

# Basnett Street Nursery School

## Inspection report

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<b>Unique Reference Number</b>	119101
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339346
<b>Inspection dates</b>	2–3 December 2009
<b>Reporting inspector</b>	Roger Gill

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>	3–4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	80
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Susan Lockett
<b>Headteacher</b>	Mrs Lindsay Ingham
<b>Date of previous school inspection</b>	4 June 2007
<b>School address</b>	Basnett Street Burnley Lancashire BB10 3ES
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons and held meetings with governors and staff. They observed the school's work, and looked at documentation relating to children's learning, plans for teaching and how the school is managed. Furthermore, 55 parental questionnaires were scrutinised.

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

- attainment levels for children when they enter the school and the degree of progress that they make
- how assessment is used to plan new activities for children
- whether the curriculum takes account of children's interests
- how the school has evaluated the impact of new leadership and management
- the school's provision for community cohesion.

## Information about the school

Basnett Street provides part-time education for children in the Early Years Foundation Stage. It serves an ethnically diverse community in an urban area of Burnley. Children are of White British, Pakistani or Bangladeshi heritage. There is a steadily increasing number of children, over 50% currently, who are learning English as an additional language. The proportion of children with special educational needs and/or disabilities is below the national average. The school has the National Healthy Schools and the Smile for Life awards. Since the school's last inspection, there have been some major changes. A new headteacher started in January 2009 and both of the teachers are new since 2008.

There is a privately run day-care facility on site called the Chatterbox Club. This was inspected separately and its report can be found on the Ofsted web site.

**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?**

**2**

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

**2**

## Main findings

Basnett Street is a good school. Improvements introduced since January 2009 have had a positive effective on children's learning. Some of the initiatives are relatively new so they have not had time to become fully embedded into daily practice. Children love coming to school. This is evident from their good attendance and eagerness to start playing as soon as they arrive. Adults welcome children warmly and steer them skilfully into learning straight away.

Motivational leadership from the headteacher has enhanced practice across the school in a relatively short time. Parents are very positive about their children's experiences as a result of recent improvements, especially since children are now looked after in small groups by a key person. Indoor learning takes place in designated areas that appeal greatly to children. Moreover, the spacious outdoor area is a well-equipped learning environment. The positive effect of these initiatives on children's learning and well-being demonstrates a good capacity for further improvements. Children learn well and make good progress. They achieve well owing to effective teaching and a good curriculum, which is well planned but is flexible enough to allow teachers to change course as children's interests develop. The quality of care is good with an underlying emphasis on health, safety and self-esteem. As a result, children relate well to adults and each other, and behave well.

A good system of assessment has been implemented. The staff uses this to plan the next steps in children's learning. Since this is a relatively new venture, the skill with which next steps are translated into activities is not yet consistently good. Similarly, the way that adults use assessment information to help children develop vocabulary to broaden their thinking about the world around them is not yet uniformly successful throughout the setting.

Children's personal qualities are developed well. Not only do they think about their own likes and dislikes but the needs of others are considered well. The two main religions practised by families in school are celebrated and discussed. Furthermore, recently children baked bread for residents at a local sheltered housing project and planted bulbs in their garden. As yet, the promotion of this kind of community cohesion is satisfactory but limited in scope. The school is in the process of broadening children's experiences in this respect but it is too soon to see any significant results.

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

- Improve the use of assessment information by ensuring that staff identify the next steps in learning consistently well for all children, particularly in developing

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children's language for thinking.

- Extend the school's provision for community cohesion at the local level and beyond.

## Outcomes for individuals and groups of children

**2**

In lessons, children learn well and make good progress because activities appeal to them and everything runs smoothly. For example, children have hardly taken their coats off when some are talking about the story-people in the sand pit, thinking about the girl character who is in a wheelchair. Children particularly enjoy the chance to make dens outside and look under the carpet squares for worms and slugs. The squeals of delight at finding creatures under the carpet were only matched by the children's fascination when looking at some of them under a computerised magnifying lens. Adults are good at playing alongside children, which is beneficial for all but particularly those learning English as an additional language. For example, during the inspection, adults and children gained a lot from playing in a nativity stable (which contained real bales of straw) with life-like shepherds' costumes and crooks with which to manage the sheep. Children's good progress, including that of children with special educational needs and/or disabilities, is represented by attainment typical for their age at the end of the year. Levels of attainment on entry have fallen since the school was last inspected and are now below that expected for children's ages. The school has risen to the challenge of maintaining good progress and succeeded well.

Children feel safe, make healthy choices and learn to play well together. They are confident learners who mix well, think of each other and show wonder at the world around them. They contribute to school life well when coming up with ideas that prompt new lines of enquiry and by helping with the daily routines such as clearing up. Despite the need to find out more about community life beyond the school, they enjoy celebrating Eid and Christmas.

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>2</b>
<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	2
The quality of learning for children with special educational needs and/or disabilities and their progress	2

<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.

