

**INSPECTION UNDER SECTION 10 OF THE  
SCHOOL INSPECTIONS ACT 1996**

**BRYN NURSERY SCHOOL  
TOWER GARDENS  
TOWNHILL ROAD  
SWANSEA  
SA1 6PN**

**SCHOOL NUMBER: 670/1002**

**DATE OF INSPECTION: 22<sup>ND</sup> - 23<sup>RD</sup> APRIL 2002**

**BY**

**MRS M E EVANS**

**REGISTERED INSPECTOR: W202/78828**

**DATE: 13<sup>TH</sup> JUNE 2002**

**UNDER ESTYN CONTRACT NUMBER: C/T/265/01P**

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## CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

**LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :**

CoP	-	Code of Practice
EEL	-	Effective Early Learning
EWO	-	Education Welfare Officer
GB	-	Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
LEA	-	Local Education Authority
NAfW	-	National Assembly for Wales
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator

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## **PART 2: THE INSPECTION SCHEDULE**

### **1. CONTEXT**

#### **The school and its priorities**

Bryn Nursery School is a local authority maintained school which is situated in the Townhill area of Swansea. It caters for children aged three and four and there are currently the equivalent of 54.5 full-time children on roll; 63 attend the morning session and 46 attend in the afternoon. They are admitted after their third birthday. The number on roll for the last three years has remained constant. Approximately 98% are from English speaking homes and 2% are from minority ethnic groups. There are none from Welsh speaking homes and Welsh is taught as a second language. The school aims to provide an environment rich in possibilities where children can learn through structured and spontaneous play. Each child is encouraged to develop personal, social, physical and intellectual skills and to increase their confidence, self-control and independence.

The school considers its catchment area to be economically disadvantaged, but many children attend from outside the area. The nature of the intake ranges from advantaged to disadvantaged and comprises the full range of ability. Currently there are five children on the school's SEN register. On entry, assessment results indicate an average attainment for most children.

The school was last inspected in 1996 and produced a post-inspection action plan to improve educational provision and standards of achievement. Some of the targets in the current SDP have already been met. The focus for the current year is to improve teaching and learning and to develop the use of ICT skills. An analysis of school based assessments is the basis for target setting to improve standards.

### **2. MAIN FINDINGS**

#### **The main findings of the report**

Bryn Nursery School is a good school and owes its success to the commitment of staff to improve curricular provision in order to raise standards. The headteacher provides efficient, caring leadership and is ably supported by the staff who work well as an effective team.

#### **Educational standards achieved by children**

- The educational provision is good and successfully promotes the Desirable Outcomes for Children's Learning. Children's standards of achievement are good overall; they are making good progress towards the Desirable Outcomes in all the areas of learning.

- Standards in the six areas of learning are as follows:

Language, literacy and communication skills:	Good
Personal and social development	Very good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Very good
Creative development	Good

- Children’s standards of achievement were very good in 14% of sessions observed, good in 66% and satisfactory in the remaining 20%.
- Standards are good overall in language, literacy and communication skills. Children have very good listening skills; they listen attentively to other children and adults. Their speaking skills are good and they speak clearly and audibly with confidence and are keen to answer questions and contribute to discussion. They achieve good standards in early reading and writing skills. They make good progress towards achieving the learning outcomes in all these areas.
- Children’s personal and social development is very good. They show confidence, independence and establish effective relationships with other children and adults. They co-operate well when working in pairs and in groups and use their imagination well during play activities.
- Standards are good in mathematical development and children successfully use mathematics as an integral part of a range of activities, which are effective in consolidating mathematical language, skills and understanding.
- Standards in knowledge and understanding of the world are good. Children benefit from well planned activities which promote practical investigation and exploration and have a positive impact on their learning.
- Children’s physical development is very good. They show confidence and enjoyment in this area of learning; their physical mobility, co-ordination and control are very well developed through a range of daily outdoor and indoor activities.
- Children achieve good standards overall in their creative development. They achieve very high standards in art and craft work. They confidently use a range of materials and equipment to explore and create their own artwork. They thoroughly enjoy musical activities, especially singing and make good progress in music.
- Standards and progress in key skills across the curriculum are good. Standards achieved in literacy skills are good overall; listening skills are very good and children listen with interest and concentration. They make good progress in the use of speaking, early reading and writing skills across the curriculum. Their numeracy skills in various activities are also good and their use of a range of ICT for different purposes is very good.

### **Ethos of the school**

- The provision for children’s spiritual, moral, social and cultural development is good and reflects the caring and supportive ethos; children respond well to the school’s provision in this area.
- Children’s behaviour is good and they have good attitudes to learning. The school has high expectations and makes every effort to praise good behaviour, which has a positive effect on the standards achieved.
- Although children are not yet of statutory school age, levels of attendance are unsatisfactory having averaged 79% during the previous term. Punctuality at the beginning of each session and throughout the day, however, is good.

