

# Reedley Hallows Nursery School and Childrens Centre

## Inspection report

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<b>Unique Reference Number</b>	133060
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	341358
<b>Inspection dates</b>	24–25 November 2009
<b>Reporting inspector</b>	Shirley Herring

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>	118
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Bill Bennett
<b>Headteacher</b>	Mrs Brenda Hargreaves
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Burnley Campus Burnley Lancashire BB10 1JD
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited ten lessons and held meetings with governors, staff, parents and some of the school's professional partners on the campus. They observed the school's work and looked at the school improvement plan, reports from the local authority, children's records of achievement and assessments of their progress. They scrutinised 17 questionnaires returned by parents or carers.

- how well children make progress in developing language and communication skills
- the quality of learning for children with special educational needs and/or disabilities
- the use of assessment information
- the use of the school's evaluations of its work in bringing about improvements.

## Information about the school

The Nursery was opened in September 2008, following the amalgamation of Barden Lane Nursery and Elm Street Nursery. The newly built Children's Centre and Nursery forms part of the Burnley campus, which also includes a special school, a primary school, a sixth-form college, a public library and a Faith Centre, open to all faiths. The Nursery is able to use many of the facilities on site. The Children's Centre is not registered for child care but there is a breakfast club and a playgroup in the Centre, run by a voluntary management committee, which will be inspected separately. The Nursery is oversubscribed. Most children attend either morning or afternoon but a few children choose to use their fifteen hour entitlement flexibly. A very large majority of children are from minority ethnic backgrounds, most of whom are learning English as an additional language. A small minority of children have special educational needs and/or disabilities, including some who have a statement of their special education needs.

**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

This is a good school which is very much at the heart of the community it serves. It provides an outstanding level of care, guidance and support for its children. It has strengths in the outstanding achievement of children with special educational needs and/or disabilities and the excellent way it works with partners and with parents to improve children's learning and well-being. The high expectation of good manners and the strong examples from staff, cooperating well and respecting each others' cultures, have resulted in children's outstanding spiritual, moral, social and cultural development. Children's achievements are good. They behave well, help each other and enjoy being in school. They flourish in the secure environment where the needs of the individual are paramount. They enter the Nursery with skills that are below those expected for their age, particularly their social and communication skills. They make good progress because of good teaching and a varied, practical curriculum, and the majority reach and some exceed the level expected for their age by the time they leave the Nursery. They make very good progress in developing language and social skills because of the high priority placed on these aspects, whatever the activity. Children with special educational needs and/or disabilities are identified at a very early stage. Observations and assessments of their progress are used very effectively to plan excellent individual support from nursery staff, as well as specialist support from other professionals where needed. Consequently, children make outstanding progress in their learning. Children learning English as an additional language achieve well because of the rich language environment and good bilingual support. The more able children have been identified in this first term and teachers target questions to encourage their thinking and more challenging work is planned.

The energy, expertise and vision of the headteacher have resulted in the successful amalgamation of two Nurseries. The enthusiastic staff say that they feel valued and that their views are taken into account. Leaders are constantly monitoring and evaluating the work of the school to bring about improvements. Procedures for guiding teaching and assessing children's progress are working well but the school now recognises it needs time to embed and enhance the systems currently in place and to judge their impact on children's progress and achievement over time.

The successful establishment of a new Nursery, providing a good level of education, and the systematic and accurate evaluation of its work indicate that the Nursery has a good capacity to improve further.

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

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- Raise achievement further by:
  - embedding and reinforcing systems now in place
  - improving teaching and learning
  - using available information to plan the next steps in learning for all children, including the more able.

**Outcomes for individuals and groups of children**

**2**

Children enter the Nursery with a range of skills that overall are below what could be expected for their age. They make good progress and most reach and some exceed the level expected for their age by the time they leave the Nursery. Learning is particularly good in developing personal, social and language skills because of the high priority rightly placed on these aspects, whatever the activity.

Children feel safe and secure in the welcoming environment and develop good relationships with their key worker, the adult who is designated to look after a group of children. They are learning to look after themselves, for example, putting on their coat to go outside. They are developing a good understanding of a healthy lifestyle as they learn to wash their hands before eating their snack, 'Because there might be germs on them!' and they know that the snacks in the Nursery are healthy ones. The consistent application of rules and routines by all the adults reinforces children's good behaviour. Children are learning to work well together; for example, two children happily cooperated as they took turns to push each other on the swing. They are making a good contribution to the Nursery community as they learn to put up their hands and tidy away. They enjoy being part of the community on the campus; for example, they are becoming aware of the needs of others as they use the public library on site. Their developing social skills and the good links with the Reception class in the adjacent primary school prepare children well for the future. The attendance of most children is good but the extended holidays taken by a small number of children restrict their learning. Children respond well to the high expectations to say please and thank you and routinely support those children who find some activities difficult. They observe at first hand staff from different cultures cooperating and worshipping together, and so children learn to understand and have great respect for different faiths.

*These are the grades for children's outcomes*

**Outcomes for children in the Early Years Foundation Stage**

**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.

<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	2
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>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>	<b>2</b>
Taking into account:	
Children's attendance <sup>1</sup>	2
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Good provision has been established in this new school and all aspects are being constantly evaluated and reviewed to bring about further improvements.

Staff are experienced, well trained and enthusiastic. They are effective in engaging children in their learning as they respond well to children's individual needs. All adults talk to children, whatever the activity, and so all children make good progress in speaking and listening. There are good procedures for assessing children's progress and the information is used well to plan the next stage of learning. Information is used particularly effectively to plan work for those identified with special educational needs and/or disabilities and to enable them to make excellent gains in their learning.

