

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Brynteg Nursery School
High Street
Abersychan
Torfaen
NP4 7DG**

School Number: 6781011

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by

**Peter Mathias
78829**

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

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- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gsi.gov.uk

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Brynteg Nursery School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Brynteg Nursery School took place between 15/05/06 and 16/05/06. An independent team of inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by children, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its childrens' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

"There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Brynteg Nursery School with 45 children on roll aged three-four years is situated in the village of Abersychan, near Pontypool. It serves the local area which has a wide range of housing. The school considers that many children who attend the nursery come from homes which are socially and economically disadvantaged. Six children attend on a full time basis; of the remainder all attend for either the morning or afternoon sessions. Two children are 'looked after' by the Unitary Authority (UA). Thirteen percent of those who attend the nursery are considered to have some degree of special educational needs (SEN). Of these, four children receive help from outside agencies. The school considers that many children begin school with average or below average abilities.
2. English is the first language of all children who attend the nursery. Ninety nine percent of children are Welsh. No children have Welsh as a first language. One child is from another background.
3. The school has an appropriate set of suitable aims which stress the need to create a happy, secure and stimulating environment where children are encouraged to develop to their full potential. The school's mission statement is to, 'Create a committed staff where children receive individual attention, a stimulating and creative environment, parental involvement, and a rich musical and cultural environment. The school plans to fulfil children's potential and have a happy, caring atmosphere.'
4. The school holds the Basic Skills Quality Mark (2001 and 2004). It was last inspected in the Summer Term 2000.

The school's priorities and targets

5. The school's priorities and targets for 2005/2006 are:-
 - to develop further the school's arrangements for performance management;
 - to develop behaviour management strategies further;
 - to improve children's oral skills;
 - to enhance further the staff's understanding of children's personal and social education and well being;
 - to establish a senior management team, and
 - to review the school's multicultural policy.
6. During the inspection, one of the two teachers was on long-term leave of absence. Two, short-term supply teachers who attended for one day each of the inspection took her place.
7. At the time of the inspection the school was altering its management arrangements so that the management group was in the process of becoming a full governing body. The governing body took on its responsibilities soon after the end of the inspection.

Summary

Table of grades awarded

8. Brynteg Nursery School is a good school, which is well led. It has made good progress since its last inspection. The inspection team agrees with the judgements made by the school about the standards children achieve and with five of the other six questions about the other areas of its work. Where the inspection team disagreed this was because the school underestimated the quality of the care, guidance and support it provided.

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

9. Overall, children's standards of achievement in the areas of learning inspected are as follows:

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	62%	5%	0%	0%

Areas of Learning Early Years

	Nursery
Language, literacy and communication	1
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	1
Creative development	2
Physical development	1

10. Overall, children's development of the key skills is Grade 2 (good features with no important shortcomings). In the key skills of speaking and listening in English, children are beginning to learn the sounds that letters make and are beginning to read confidently. Children are beginning to learn how to write. They are able to form letters correctly and to follow letter patterns.
11. Children's achievements in communication in Welsh are Grade 3 (good features outweigh shortcomings). They know simple greetings and count within 10 in Welsh well. The skills of reading and writing in Welsh are only at

an early stage of development. Children's bilingual skills are developing appropriately bearing in mind children's individual starting points. Children's achievement in the key skills of numeracy, information and communication technology (ICT), bilingualism, problem solving, creative skills and working with others and their knowledge of how to improve their own learning and performance are all Grade 2. Children's personal and social skills and their ability to work with others are Grade 1 (good with outstanding features). Children's knowledge of the history and culture of Wales is Grade 3.

12. Starting from an average base, children achieve well. A significant proportion of children have some delays in the development of language and literacy skills when they begin school. A significant proportion of boys also have delays in their mathematical and personal and social development. At the end of their time in school in all areas of the Desirable Learning Outcomes for Children's Learning, children achieve well in relation to their prior performance. They are ready to move on to the next phase of their education. Children behave very well. Children with SEN achieve well.
13. Most children work very enthusiastically and maintain high levels of concentration for long periods, particularly when they are playing together. They show high levels of care and concern for each other. They work as individuals and in small groups with a strong sense of purpose. They know what is right and fair and have a very well developed sense of justice. They show independence and a willingness to co-operate very well together.
14. Attendance rates are good. Generally, children are brought to school on time. However, a minority are often late particularly for the start of the morning sessions.