### **The quality of education**

- The quality of teaching was very good in 17% of sessions observed, good in 40% and satisfactory in the remaining 43%. Staff have a secure knowledge and understanding of the Desirable Outcomes for Children’s Learning. The majority have high expectations and set interesting tasks to increase children’s skills, knowledge and understanding in the six areas of learning. In the best sessions, staff intervention is of high quality and succeeds in supporting children’s learning but there is a lack of consistency in the approach to adult interaction with children to support the development of key skills.
- The school has good arrangements for assessing, recording and reporting children’s achievements and progress. Assessments are used appropriately to inform future planning but are not yet used to set individual targets for improvement. The reports to parents are of good quality.
- Curricular provision is of good quality and successfully promotes the Desirable Outcomes for Children’s Learning. Schemes of work are in place for all areas of learning; they are detailed and provide good support for teachers’ planning. The quality of curriculum planning overall is good and learning objectives are clearly focused on the skills, knowledge and understanding which the children are to acquire.
- The school provides a good standard of educational support, welfare and personal guidance for children. There are good procedures for promoting the well-being and health and safety of children and there are appropriate policies in place.
- The quality of the provision for children with SEN is good and complies with the CoP. Children make good progress in line with the targets set in their IEPs.
- Partnerships between the school and parents, the community, schools and other institutions are good and have a beneficial impact on children’s standards of achievement. Parents are well informed about the activities of the school and are supportive of school events and activities. The school’s partnership with industry is satisfactory.

### **Management**

- The quality of self-evaluation and planning for improvement is good. The school has begun a system of self-evaluation; there are effective procedures for evaluating teaching and children’s learning. The school carefully monitors the progress made towards achieving targets in the action plan.

- Resources are managed efficiently and spending decisions are evaluated, ensuring good value for money. The school's monitoring and self-evaluation procedures are appropriate in identifying areas for development. The school sets targets for improvement, which are incorporated into the self-evaluation action plan and the SDP.
- The SDP contains details of educational developments, closely linked to the budget and is effective in moving the school forwards. Each action plan has clear aims and includes action to be undertaken, resources required, staff responsibilities, time scales and evidence of achievement.
- There are a good number of experienced staff who are effectively deployed. Teachers and nursery nurses work well together as an effective team.
- The school has appropriate space for the number of children and the inside of the building is well maintained. Good use is made of all available space, both inside and out, to enhance children's experiences.
- There are good displays of children's work which are effective in celebrating their achievements, especially in art work. The provision of resources is good and staff and children make good use of all available books, materials and equipment.
- The quality of leadership and management of the school is good. The school's aims and values, including a commitment to inclusion and equality of opportunity for all, promote a caring ethos and high standards and they give a clear sense of purpose and direction for the school.

### **School improvement**

- Since the last inspection, the school has made good progress in meeting the targets set in the action plan, which addresses the key issues from the previous inspection report. These include: improving the quality of long-term curriculum planning; improving the quality of teaching and learning by disseminating elements of good practice; developing strategies to provide more information for parents about children's progress; ensuring that the SEN CoP is fully implemented; and improving punctuality.

## **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

### **3.1 Standards Achieved in Subjects and Areas of Learning**

Standards of achievement were very good in 14% of the sessions observed, good in 66% and satisfactory in the remaining 20%.

- The children's standards of achievement are good overall in the areas of learning. They are very good in personal and social development and physical development. Most children make good progress towards achieving the Desirable Outcomes for Children's Learning. They make good progress and confidently develop their skills, knowledge and understanding.
- Standards are good overall in language, literacy and communication skills. Children have very good listening skills; they listen attentively to other children and adults, responding

well to instructions. Their speaking skills are good; they speak clearly and audibly and are keen to answer questions and contribute to discussion. They make good progress towards the development of reading skills; they enjoy books, handle them carefully and choose books from the story sacks to share with their parents. Their writing skills are developing well and enjoy writing in the class story books. Many children can recognise and write their own name by the time they leave the nursery.

- Children's personal and social development is very good. They show confidence, independence and establish effective relationships with other children and adults. They work very well at their tasks, independently, in pairs or as part of a group. They concentrate well, persevere and seek help when needed. Their behaviour is good and they have positive attitudes to their work; they play co-operatively, take turns and share fairly.
- Standards are good in mathematical development. Children successfully use mathematics as an integral part of their activities, such as shopping, cooking, building with bricks and constructional equipment, and in sand and water play. They can count accurately to 10 in English and in Welsh, sequence numbers correctly and sort by colour, shape and size. They can recognise and name two dimensional shapes. They use mathematical language well and enjoy singing a variety of number rhymes and action songs.
- Standards in knowledge and understanding of the world are good. Children benefit from well planned activities which promote practical investigation and exploration and have a positive impact on their learning. They talk confidently about where they live, their families and the school environment. They use a computer confidently and control a mouse competently to select different options.
- Standards in physical development are very good; children make very good progress in developing their gross and fine motor skills. They are confident on large apparatus when climbing, crawling, sliding and balancing. They thoroughly enjoy outdoor play activities and make good use of the variety of play equipment and wheeled toys.
- Standards in creative development are good. Children achieve very high standards in art and craft activities. They confidently explore line, colour, shape, texture and form through drawing, painting, paint mixing, printing, pattern making, collage and three dimensional work including clay. In music they enjoy singing a range of songs and rhymes, which they sing tunefully with clear diction. They play a range of instruments to accompany their singing but do not often explore sounds to create their own music.

### **3.2 Standards Achieved in Key Skills across the Curriculum**

Children's standards of achievement and progress in key skills across the curriculum are good overall. Standards achieved in literacy and communication skills are good, especially in listening skills which are very good. Similarly the use of numeracy skills across the six areas of learning is good and children's use of a range of ICT for different purposes is very good.

- Children make good use of key skills in many activities within the areas of learning. They benefit from the strong support provided to help them to concentrate and listen with interest and to speak clearly. The provision of a good range of creative play activities are effective in promoting language and social skills. Snack time and group sessions increase children's confidence to speak aloud, clearly and audibly. They are encouraged to look at

a variety of books and enjoy listening to stories whilst following the illustrations. They make effective use of their early reading and writing skills.