Staff plan an interesting and varied range of purposeful, practical activities, across all areas of learning, that demonstrate a good understanding of how young children learn. The range of good quality resources, indoors and outside, reflects children's varied cultures so that they feel valued and secure. The curriculum is enriched by visitors to the Nursery, such as the potter and the oral health team, and by the use of the excellent facilities on the campus, such as the dance studio and the theatre.

There are very good procedures for introducing children to the Nursery, including home visits, so that children settle quickly. The very close links with the pre-school groups and other services in the Children's Centre help to identify those children with special educational needs and/or disabilities at a very early stage. Children receive an excellent level of support from nursery staff, as well as specialist help from other professionals when needed. The school uses the wide range of services available in the Children's Centre effectively to support children's learning and well-being.

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

*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 drive, ambition and commitment of the headteacher have been crucial in promoting and managing the successful amalgamation of two Nursery schools. She now leads a cohesive team, working together successfully for the benefit of children's learning and well-being. The school is constantly seeking ways to improve the systems and procedures that have been developed since the new Nursery opened. For example, staff looked at the empty Nursery from a child's point of view and this resulted in a decision to move some activities to enlarge the role play area. This has enhanced children's enjoyment in this popular activity. The role of the senior leadership team is developing to support further enhancements in provision.

The governing body has provided good support through times of change. They are fully committed to the school's ethos of the inclusion of all children and the provision for those with special educational needs and/or disabilities.

The school has a very positive relationship with parents and carers and keeps them fully informed about what is happening in the Nursery and about their children's progress. Parents say how welcome they feel in the Nursery each day and how much they appreciate that adults take time to discuss any concerns. There is very good attendance at parent' workshops and at family events such as the mathematics and science trails. The successful engagement of parents makes a good contribution to children's learning. The school has excellent links with other agencies on the campus and outside. Links with the special school on site have been mutually beneficial in sharing expertise. The headteacher has taken a leading role in the planning and development of the new campus.

The school is committed to equal opportunities for all its children. Children from different cultures and backgrounds are equally valued. The school's ethos, based on mutual respect, is effective in tackling discrimination. All the required systems for safeguarding children are in place and are under constant review in this new environment. All staff are appropriately trained and are vigilant in ensuring children's safety in all activities.

Community cohesion is outstanding. Staff from diverse faiths and cultures provide strong role models of cooperation and mutual respect. Children come together in the

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Faith Centre on site to understand and celebrate the different festivals such as Christmas and Eid. The campus has rapidly become the hub of the community and this has been recognised and praised by religious leaders. The success of the school in providing services and working with the community has been recognised in a national award for Community Cohesion.

*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>	2
<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>	2

## Views of parents and carers

The parents are overwhelmingly pleased with all that the Nursery provides and say how much their children enjoy school. Inspectors agree with parents that Reedley Hallows is a good school which provides excellent support for the children in its care.



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

Ofsted invited all the registered parents and carers of pupils registered at Reedley Hallows Nursery School and Childrens Centre 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 17 completed questionnaires by the end of the on-site inspection. In total, there are 118 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	71	5	29	0	0	0	0
The school keeps my child safe	9	53	8	47	0	0	0	0
The school informs me about my child's progress	6	35	9	53	2	12	0	0
My child is making enough progress at this school	3	18	13	76	1	6	0	0
The teaching is good at this school	6	35	11	65	0	0	0	0
The school helps me to support my child's learning	6	35	9	53	1	6	0	0
The school helps my child to have a healthy lifestyle	7	41	9	53	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)	7	41	4	24	0	0	0	0
The school meets my child's particular needs	7	41	9	53	0	0	0	0
The school deals effectively with unacceptable behaviour	7	41	8	47	0	0	0	0
The school takes account of my suggestions and concerns	6	35	10	59	0	0	0	0
The school is led and managed effectively	7	41	9	53	0	0	0	0
Overall, I am happy with my child's experience at this school	7	41	10	59	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.**



27 November 2009

Dear Children

Inspection of Reedley Hallows Nursery School and Children's Centre, Burnley BB10 1JD

Thank you for helping the inspectors when we came to inspect your lovely new Nursery recently. We really enjoyed our visit. Some of your mums and dads told me how much you enjoy coming to school each day and I can understand why. They also told me how much they appreciated being able to talk to the teachers and to look at your work and photographs so that they get to know how well you are doing.

You go to a good Nursery which is a safe and happy place to be. In fact some of the things about your Nursery are outstanding, which is the best word we can use. All the adults take outstanding care of you all and there is always someone there to give you extra help when you need it. The Nursery does its very best to make sure that you receive specialist help from other people when necessary. I enjoyed accompanying you when you visited the public library in your building. You were very careful when choosing books to take home.

We were pleased to see how well behaved you are and how much you are learning. We particularly liked the way in which you help each other and take good care of those children who need extra help to join in. Your teachers plan lots of interesting things for you to do. I could see how much you really enjoyed digging in the huge sand pit and using the computer to help you to learn to count.

One of the very best things about your Nursery is the way in which you learn about each others' religions and help each other to celebrate festivals such as Christmas and Eid. I really enjoyed listening to you singing in the beautiful Faith Centre. I am sure everyone will enjoy watching your Nativity play.

Your teachers have worked hard to create such a good school in a very short time. It is part of my job to suggest ways that even a good school could be better. We have asked them to take some time to check how well the many new things they are doing are helping you to learn.

I wish you and your families all the best for the future.

Yours sincerely

Shirley Herring

Lead inspector

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