

# Canterbury Nursery School and Centre for Children and Families

## Inspection report

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<b>Unique Reference Number</b>	132815
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	341350
<b>Inspection dates</b>	17–18 May 2010
<b>Reporting inspector</b>	Anna Dawson

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>	104
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Dale Smith
<b>Headteacher</b>	Miss Christine McKay
<b>Date of previous school inspection</b>	10 May 2007
<b>School address</b>	Basil Street Bradford West Yorkshire BD5 9HL
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons. All six teachers were observed. Meetings were held with the governors, staff, groups of parents and carers, and the School Improvement Partner. The inspectors observed the work of the school and that of children and looked at school policies, records of meetings, assessment and monitoring information, curriculum planning, individual education plans and the school improvement plan. In addition, 26 parental questionnaires were received and analysed.

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

- how well the different groups of children achieve from their starting points
- whether the teaching meets the needs of all groups of pupils in different areas of learning
- the effectiveness of the school's priorities to raise standards.

## Information about the school

About half of the children are from Asian heritages and speak English as an additional language. Of these 8% are at a very early stage of learning English. The proportion of children with special educational needs and/or disabilities is below average overall, but nearly all of these have a statement of special educational need which is above average. The children's centre on site is managed by the governing body. A high proportion of children enter or leave the school other than at the usual times. The school has gained the Investors in People Award and the Investors in Families Award. There has been a change in the leadership of the school since the last inspection.

The centre provides support for families through its extended services and provides childcare for children from birth to five years which is available throughout the year. The centre is resourced for 16 children with special educational needs and/or disabilities. The children's centre was not inspected during this visit and is subject to a separate inspection from Ofsted.

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

## Inspection judgements

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

**2**

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

**2**

## Main findings

This is a good school. It provides an inclusive and vibrant learning environment where children greatly enjoy learning. The facilities both indoors and outside are first class, purpose-built for all ages. The school is extremely well thought of in the local community. There is an excellent partnership with parents and carers, many of whom write positive comments, such as, 'this is an excellent school', and, 'the teachers have helped me and my child'. Children's spiritual, moral, social and cultural development is outstanding. Children are extremely well behaved and receive excellent care from the staff so they all achieve well. Partnership with others to promote children's learning and well-being are equally as strong. There is an extremely good liaison with local schools, services and agencies to ensure children's needs are met.

The high quality care and excellent relationships between staff and children coupled with consistently good teaching and well-planned challenging activities enable children to achieve well from low starting points. This is most evident in children's understanding of how to stay healthy and their positive response to school. Children generally make good progress in all areas of learning, especially in their social skills. However, progress in their speaking skills is not as fast. This is mainly because there are not enough resources and opportunities for children to develop their speaking skills. By the time they leave, they work at levels just below those typical of their age. Most children attend regularly but there is a small minority whose poor attendance affects their rate of progress. There are good procedures and liaison with parents and carers to encourage regular attendance but these have not been effective in improving the attendance of a few children.

The effective leadership of the headteacher and the senior leaders form a committed team, keen to move forwards. Teamwork has been particularly strong in maintaining stability in the recent period of changes in leadership and in the roles and responsibilities of the staff. The school recognises that staff responsibilities and the detail of the targets set for children's learning and development need greater visibility in the school development plan so they can more easily be monitored and evaluated. Governors are supportive and proactive, acting as critical friends and ensuring robust procedures and systems for safeguarding children. In the light of children's good progress and development, accurate school self-evaluation and secure systems for raising children's attainment, there is good capacity for further improvement.

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

- Raise children's attainment in speaking skills by:

- providing resources that promote children's speaking skills
- developing the questioning skills of the staff further to promote extended discussions between children and staff.
- Revise the school development plan by:
  - ensuring identified roles and responsibilities for the staff are matched to areas of learning
  - providing more detail against targets set to raise attainment so they can be more easily monitored and evaluated.
- Continue to implement strategies to improve children's attendance.

## Outcomes for individuals and groups of children

2

Children achieve well from their starting points. Most enter the Nursery with low skills, especially in their personal, social, language and mathematical development. By the time they are ready to transfer to a Reception class, they have made good progress and many are working at levels just below those typical of their age in all areas of learning. They make less progress in communication, particularly in speaking skills. Those learning English as an additional language and particularly those at a very early stage of learning receive good support from staff and achieve well. Those more able make equally good progress. Children with special educational needs and/or disabilities make good progress towards their targets. Their needs are identified quickly and support is well organised to meet their needs. Those children who join the nursery late settle quickly and soon begin to make progress. Attendance, although average overall, is low for a very few children.

Relationships between the children and staff are excellent. As a result, children greatly enjoy learning. Children have an extremely good understanding of how to stay healthy. They independently wash their hands after messy activities and maintain good hygiene practices. They drink plenty of water and choose healthy snacks of fruit and vegetables knowing that they are good for them. Children take advantage of the daily opportunities for exercise and fresh air. Their developing social, language and mathematical skills and confidence in independently using information and communication technology, stand them in good stead for later learning.

Children willingly take on some small responsibilities such as tidying away their resources and enjoy growing plants and caring for their vegetable and flower beds. They feel valued by the staff and in turn respond extremely well to their praise and encouragement, for example, by taking turns and sharing toys, and in learning about and joining in celebrations of cultures and faiths different from their own. They show great respect, kindness and caring as they play with one another or care for their pet rabbit and goldfish.