- Children use numeracy as an integral part of many activities across the areas of learning. They consolidate their knowledge of mathematics through counting, sorting, ordering and matching activities, as well as through scientific investigations and building with construction sets. They make good use of their knowledge of shapes and number whilst creating collage pictures and printing patterns.
- Children confidently operate a listening centre to listen to tape recordings of favourite songs and stories. They use computer equipment confidently in order to enhance their learning. They are familiar with a keyboard and they control a mouse successfully to select and move items on the screen.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

Overall, the provision for children's spiritual, moral, social and cultural development is good.

- The school has a supportive ethos where the children are made to feel part of a caring and stimulating community.
- Children's spiritual awareness is carefully developed through a wide range of activities that enable them to appreciate the diversity of the world around them. Examples include the study of the lifecycle of the caterpillar and planting bulbs for the school garden. They make careful observations about fruits and seeds. Many opportunities are taken to explore and reflect on moments of awe and wonder. Well chosen stories and shared prayers and songs reinforce this.
- Assemblies and 'gather together' times foster the sense of belonging to a community. In these the children take part in singing and prayers and reflect on stories centred on moral and spiritual issues.
- Staff provide good role models for children by fostering high standards of moral values. Every opportunity is taken to promote positive behaviour. Children are taught the differences between acceptable and unacceptable standards. Values, such as fairness, sharing and honesty are actively encouraged.
- Planning for children to work co-operatively encourages their social development. They are encouraged to act as helpers during snack time, where they assist in preparing the snacks and then hand the food around to other members of the class. This session provides them with the opportunities to form contacts and friendships.
- The school helps raise children's awareness of those less fortunate than themselves by fundraising for different charities.
- Good provision is made for cultural development. Children are given opportunities to celebrate different festivals throughout the year, including St. David's Day. Visitors and

parents, wearing traditional dress are invited into the school to help celebrate various festivals and enhance understanding of the diversity of other cultures. Incidental Welsh is used when children are lining up and during circle time to develop awareness of their own culture.

- Circle time provides staff with regular opportunities to talk to children about their experiences and feelings. Adults actively listen to children and value their ideas and achievements.

## **4.2 Behaviour and Attitudes**

Children's behaviour in all areas of the school is good and they have good attitudes to learning.

- Staff operate the school's discipline procedures consistently with an emphasis on positive behaviour.
- In the rare cases of significant misbehaviour, parents and members of the school's GB are properly informed. Satisfactory disciplinary records are kept in children's individual files.
- Children have good relationships with each other and with all members of staff. They are courteous and self-confident when talking to visiting adults.
- As part of the merit award system, children receive stars and stickers for good work, good behaviour and helpfulness. Both the children and their parents value this scheme.
- There have been no exclusions in the past twelve months.

## **4.3 Attendance**

Even though the children are not yet of statutory school age, attendance is unsatisfactory having averaged 79% during the previous term.

- Attendance levels were similar to the above throughout 2001 and at the time of the last inspection.
- The headteacher follows up with parents any unexplained absence by their children.
- There is normally no contact with the EWO.
- Registration sessions are run efficiently and comply with NAFW requirements.
- Punctuality of children at the start of each session is good.
- Currently, there is no good attendance incentive scheme.

## 5. QUALITY OF EDUCATION

### 5.1 Teaching

The quality of teaching was very good in 17% of sessions observed, good in 40% and satisfactory in the remaining 43%.

- The overall quality of teaching is good and enables children to make good progress. The staff have a secure knowledge and understanding of the Desirable Outcomes for Children's Learning and the majority set high expectations to develop children's skills, knowledge and understanding in the six areas of learning. In most sessions staff intervention is of high quality and succeeds in supporting children's learning, but this is not consistent across the school. Adult interaction with children is sometimes lacking, especially in the creative play areas.
- Short-term planning is effective and clearly identifies learning objectives linked to the Desirable Outcomes. Staff evaluate and plan the next stages in the children's learning well. Activities are well planned and interesting tasks are set to develop children's skills, knowledge and understanding. The group sessions consolidate previous learning and encourage children to take part in discussion, thus developing confidence and language skills.
- Work is well matched to the needs of children, with appropriate tasks set for them to work as individuals or together in pairs or groups. They are provided with good support in order to develop their learning skills. Those children with SEN are appropriately supported in line with the targets in their IEPs.
- Generally sessions are well organised and staff manage the children well and have good relationships with them. In the best sessions, effective strategies are used to promote good behaviour and encourage positive attitudes to work. A good range of teaching techniques and organisational strategies are used effectively for different activities and purposes but this is not consistent across the school. Sometimes, opportunities are missed to develop the younger children's learning and language development.

### 5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good.

- Teachers know their children well and there is a manageable set of procedures in place for recording and assessing their progress and achievements.
- The school has introduced a number of new systems since the last inspection and staff have a very clear picture of what each child can do and what steps they need to take next.
- Annotated individual portfolios help to ensure consistent standards of progression and continuity.
- Samples and comments on children's work are kept in individual Busy Books. These show each child's progress throughout the year and achievement in cross-curricular areas

- There is no formal tracking of children but those with SEN are identified early, including more able children. Appropriate targets are set in their IEPs and careful records of their progress are kept.
- Children are assessed in detail on admission to the school and this is recorded in a booklet form, entitled 'All About Me'. A pilot scheme for recording children's progress is being developed at present and this records progress each term.
- Teachers keep informal field notes on children's achievements and these, along with contributions from support staff, help create 'pen portraits' of the children which are evaluated fortnightly.
- Staff discuss children's progress at informal weekly meetings. More formal monthly discussions on progress and attainment are also scheduled. Regular meetings are held throughout the term to discuss assessments which inform future planning.
- Parents are informed in advance through regular newsletters of the topics the children will be covering each term. The prospectus gives a good overview of the school's expectations and procedures.
- Children are grouped for progression by skills in both classes and records are passed on at the end of each year. Individual targets to improve children's skills have not yet been set.
- The school has an open door policy for parents to discuss their child's progress. An appointment is made with parents if staff feel they need to discuss particular aspects of a child's learning.
- Good quality reports of children's progress are provided for parents at the end of the year and opportunities are provided for parents to discuss their child's progress in the six areas of learning.
- Good links are made with the receiver schools to ensure that continuity and progression for each child is maximised.

