

# Midland Road Nursery School

## Inspection report

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<b>Unique Reference Number</b>	107189
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	336824
<b>Inspection dates</b>	28–29 January 2010
<b>Reporting inspector</b>	Sarah Drake

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 of pupils on the school roll</b>	100
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs R Ayb
<b>Headteacher</b>	Mrs J DIX
<b>Date of previous school inspection</b>	6 June 2007
<b>School address</b>	Bateman Street Bradford West Yorkshire BD8 7DJ
<b>Telephone number</b>	01274 546492
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<b>Email address</b>	office@midlandroad.co.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed all four teachers, visited 10 lessons and childcare sessions, and spent around 40% of time directly observing children's learning. They held meetings with governors, staff, and parents and carers, and spoke informally with many children. The inspectors observed the work of the school and childcare provision, and looked at a range of documentation related to children's progress and the quality of leadership and management. They also took into account the views expressed in the questionnaires completed by 16 staff and 60 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of provision and of children's learning in problem solving, reasoning and numeracy to determine whether they are as strong as in other areas
- the consistency and quality of provision across the school and childcare areas
- the impact of the school's many partnerships on children's learning and enjoyment
- the quality of leadership and management to determine the capacity for improvement
- the quality of safeguarding procedures to ensure children's safety and well-being.

## Information about the school

This inner-city nursery school was designated as a children's centre in May 2007. It provides 52 full-time equivalent places in the school plus eight wrap-around childcare places for three- and four-year-olds. Most children who join the school have not attended the childcare provision. The overwhelming majority of children belong to minority ethnic groups: two thirds are of Mirpuri Pakistani heritage and the next largest group is of Sylheti Bangladeshi heritage. Seven different community languages are spoken at home and around one third of the children are at an early stage of learning English as an additional language. Above average numbers are eligible to receive free school meals. Few children have special educational needs and/or disabilities. Since the previous inspection a new deputy headteacher has joined the school. The headteacher will retire in April 2010.

The children's centre provides registered childcare for children from under one year old to five years old, including the wrap-around care for three- to five-year-olds. The centre was inspected at the same time as the school and judgements about its quality are included in this report.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**2**

## Main findings

Children's well-being and happiness are at the very core of this outstanding school and children's centre where those of different ages, abilities and ethnicity make excellent progress in all areas of learning. All aspects of the provision are of exceptional quality. Of particular note is the way in which staff reach out into the community in order to ensure that children's learning continues beyond the school gates. Parents' and carers' appreciation of staff's efforts is encapsulated in comments such as, 'My son and I have gained confidence since the staff did home visits for home learning.' Rigorous evaluation, by staff at all levels, of the effectiveness of actions taken, means that the school and children's centre are constantly evolving as they try new and creative ways to engage children's interest and to enhance the quality of their learning. It also means that, for example, the leadership team can link the improved progress of Bangladeshi children to the increasing involvement of Bangladeshi families in the school's activities. Children join the Nursery classes with skills that are well below those expected for their age. Within just one year, their skills develop rapidly so for the majority of children they are broadly in line with expectations. They are eager, independent and imaginative learners who delight in each other's company and include everybody in their fun.

The childcare provision complies with the requirements for registration. The exceptional leadership and management of the headteacher ensure that all elements of the complicated and diverse provision run smoothly and highly effectively. They also mean that children, staff, and parents and carers all flourish and grow in confidence at a rapid rate. Other members of the senior leadership team are highly skilled at fulfilling their roles but they are not so experienced at drawing the different strands together into a cohesive whole. Recruitment for a new leader is underway but it has not yet been possible to make an appointment. It is for this reason that, despite highly competent leadership at all levels, the capacity for the school to improve further is currently good rather than outstanding.

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

- Ensure that the high-quality provision is maintained during and beyond the period of change in leadership.