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<b>The extent to which children feel safe</b>	<b>2</b>
<b>Children's behaviour</b>	<b>2</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which children develop skills that will contribute to their future economic well-being</b> Taking into account: Children's attendance <sup>1</sup>	<b>2</b>
	<b>2</b>
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Good teaching produces successful learning for children including those at an early stage of acquiring English. The bilingual assistant makes sure that these children get the most out of sessions. Moreover, those with special educational needs, including the few with a statement of special educational need, make good progress because they receive well-tailored teaching from all adults. The rooms and the outside space buzz with a productive balance of freely chosen play and directed activities. Teaching prompts children to make up their own games, join in with planned tasks such as counting the golden baubles in the Christmas box, or get dressed in all-weather gear to go fishing outside in the rain. When teaching is at its best, staff ask children probing questions designed to develop vocabulary and get them thinking about what they are doing. Adults generally give children enough time to reflect and answer these questions. When teaching produces only satisfactory results it is because adults are a little too quick to provide an answer or talk for the children.

In the main, assessment is used well as a tool for finding out what pupils can do and what they need to do next. A new system exists whereby next steps in learning are written into the daily plans. It is intended that these steps are drawn on when adults play alongside children or provide casual prompts as children play on their own. This is already working well in some but not all cases. Nevertheless, children prosper owing to the wide range of interesting activities for them to do. They enjoy a well-planned curriculum, which takes account of their interests, and a good level of care that helps them feel safe and confident at all times. Children's needs are met well through the school's strong partnership with the Chatterbox Club, which delivers a similar curriculum so as to make learning seamless across the day.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>2</b>
<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	<b>3</b>

<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>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher, governors and the entire team of staff provide effective leadership. Governors possess a good knowledge about how well the school is doing and support it well. However, since the chair and several others are new in post they have not had time to develop their role in depth. Everyone shares in reviewing the school's practice, including the impact of changes introduced by the new leadership, and planning for the future. The headteacher is the driving force behind recent improvements in the way that learning is organised. She steers the team skillfully to concentrate on the right aspects for improvement. Equality of opportunity and the tackling of discrimination are promoted well, especially now that staff take responsibility for small groups of children and liaise closely with parents and carers. The good procedures for safeguarding children reflect the effective collaboration between governors and staff. A great deal of thought is applied to care and safety especially in the outside area with its opportunities for adventurous play. The family atmosphere in school is extended by the beginnings of some links within the local community. The curriculum provides opportunities for children to experience different facets of religion and ethnicity. However, as yet, the promotion of community cohesion in a wider sense lacks breadth in terms of first-hand experiences.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>2</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	2
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	2
<b>The effectiveness with which the school promotes community cohesion</b>	3

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<b>The effectiveness with which the school deploys resources to achieve value for money</b>	2
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## Views of parents and carers

The overwhelming majority of parents who responded were pleased with the school, seeing it as successful in caring for their children's learning and well-being. There were several written comments of approval and none that revealed a concern. Inspection findings concur with these positive opinions.



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

Ofsted invited all the registered parents and carers of pupils registered at Basnett Street 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 55 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	87	7	13	0	0	0	0
The school keeps my child safe	49	89	6	11	0	0	0	0
The school informs me about my child's progress	45	82	9	16	0	0	0	0
My child is making enough progress at this school	43	78	12	22	0	0	0	0
The teaching is good at this school	45	82	10	18	0	0	0	0
The school helps me to support my child's learning	40	73	14	25	1	2	0	0
The school helps my child to have a healthy lifestyle	44	80	10	18	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)	36	65	19	35	0	0	0	0
The school meets my child's particular needs	42	76	12	22	0	0	0	0
The school deals effectively with unacceptable behaviour	37	67	17	31	0	0	0	0
The school takes account of my suggestions and concerns	40	73	14	25	0	0	0	0
The school is led and managed effectively	43	78	10	18	0	0	0	0
Overall, I am happy with my child's experience at this school	50	91	5	9	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.**



4 December 2009

Dear Children

Inspection of Basnett Street Nursery School, Burnley, BB10 3ES

Thank you for making my job so enjoyable. You all made my visit to Basnett Street a lovely time.

I am happy to tell you that Basnett Street Nursery is a good school. You get on and play well together and learn many things by the time you are ready to go onto a Reception class.

I loved watching you play outside even when it was raining. Your bikes, den making area and carpet squares on the grass made me want to join in. All the adults in school provide interesting things for you to do. I talked to some of your parents and they are pleased as well. Your headteacher and staff put your interests first, which is why you all behave well and have such fun when swirling your hands around in the suds, catching fish in the water tray outside or wrapping presents in the Santa's Grotto. By the way, some of you are already better at wrapping than me.

Your headteacher and staff are really good at thinking of ways to make Basnett Street even better but they have not had time to do everything on their list. I am suggesting two things to speed things up. Adults need to see what you can do and then make your next steps in learning successful ones. At the same time they could talk and ask questions that will help you think things through for yourself. Secondly, there is more to be done in finding out about other people's religions, their families and what kind of a world we live in.

You can all help as well – please keep making interesting comments and coming up with bright ideas when you are playing so that adults can listen to what you are saying and plan your next activities well.

Best wishes to you all at Basnett Street Nursery.

Roger Gill

Lead inspector

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