### **5.3 Curriculum**

The quality of the curriculum is good.

- The curriculum is broad and balanced and successfully promotes the Desirable Outcomes for Children's Learning.
- There are effective policies and schemes of work for each area of learning which provide good support for teachers' planning. The quality of curriculum planning is good and learning objectives are clearly focused on the skills, knowledge and understanding which the children are to acquire in each activity.
- A range of good quality experiences is organised for children which successfully promote their skills of speaking and listening, enquiry, investigation and exploration.
- Curriculum provision is effective in ensuring that all activities are socially inclusive and all children, including those with SEN, have full access to the curriculum.

- Personal and social development is well integrated through the curriculum and is a strength of the school. Parents confirm that their children respond particularly well to this aspect and appreciate the school's success in developing children's confidence. Parents are encouraged to support their children with home/school tasks and through sharing books from the story sacks.
- The curriculum is planned and organised through a range of activities within each area of learning. These effectively promote and develop children's independence, ability to take responsibility and to use personal initiative.
- The quality of curriculum planning is good. Previous work is evaluated in order to plan the next stages of learning. Results of evaluations and assessments are carefully analysed and information is fed back into the planning. The quality of whole school planning for the development of key skills is satisfactory.
- There is a policy for Cwricwlwm Cymreig which promotes the use of incidental Welsh and an understanding of Welsh culture; this was particularly successful when celebrating St. David's Day. The curriculum is enriched by opportunities for children to undertake educational visits both locally and further afield, such as to the Museum of Welsh Life, St. Fagan's. These visits succeed in extending children's knowledge of Wales and Welsh culture.

#### **5.4 Support, Guidance and Pupils' Welfare**

The quality of the provision for the support, guidance and welfare of children is good.

- The inspection findings agree with observations made by parents that the school provides a warm, caring and supportive environment, in which the children feel secure, happy and confident.
- The headteacher is the designated member of staff with responsibility for Child Protection. Procedural guidelines are on display and staff are aware of actions to be taken.
- Staff are aware of accident procedures and training in first aid has recently taken place.
- Equal opportunities are evident in all of the school's activities.
- Good procedures for monitoring children's progress, personal development and attainment are in place in all areas of the curriculum.
- Care is taken to make the school and its grounds a safe environment. Safety issues from the last inspection have been suitably addressed. There is a policy for promoting health and safety.
- Issues of health and safety are carefully addressed. Fire drills are practised and supervision of the children is very good.
- Staff know the children well and show concern for their well-being. Good systems are in place for passing on knowledge about them from class to class and school to school.
- Well-established routines, high expectations and consistent approaches by most staff promote the good standards of support and guidance observed.

## **5.5 Provision for Pupils with SEN**

The quality of provision for children with SEN is good; they make good progress towards the targets set in their IEPs.

- There is a comprehensive policy for SEN which complies with the requirements of the CoP. It provides guidance to all those involved in SEN procedures.
- The headteacher is the SENCO and successfully monitors the implementation of the policy and children's progress. The SENCO is well supported by the school's GB and the named governor for SEN takes a special interest in developments.
- There are five children on the SEN register, all on stage three. Their IEPs are appropriate and have achievable targets. They make good progress in line with the targets set and are well supported by the staff. A support assistant is employed to work with one child with behavioural difficulties and the level of support is satisfactory.
- A higher attaining child has an IEP to extend learning opportunities and good progress is being made in line with the targets set.
- There are good systems for identifying and assessing the needs of children with SEN, including on-entry assessments and the 'pen portraits' assessments. The quality of planning is good and tasks are differentiated to cater for the need of individual children. Realistic targets are set and these are reviewed regularly and detailed records are kept of children's progress. Parents are kept informed of procedures and are encouraged to support their children's learning.
- There is effective liaison between the SENCO, the staff and outside agencies.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

The school has a good partnership with parents and organisations in the local community.

- A large majority of parents, who attended the pre-inspection meeting and/or responded to the questionnaire, expressed support for the school. These views were confirmed by further brief discussions with parents during the actual inspection.
- The school operates an open door policy and provides good quality information to parents through a newsletter, meetings and reports.
- About eight parents and other adults regularly help in the school, for example, with computer work and with preparation of resources. The Friends of Bryn Nursery also provide significant financial assistance for the school by running fund-raising events. They have recently helped in the purchase of carpeting and additional computers.
- The minister of the nearby Baptist church, who is Chair of the GB, visits termly to lead an assembly and also supports the curriculum.

- There are good links with local agencies including the LEA and social services. The fire service and the community police visit the school twice yearly to advise children about road and personal safety, as part of the 'people who help us' programme.
- There is a good partnership with local primary schools, which children visit with their parents to try and ensure that their subsequent transfer there is as smooth as possible. Good quality curricular and personal information is also passed to the primary schools. Students from the nearby comprehensive school and local colleges frequently help in the nursery as part of their work experience and training.
- Local senior citizens are invited to school activities several times each year.