**Outcomes for individuals and groups of children**

**1**

Children of all ages are extremely well settled in the school and childcare provision and, therefore, they feel confident to explore, experiment and enquire. They listen well to

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staff's explanations, questions and guidance, and sustain their concentration well. For example, three boys sat for a long time chatting animatedly with an adult while looking through their 'My Nursery Books', demonstrating excellent recall of previous events and recognition of their own learning. Among so much else, they remembered the names of Hindu gods, the reason there were no children in a photograph of November 5 celebrations: 'because it's not safe to go near fireworks', their costumes for Book Week: 'I had a spider just here on my cheek,' and they admired the development of their colouring and writing skills since joining the Nursery. Elsewhere, children confidently decided who was the tallest and who the shortest, with some accurately picking out the correct numbers between 103cm and 117cm on a height chart. Outside, children and a staff member carefully tallied the number of worms found in the vegetable patch to work out who had discovered the most. A large majority of children join the school with skills that are at levels well below those expected, with a significant minority around one year behind children of similar age. At the end of their Nursery year, most have the expected skills for their age and are exceptionally well prepared to move on to the next step in their education. Children with special educational needs and/or disabilities make similar outstanding progress (from their starting points) because the provision is so well adapted to each child's individual interests and abilities.

Children's personal development is a real strength. They are outgoing, form excellent relationships and, from a very young age, learn to think for themselves and take care of their own possessions. Their behaviour is impeccable. Children understand about the need to wash their hands carefully and the importance of drinking when thirsty. They delight in energetic play outdoors or dancing inside and also take pleasure in sitting quietly. For example, one girl curled up on a chair when she came in out of the cold, deliberately choosing it, 'because it's in the sun and I'll get warm'. The children happily comply with routines and help with tidying up. They know the reasons for charitable fundraising. For example, they carried buckets of water up the slope, down the steps and around the outdoor area to help them understand that for some families in other countries collecting water is a daily chore. They are tolerant of difference and eager to share their delight in, for instance, bubbles blowing 'high into the sky.' Attendance is satisfactory. No child is of statutory school age and attendance is generally better for those with full-time places than for those who attend part-time.

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>1</b>
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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
Please turn to the glossary for a description of the grades and inspection terms	
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Children's attainment <sup>1</sup>	3
The quality of children's learning and their progress	1
The quality of learning for children with special educational needs and/or disabilities and their progress	1
<b>The extent to which children feel safe</b>	<b>1</b>
<b>Children's behaviour</b>	<b>1</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which children develop skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Children's attendance <sup>1</sup>	3
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Extremely well thought-out organisation of the accommodation, curriculum and choice of resources, combined with the outstanding interaction between all staff and the children, ensure that all aspects of the provision are of exceptionally high quality. Adults' excellent knowledge of individuals' family circumstances and needs starts with the home visits made before children begin at the school and continues through careful observation and tracking of their progress during their time there. Staff then use all such information to guide children's next steps in learning. They have very high expectations of children's capabilities and they direct their praise precisely so that children understand what is meant by 'good listening' or 'good sharing'. Adults are imaginative in planning activities and adept at capitalising on every opportunity for learning. For example, when moving around the building, they ask children, 'Can you remember where the library is? Ooh, it's dark in there, what do we need to do?' When children wrote letters asking the headteacher's permission to go to the park, she replied positively and asked them, with adult help, to arrange the trip by using a map to see how far away the park is, finding the telephone number of a minibus hire firm and working out the costs of the expedition.

A rich and creative mix of activities, visits and visitors, many of which also include parents and carers so that they are helped to expand their ideas of how they can engage in their children's education, provide children with memorable experiences and a thirst for learning. There are plenty of opportunities to use new technology, especially cameras, but the main focus is on promoting learning through first-hand experience. Early identification of individuals' needs and very close working with agencies such as

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speech and language therapists mean that children receive first-rate support to help them thrive. The bilingual skills of many staff ensure the accurate communication of important information and easy settling of those at an early stage of learning English as an additional language. The wrap-around care adds security and comfort through a long day. The accommodation is spotless and staff consistently adopt hygienic and safe practices. They excel at building up a comprehensive picture of each child in their care, at knowing when to use and how to access external support and at creating a warm, secure environment which means that, in the words of a parent, 'The nursery is like my child's second home.'

