2007

Dear Children

Inspection of Thomas Boughey Nursery School, Stoke-on-Trent ST4 2DQ

Thank you for being so helpful when I visited your school. It certainly is a very special place to learn. I enjoyed watching you work and agree with your parents that it is an outstanding school.

There are many things which make your school special.

- The staff look after you really well.
- You work hard and listen carefully when adults talk to you.
- You get on really well together and have lots of friends.
- There are lots of interesting thing for you to do and the outdoor area is an especially exciting place to learn.
- The adults are good at helping you to learn and make sure that you enjoy all the things you do in school and when you go out on visits.
- Your headteacher and the other staff work very hard to make sure that your school is the best it can be.

I have asked the staff to do one thing to make your school even better. This is to make sure that you have time to think about your answers when you are talking in a small group. You can help by doing your best to try and use those new and interesting words that you are learning.

I hope that you continue to enjoy school as much as you do now.

Yours sincerely

- George Logan
- Lead inspector

28 November 2007

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