## **5.7 Partnership with Industry**

The school has a satisfactory partnership with local businesses, which enables children to learn something of the world of work around them.

- About twenty local shops support the school through the donation of money and/or materials.
- Children have recently visited several local stores and businesses, for example a post office, a bakery and a doctors' surgery, to enhance their knowledge and understanding of work in the local community.
- Several workers from local organisations have visited the school to talk to children about their jobs, for example, a nurse, postman, coastguard and staff from a nearby dental practice.
- No teachers have recently attended business-related courses.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

The quality of self-evaluation and planning for improvement is good. The system enables the school to improve the quality of teaching and learning and plan future developments.

- The school has begun a system of self-assessment and there are effective procedures for evaluating its strengths and weaknesses. There is a self-assessment procedure for evaluating performance and quality, which is used alongside monitoring procedures.
- The model for self-evaluation is referred to as EEL: Effective Early Learning. Key areas for improvement are identified from performance indicators and are built into an action plan and consequently the SDP, giving a clear focus for self-evaluation for school improvement. A data analysis is carried out of child observations, child involvement and adult engagement and appropriate targets are set in the action plan.
- Good use is made of assessment data, monitoring procedures and action plans from the previous inspection to evaluate standards and plan for improvement. Targets are set and incorporated into the SDP.

- The action plan and the SDP are effective in moving the school forward. Action plans have clear aims, action to be undertaken, identified responsibilities, resources required, time schedules and evaluations. The plans are reviewed regularly by the school to improve the quality of provision and raise the standard of children's achievements.
- The school has effective procedures for monitoring the progress made towards achieving its targets through monitoring children's work and assessing the quality of teaching and learning. Good progress has been made since the last inspection and the school has met the targets in its post inspection action plan to improve teaching and learning and curricular provision.
- Monitoring procedures from the EEL project are effective in improving children's levels of involvement and adult interaction and have been implemented through the school. Evidence is collected, reports are written, findings are discussed and areas for development are identified and incorporated into the self-evaluation action plan.

## **6.2 Leadership and Efficiency**

The quality of leadership and management of the school is good.

- The school's aims and values promote a caring ethos and give a clear sense of purpose and direction for the school. There is a good ethos, which includes social inclusion and a commitment to equal opportunity for all, and this is successfully promoted by the staff, who provide a caring, secure environment in which children feel valued and encouraged to achieve their full potential.
- The headteacher provides efficient and caring leadership and gives regular classroom support for staff and children.
- The GB represents the school community and members are very supportive. They are well informed and understand their roles in supporting the school. Some make regular visits to the school and are involved in supporting children and staff.
- The school aims to maintain and improve its standards of achievement and the quality of educational provision by setting targets in the action plan and the SDP through the process of self-evaluation. Recent targets are to improve teaching and learning, develop planning and assessment, improve standards in ICT skills and develop the indoor and outdoor learning environment.
- The LEA administers the school's budget and the school has a capitation budget which is efficiently administered. The LEA finance department provides appropriate advice and support. The GB monitors spending and progress towards achieving targets.
- The school manages its resources efficiently and reinforces the aims of the school, ensuring good value for money.
- The headteacher and part-time clerk undertake administration tasks to ensure the efficient day to day running of the school.

### **6.3 Staffing, Accommodation and Learning Resources**

Staffing, accommodation and learning resources are good overall.

- The school is well staffed. There is a headteacher, one full-time teacher, two part-time teachers, two full-time and two-part time nursery nurses. Non-teaching staff include a part-time clerk, and a cleaner in charge. As some of the staff work part-time, systems are in place to ensure that change overs are managed smoothly.
- All staff have up-to-date job descriptions.
- Nursery staff are well deployed to assist the teachers and contribute to promoting the high standards achieved.
- Support staff contribute well to the smooth running of the school.
- The staff work hard to improve the learning environment. Displays of children's work are of good quality and variety, especially art work. They succeed in celebrating children's achievements.
- The school was purpose built in 1965, consisting of an entrance hall, two teaching areas (which have recently been carpeted), a hall, kitchen, staff room, headteacher's office and a resource room.
- The accommodation has been enhanced by the creation of a hall between the two classes. This has greatly increased the opportunities for indoor activities, whole school assemblies and enhanced links with parents, allowing them access for school performances.
- Since the last inspection the playground has been resurfaced and large umbrellas purchased to provide shelter. This outside area is enclosed and provides a safe environment for the children to play in; permanent climbing frames have been installed. A garden area has been created and this provides a wealth of opportunities for children to explore and further extend their knowledge of environmental topics. A section of the playground has been identified for future development as an adventure play area.
- The school is well resourced in all areas of learning. Resources are well maintained, carefully organised and stored appropriately, ensuring independent access by children; they are well matched to the needs of the curriculum. The school makes good use of the local and wider area for educational visits to support children's learning. Plans are also in hand to forge a link with the local library to arrange visits.

## 7. SUBJECTS AND AREAS OF LEARNING

### Standards achieved by pupils

#### Provision for the under-fives

Standards of achievement are good overall. Standards in listening skills are very good. Standards in speaking, early reading and writing skills are good.