*These are the grades for children's outcomes*

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

<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
<b>The extent to which children feel safe</b>	<b>2</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>3</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?**

The staff take excellent care of the children to ensure they feel safe and secure and know who to turn to if they need help. The curriculum follows children's interests and planned activities are varied and motivating. Assessments of children's learning are used well to plan their next learning steps. Consequently, children consistently and effectively develop their skills, knowledge and understanding. These skills are enhanced by the many outings and trips to the community which help to broaden children's knowledge and understanding of the world around them. As a result of encouragement and praise from staff, children become confident, sociable, independent learners who are keen to investigate and find things out for themselves. For instance, children were interested in solving a problem of how water travels through a series of metal channels, realising that by placing containers at the end they could catch the flow. However, at times, opportunities are missed to involve children in discussion so they can practise and develop their speaking skills beyond answers of one word or phrase and subsequently deepen their thinking and learning. Specialist teaching for those at an early stage of learning English and those with special educational needs and/or disabilities makes a good contribution to children's learning. Provision is enhanced through the use of sign language by all staff. Small group work in the art studio with a specialist 'creative' teacher aids children's creative learning. There are extensive grounds with challenging play areas but few specific resources to promote children's speaking skills, particularly outdoors. The school makes extremely effective use of outside support to benefit

<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.

children's welfare, and provision. The sensory room, a movement room with soft-play resources and a dark room are examples of the school's excellent support and care for children's well-being and development.

*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>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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>1</b>

## **How effective are leadership and management?**

The headteacher is effective in leading the drive for improvement and ensuring the school is fully inclusive. There is effective support from the senior leaders and a hardworking staff team who consistently implement systems to ensure that the school is fully inclusive. Leaders know what the school does well and where improvements can be made. They are successfully narrowing the gap in children's achievement by raising standards in writing and calculation to those that are typical of this age. However, the school development plan does not detail sufficiently well the staff roles and responsibilities for areas of learning or targets set towards the early learning goals. This limits the staff in easily monitoring and evaluating progress towards raising children's attainment. Safeguarding has an exceptionally high priority, and procedures in place to ensure children's safety are equally robust. The staff have an extremely good understanding of policy and procedure and fully meet the requirements for children's welfare. Community cohesion is promoted well. Children gain a good awareness of others' faiths and cultures through the celebration of festivals, visits to the local community and places of worship.

There are outstanding partnerships with parents and carers. They are encouraged in many ways to be partners in their children's education and development. For instance, there is a key member of staff who works with each child and their family. There are frequent meetings for parents and carers to express their views which result in the school fully meeting their needs. Partnership with the community is equally as strong. For example, children and families participate in the annual community carnival. Liaison with other agencies ensure those with special educational needs receive the help they need.

Governors are knowledgeable, experienced and very supportive and effective in challenging the school. They know the overall strengths and areas for development well but also realise they need greater detail from the school's data to be able to evaluate

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

children's progress and continue to encourage good attendance. The school gives good value for money.

*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>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	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>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>2</b>
<b>The effectiveness of safeguarding procedures</b>	1
<b>The effectiveness with which the school promotes community cohesion</b>	2
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	2

## Views of parents and carers

Questionnaires show that parent and carers are very supportive and say that their children enjoy coming to school. Parents and carers are appreciative of the high-quality care and support provided by the staff. This is evident in comments such as, 'the school has helped me overcome difficulties in getting my child into school'. Only two said they had concerns about their children's behaviour or their progress. The inspection finds that behaviour is exemplary and that children make good progress overall but children could make more progress in the development of their speaking skills.



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

Ofsted invited all the registered parents and carers of pupils registered at Canterbury Nursery School and Centre for Children and Families 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 inspection team received 26 completed questionnaires by the end of the on-site inspection. In total, there are 104 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	77	6	23	0	0	0	0
The school keeps my child safe	18	69	8	31	0	0	0	0
The school informs me about my child's progress	15	58	10	38	1	4	0	0
My child is making enough progress at this school	18	69	8	31	0	0	0	0
The teaching is good at this school	16	62	10	38	0	0	0	0
The school helps me to support my child's learning	16	62	10	38	0	0	0	0
The school helps my child to have a healthy lifestyle	15	58	10	38	0	0	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)	11	42	14	54	0	0	0	0
The school meets my child's particular needs	16	62	10	38	0	0	0	0
The school deals effectively with unacceptable behaviour	15	58	10	38	1	4	0	0
The school takes account of my suggestions and concerns	16	62	10	38	0	0	0	0
The school is led and managed effectively	16	62	10	38	0	0	0	0
Overall, I am happy with my child's experience at this school	20	77	6	23	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.

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## 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.**



19 May 2010

Dear Children

Inspection of Canterbury Nursery School and Centre for Children and Families, Bradford, BD5 9HL

Do you remember when I came to inspect your Nursery? This letter is to thank you for making me feel so welcome and to tell you what I found out. You are happy and smiling and greatly enjoy all the exciting activities. You are extremely well behaved and all get on so well with one another. You are kind and help each other and look after your pets. The staff take exceptionally good care of you so you are safe and secure. They teach you well so you make good progress and you know very well how to eat fruit and vegetables and drink water to keep healthy. I am pleased that you enjoy learning about different countries and cultures. I would have liked to come to your community carnival. You must have had lots of fun. I really enjoyed the two days I spent with you, especially when I saw you dancing, singing, playing and climbing outside.

There are a few things that would make your school even better. The teachers and adults work hard to help you learn to speak. I am asking them to help you speak even more about the things you know. I am sure you will enjoy speaking even more than you do now. The teachers are also going to look at their plans to help them easily see how well you are doing. I know that you like coming to the Nursery and it is important that you come when you should. Try and do this so you don't miss any learning.

Thank you for making my short time with you so enjoyable.

Yours sincerely

Mrs Anna Dawson

Lead inspector

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