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>1</b>
<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

A strong sense of dynamism and direction creates an energy throughout the school and children's centre that underpins the high quality of all its work. Each staff member takes responsibility for ensuring that they fulfil their role to the best of their ability. The leadership team ensures that staff receive encouragement and training to develop their skills in the best interests of the children. Rigorous record-keeping, analysis and evaluation ensure that all actions are founded on careful, informed reasoning. For example, senior leaders have regularly adapted the assessment system developed to reflect the Early Years Foundation Stage strategy but, while it is already providing a wealth of information about the progress of different groups, senior leaders are still seeking to refine it further. The leadership team involves children in guiding the direction of the provision through discussing their likes, dislikes and ideas about, for instance, helping those who find it hard to join in to enjoy themselves. Ensuring equality of opportunity is at the forefront of all decisions. First-rate arrangements, for staff recruitment and daily practice, safeguard children from harm. The work of the school and children's centre to promote community cohesion is exceptional and firmly based on a thorough understanding of its diverse religious, cultural and social context. From the warm welcome afforded to all visitors, to the wealth of provision promoting, for example, parenting skills and health awareness, to the generous sharing of expertise across a wide area, to participation in events such as Manningham in Bloom, the school is highly effective at drawing together different parts of the community. Its staff successfully break down barriers to children's learning and enjoyment. The governing

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body has good representation from the community and, despite the quick turnover of parent and carer members due to the short time their children are in the Nursery, successfully supports and challenges the leadership.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>1</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	1
<b>The effectiveness with which the school promotes community cohesion</b>	1
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	1

## Views of parents and carers

Comments such as, 'I chose to send my daughter here because I have the chance to learn as well,' typify parents' and carers' great appreciation of the school's wealth of provision to support children's learning. Parents and carers are impressed by the rate of children's progress and the way that staff 'have different ideas to teach children'. Many comment on the 'wonderful, helpful staff who are always smiling', others praise the support for individual children's needs. The inspectors fully agree with all parents' and carers' positive views.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Midland Road Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 60 completed questionnaires by the end of the on-site inspection. In total, there are 100 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	82	9	16	1	2	0	0
The school keeps my child safe	47	84	9	16	0	0	0	0
The school informs me about my child's progress	41	73	10	18	2	4	0	0
My child is making enough progress at this school	41	73	13	23	1	2	0	0
The teaching is good at this school	46	82	9	16	0	0	0	0
The school helps me to support my child's learning	37	66	17	30	0	0	0	0
The school helps my child to have a healthy lifestyle	37	66	16	29	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	59	17	30	0	0	0	0
The school meets my child's particular needs	39	70	16	29	0	0	0	0
The school deals effectively with unacceptable behaviour	39	70	14	25	0	0	0	0
The school takes account of my suggestions and concerns	39	70	14	25	1	2	0	0
The school is led and managed effectively	41	73	14	25	0	0	0	0
Overall, I am happy with my child's experience at this school	48	86	8	14	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of children.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



01 February 2010

Dear Children

Inspection of Midland Road Nursery School and Children's Centre, Bradford, BD8 7DJ

Thank you all very much for making me feel so welcome in your nursery. It was a real pleasure to see how much you enjoy your time at Midland Road. I was also pleased to see how you do 'good listening' and 'good sharing' almost all the time so that everybody can join in the fun.

Your nursery is so good in so many ways that I have used the word outstanding to describe it. This means that I agree with you and your parents and carers that it is brilliant! All the staff are very smiley and helpful and they are very clever at planning things for you to do that help you to learn new things very quickly. You have lots of places to run around and explore in your outside area, as well as places to grow vegetables or practise your writing. I particularly liked the path up the hill past the huts where you can go 'between' the posts, and also the place where the younger children can use gravel and sand to build beside the huge pictures of a building site. It is good that your parents and carers have lots of chances to learn new things too, so that you can have fun together at home as well as at nursery.

There are so many different parts to the whole centre, which looks after babies and toddlers as well as you older children, that it is very complicated to run. I have asked the senior staff to make sure that, when there are changes in the future, they keep organising everything as well as they do now so that you can keep having as much fun learning as you do now.

With my very best wishes for the future,

Mrs Sarah Drake

Lead inspector

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