#### Good features

- Children have very good listening skills. They listen attentively to staff and respond appropriately to what they hear, showing understanding. They listen with interest to other children, especially during group sessions, and confidently join in with discussions. They enjoy listening to stories, poems and rhymes and respond very well to questions showing good comprehension. They listen with concentration and follow the text and illustrations in story books, such as 'The Very Hungry Caterpillar' and 'The Three Bears'. They like to repeat the text of favourite stories and rhymes. They use the listening centre with confidence to play taped recordings of their favourite stories and songs.
- Children's speech and communication skills are developing well. They speak clearly with increasing confidence and use a range of vocabulary appropriate to the subject being discussed. Older children respond very well to questions and make good observations of the illustrations, for example, in the book about 'The Tiny Seed', showing their understanding of how seeds grow into plants. Encouraged by the effective strategies used by staff to develop language skills, children speak clearly and confidently and take turns to speak and listen carefully to the contributions of others in the group.
- Children talk with increasing confidence about their experiences and are developing their vocabulary to express their thoughts coherently. They are willing to take part in role-play and drama activities and make good attempts to talk about their activities. Through oral activities, they become familiar with Welsh vocabulary and sing Welsh songs with enthusiasm. They respond well to incidental Welsh used through the day, such as greetings and instructions.
- Children's early reading skills are developing well and all children enjoy books and handle them carefully. They enjoy sharing books with others and respond well to stories and rhymes; they identify characters and themes in familiar stories, such as 'Goldilocks and the Three Bears'. Older children can recall the events of a story and predict the next stage. They are beginning to recognise letters and single sounds and some read familiar words, including their own names and those of others.

- Good standards are achieved in early writing skills and children take every opportunity to practise their emergent writing skills in the writing areas. Older children enjoy contributing a sentence to each page of the class book, modelled on 'The Very Hungry Caterpillar'. Good attempts are made to experiment with emergent writing using drawings, symbols, letter patterns, individual letters and some words. Children enjoy these early attempts at writing and many begin to develop this skill independently. Some can recognise and write their own names, clearly and legibly.

### **Shortcomings**

- Early writing experiences are not always integrated with creative play areas in order to encourage children to write letters, messages or lists which are relevant to the play activities.

### **Personal and social development**

Personal and social development is very good.

### **Good features**

- By the time they leave the nursery most children achieve the standards expected for their age. They are happy to come to school and most are confident and eager to try out new experiences and activities. Classroom routines are well established and children quickly settle into the secure and happy environment created.
- Children quickly learn to work independently or as part of a group. Many have the confidence to ask adults for help if they need support or further information.
- Children handle equipment with care and help to tidy up at the end of sessions.
- Children show sensitivity to the needs and feelings of others; they share things freely. Those who are inherently shy are encouraged to join in activities by their peers. An example of this was in outdoor play when a number of children offered others the chance to ride tandem on double tricycles.
- Children listen attentively to each other's questions and ideas and show respect when others are given opportunities to demonstrate something. They persevere and show the ability to sustain concentration for lengthy periods of time.
- Children behave well. They listen to instructions attentively and co-operatively. They are polite and courteous and show they know the difference between right and wrong.
- Adults are good role models and constantly reinforce good habits. Children respond well to praise and are remorseful if they need to be gently corrected. Overall, good relations exist between children and between adults and children.

## **Mathematical development**

Children achieve good standards in their mathematical development.

### **Good features**

- Children successfully use mathematics as an integral part of many activities, such as cooking, playing in the home play areas and the flower shop, building with bricks and construction equipment, and sand and water play. They use mathematical language appropriately when sorting by colour, size, shape and quantity.
- Younger children can count to 10 and recognise and name numbers to five. Whilst discussing the story of 'Goldilocks and the Three Bears', they compare the sizes of the three bears and accurately match the corresponding bowls, chairs and beds.
- Children enjoy singing a range of number rhymes, action songs and number jingles in English and in Welsh. They sing them with enthusiasm and demonstrate their knowledge of number by joining in the actions and counting games.
- Older children can count to 10 in English and in Welsh; some can count to 20 and beyond on the number line. They recognise and name numbers to 10. Whilst playing the caterpillar game, they correctly count the segments of the caterpillar and explain clearly which is the longest and shortest caterpillar.
- Children can sort plastic animals into sets according to colour, size and type. They can correctly sequence the animals in alternate colours using two, three and four different colours and explain clearly what they have made. They are developing an understanding of sequence and can name the days of the week in order, including which day comes 'before' or 'after'.
- Children develop their understanding of practical mathematics through shopping activities using pennies at the flower shop; they are familiar with weighing and measuring ingredients in cooking activities; they compare quantities during sand and water play and are aware of two dimensional shapes during play activities.
- Children's knowledge of shapes is good; they successfully match shapes and recognise and name basic two dimensional shapes. They can accurately name and match the shapes they use to make pictures. They clearly describe and count their faces, edges and corners.

## **Knowledge and understanding of the world**

Children achieve good standards in their knowledge and understanding of the world.

### **Good features**

- Children's knowledge and understanding of the world is good and they make good progress towards achieving the Desirable Outcomes in this area of learning.

- Children talk confidently about their family, friends and the world around them. They are inquisitive and ask questions with confidence.
- Children benefit from well planned activities. To ensure progression and continuity staff maintain a portfolio which contains detailed evaluations of activities completed.
- Scientific skills are introduced across the curriculum and children are encouraged to recall previous work and develop relevant vocabulary. They are given opportunities to explore their environment; this was exemplified in their investigation of the development of caterpillars.
- Children respond well to studying and talking about various plants that had been brought in. This gives them the opportunity to discuss caring for the environment, differences in plant textures, various shades of green and flower arrangements for display.
- Visits from outside agencies allow children to develop their knowledge of different people's work and occupations. Visits to the local shops, the post office, a bakery and visitors from the community, such as the Fire and Rescue Service, enhance children's experience of the outside world.
- Children are given opportunities to develop role play. They re-enact the story of 'Goldilocks and the Three Bears' with gusto and enthusiasm.
- Children's achievement in ICT is in the main above the standards expected for their age. They work both independently and in small groups very well. They use the mouse with confidence and are able to progress through programs, click on icons with ease and use the printer and space bar. Some can correct their mistakes using the delete key.
- Good opportunities are provided to develop children's vocabulary across the curriculum. Examples were observed in cookery and when describing caterpillars. Opportunities are also made to develop mathematical vocabulary during free play with construction kits. Children use the home corner, shop, sand and water areas to explore new textures and environments. They make good use of toys and construction sets to build models.
- Classroom displays, children's Busy Books and portfolios of work show that the children have ample opportunities to investigate their environment and explore seasonal change.
- Assembly time gives children the opportunity to talk and develop ideas about the appreciation of their surroundings.
- Children enjoy learning through play; they select and use a variety of resources.

## **Physical development**

Children achieve very good standards in their physical development.

### **Good Features**

- Children have access to a good range of indoor and outdoor activities to promote their physical development. They are keen to take part and show confidence and enjoyment. They listen to instructions well and respond quickly.
- Children are well behaved and show an enthusiasm to learn in physical development sessions. This is encouraged by the variety of planned activities, both indoors and outdoors.
- All staff and adult helpers observe, support and encourage children's progress. Children work well together in groups and independently and maintain good concentration on the task in hand
- Children use scissors with increasing skill and cut around shapes with increasing accuracy. When cooking, they successfully roll, cut and press dough into a variety of lengths and shapes.
- Children demonstrate good manipulative skills when using the computer and have good control of the mouse.
- Children handle a variety of outside equipment well and show good co-ordination. When using wheeled vehicles, they pedal and steer purposefully. They use the outdoor space well and have developed good control when stopping and starting the tricycles, tractors and scooters.
- Children show acute awareness and a good sense of direction. They avoid obstacles well and are able to manoeuvre their equipment with skill. Their gross motor skills are good and their control is well developed.
- Children develop their fine motor skills with increasing confidence when handling small parts in construction kits and when using paint brushes, pens and pencils.
- Children enjoy indoor physical activities and show agility, good co-ordination and patience, as they climb and travel along the equipment. They show confidence when they move over apparatus and can crawl, climb, balance, jump and land safely.

### **Shortcomings**

- There is a cause for concern for children's safety for those who wear socks and jewellery whilst working on the apparatus.

## **Creative development**

Children achieve good standards in their creative development.

### **Good features**

- Children achieve very high standards in art and craft activities. They enjoy painting activities and choose colours well, using brushes confidently to create very mature paintings. Before painting portraits they make careful observations of their facial features in a mirror and then make good attempts to paint their portraits using appropriate colours for hair and eyes. Their figure drawings are developing well with recognisable features of the face and body.
- Children explore colour through painting, colour mixing, pastel blending and printing patterns using two or three colours to produce a sequence of patterns. Their observation paintings and drawings of spring flowers and blossom are very effective.
- Children appreciate the work of famous artists and make close observations of houses and landscapes by the Welsh artist John Knapp Fisher. They also study photographs of the houses they had seen at the Museum of Welsh Life, St. Fagan's. They make very good attempts to draw and paint houses in the Welsh countryside, using pencil, pencil crayon, pastel and chalk in 'winter' colours.
- Children enjoy making printed patterns. They use a variety of tools and paint to produce effective repeating patterns. They successfully make caterpillar prints using a selection of cotton reels and circular shapes and a variety of paint colours. They confidently use a fine brush to add features of eyes, legs and antennae, all of which they can name and count. They make effective leaf prints, using varying shades of green paint on black paper and know that the lines represent the veins of the leaf.
- Children explore texture through making collage pictures. A variety of media and textures are used to produce effective caterpillar pictures for the class book. They make good attempts to create three dimensional models and use their cutting and sticking skills well. They make close observations of leaves, twigs grasses and flowers and carefully arrange them in a floral oasis.
- Children's manipulative skills are good and they confidently use playdough to create models and shapes using cutters and tools skilfully. Their clay work is very good and they are knowledgeable of the various techniques involved, such as using slip and glaze. They make effective clay tiles of houses which are attractively displayed.
- In music, children enjoy singing a range of songs and nursery rhymes. They sing confidently and tunefully in English and in Welsh and join in with actions and clapping rhythms with enthusiasm. They play percussion instruments to accompany songs.
- Children enjoy role play activities which are effective in developing their imaginative and creative abilities. Whilst playing in the home areas, they enjoy dressing up and explain clearly what they are doing and which characters they are playing. They respond well to music played during tidy-up time.

## Shortcomings

- Children lack opportunities on a regular basis to explore sounds and instruments to create their own music.

## 8. SCHOOL IMPROVEMENT

### 8.1 Progress Since the Last Inspection

The school was last inspected in 1996 and produced an action plan to address the key issues from the inspection report. Most have been implemented and some are being further developed.

#### Key Issue 1

**‘Improve the quality of long-term curriculum planning to provide better guidance to staff on fostering the Desirable Outcomes in each of the six areas of learning.’**

- The school aims were reviewed and updated and new schemes of work were developed for each area of learning.
- The school self-assessment report 2002 states that the schemes of work have been completed for all six areas of learning and they address the Desirable Outcomes for Children’s Learning. There are also schemes of work for Welsh, the Cwricwlwm Cymreig, ICT and religious education.
- The current inspection found the quality of planning to be good and that the schemes of work are effective in providing guidance for teachers’ planning, according to the Desirable Outcomes.

#### Key Issue 2

**‘Disseminate existing elements of good practice in classroom management and organisation to improve the quality of teaching and learning in the class for younger pupils.’**

- Elements of good practice were identified through observation of classroom practice and through joint staff planning meetings. The teaching and learning were monitored by the headteacher and termly review meetings were held.
- The school self-assessment report 2002 states that staff have had opportunities to visit each other’s classrooms and staff meetings have been held to discuss elements of identified good practice.
- The current inspection found that whilst the overall quality of teaching is good there are elements of inconsistency especially in the use of adult interaction with children particularly in the creative play areas. The dissemination of good practice is being further developed by the school through the use of the EEL self-review procedures.

#### Key Issue 3

**‘Improve punctuality, especially at the beginning of the morning session.’**

- The school reminded parents of the importance of punctuality, by talking to individuals and by the use of reminders in newsletters and on the school notice boards. Governors contacted other schools to discuss starting times at the beginning of the school day, so as to allow parents enough time to take older children to their school and younger children to the nursery.
- The school self-assessment report 2002 states that punctuality has improved since the start of the school day was altered from 8.45 a.m. to 9.00 a.m.
- The current inspection found that punctuality is good at the beginning of sessions and throughout the day.

**Key Issue 4**

**‘Develop strategies to provide more information for parents about their children’s progress and achievements.’**

- Parents were consulted and welcomed an opportunity for a more structured system to discuss their child’s progress, in addition to the daily informal discussions. An appointments system was arranged for the summer term when parents could discuss their child’s progress and achievements with the class teacher.
- Parents also receive a written report of their child’s progress at the end of the academic year.
- The school self-assessment report 2001 states that parents receive an annual written report and have an opportunity to discuss the report and the child’s progress at a parents’ consultation evening. Staff are currently exploring the possibilities of introducing ‘At Home’ or ‘Open Days’ for parents to be more involved in their children’s development.
- The current inspection found that the quality of information for parents about their children’s progress and achievements is good.

**Key Issue 5**

**‘Ensure that the SEN Code of Practice is fully implemented.’**

- The staff received training and were updated on the requirements of the CoP. The SENCO ensured that the policy and procedures were implemented.
- The school self-assessment report 2002 states that the CoP is fully implemented. The school will update the policy in line with the new CoP, as soon as it is published.
- The current inspection found the present SEN policy to be comprehensive and procedures follow the CoP.

## 8.2 KEY ISSUES FOR ACTION

In order to build on the good standards achieved by the children and to improve aspects of the provision, the school needs to:-

- address the minor shortcomings in the language, physical and creative areas of learning;
- improve aspects of teaching by ensuring a consistent approach to quality adult interaction with children to support their learning and the development of key skills;
- improve attendance by encouraging parents to ensure that their children attend school regularly.

**The visiting inspectors wish to thank the governors, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.**

## APPENDIX

### A. Basic Information About the School

Name of School	Bryn Nursery School
School type	Nursery
Age -range of pupils	3-4
Address of school	Tower Gardens Townhill Road Swansea
Post-Code	SA1 6PN
Telephone Number	01792 655640

Headteacher	Mrs J Hughes
Date of appointment	January 1995
Chair of governors	Rev. Andrew Henton-Pusey
Registered Inspector	Mrs M E Evans
Dates of inspection	22-23 April 2002

### B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	54.5	0	0	0	0	0	0	0	54.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	3

<i>Staffing information</i>	
Pupil : adult (fte) ratio in nursery classes	13:1
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>		
Term	N	Whole school
1	79	79
2	78	78
3	84	84

Number of pupils excluded during 12 months prior to inspection.	0
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## **C. The Evidence Base of the Inspection**

The inspection was carried out by a team of three inspectors who spent a total of five inspector days at the school.

Before the inspection:

- meetings were held with the headteacher and staff, the GB and parents; 11 parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 26 completed questionnaires were analysed; the inspection team took note of the results, including 13 further additional submissions;
- school documentation was examined.

During the inspection:

- evidence of sessions observed was based on approximately 11 hours of the inspection of the nursery in a total of 30 sessions;
- discussions were held with the headteacher and the staff about their roles and responsibilities;
- discussions were held with the children about aspects of their work and life in school;
- a scrutiny was made of a sample of children's work, as well as work in the classroom and on display around the school.

After the inspection:

- meetings were held with the headteacher, the staff and the GB to provide oral feedback on the inspection findings.

## D. Composition and Responsibilities of the Inspection Team

Inspector	Type	Subject Responsibilities	Aspect Responsibilities
Mrs M E Evans	RgI	Language, literacy and communication skills; Mathematical development; Creative development.	Main Findings; Standards of achievement; Standards in key skills; Teaching; Curriculum; SEN; Quality of self-evaluation and planning for improvement; Leadership and efficiency; Progress since the last inspection. Key Issues
Mrs H Turner	Team	Personal and social development; Physical development; Knowledge and understanding of the world.	Pupils' spiritual, moral, social and cultural development; Assessment, recording and reporting; Support, guidance and pupils' welfare; Staffing, accommodation and learning resources.
Mr S Page	Lay		Attendance; Behaviour and attitudes; Partnership with parents and the community; Partnership with industry.