The quality of education and training

15. In the lessons observed, the quality of teaching and learning was judged:-

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
38%	57%	5%	0%	0%

16. Across the school in the best lessons, outstanding features include:
 - a very well developed understanding of how to plan for children to benefit from a wide range of appropriate learning experiences and making learning fun;
 - very supportive relationships which promote and encourage children to be confident;
 - organisations which foster and encourage children to work independently and to use their imaginations;
 - the very good subject knowledge of teachers;
 - very close and effective arrangements for teachers, nursery nurses and teaching assistants to work together very efficiently;
 - good use of resources to support learning, and
 - very well focused support for individual children to enable all children to play a full part in their lessons.
17. There are extensive arrangements to assess children's work and the progress they are making from the time they start in school. This information is used particularly well to help teachers plan effectively to ensure that all children

receive the right amount of support they need to help them make the progress of which they are capable. The school meets in full all of its statutory requirements in recording, reporting and assessment. Teachers and nursery nurses work very closely together to record individual progress and to raise standards further.

18. The curriculum is broad and balanced. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning. It meets legal requirements and reflects the needs of all children well, including those with SEN. There are appropriate arrangements if they are needed, to provide well for children who enter the nursery with English as an additional language. All children have equal access to the curriculum. Particular strengths include the use made of a very diverse and stimulating outside environment and the contribution of visitors to the school and of visits to outside places of interest.
19. Arrangements to promote children's personal development including their moral, social and cultural development are good with no important shortcomings. However, the school does not give sufficient emphasis to promoting children's spiritual awareness and particularly their ability to reflect. Children are successfully encouraged to understand that Wales has its own culture and traditions. A particularly strong feature is the emphasis given in some lessons to promoting an understanding of the cultures of other people.
20. There is a particularly strong emphasis on encouraging children to be made aware of the need to look after the environment and to protect the earth's resources. Across the school, relationships with parents and carers are very positive. The school tries very hard and successfully to encourage parents to be involved in the life of the school. The school listens carefully to the views of parents and carers and often acts on their recommendations.
21. All children receive high quality support and guidance. The school plans and monitors its care arrangements very well and is rigorous in the way it looks after the general welfare of its children. The provision and support for learners with SEN are good. Teachers are quick to identify accurately any child's additional needs as they appear.
22. Children are invariably treated with kindness and encouragement by their teachers and their assistants, all of whom act as good role models. Adults are particularly successful in ensuring that boys and girls have the same opportunities and are treated equally. There are good arrangements in place to ensure that children and adults with physical disability have good and easy access to the school buildings and to the site in general. The school has very effective means to promote positive behaviour and to monitor attendance, punctuality and progress.

Leadership and management

23. The headteacher gives a very clear and purposeful lead to the school. Despite longstanding staffing difficulties in this small school, the headteacher with the active support of all other permanent staff, has succeeded in providing very good opportunities for all children to learn in a happy, colourful and interesting environment.

24. All appropriate policies and schemes of work are in place, which enable those working at the school to do so very effectively. The headteacher, currently as the only permanent member of the teaching staff, has worked hard to put these in place. Very good use is made of the information the school collects about individual children's abilities and aptitudes. This information is very well used to judge the progress children make.
25. There are strong links with local colleges and schools and to promote children's understanding of the need to protect the environment. Children's views are regularly sought and respected. The school has considered the implications of the introduction of the Foundation Phase carefully.
26. Day-to-day administration is calm, purposeful and effective and financial management is good.
27. The school meets all statutory requirements including how to judge the performance of individual teachers and to provide appropriate time during the school week for teachers to plan, prepare and assess. These areas are well managed.
28. The governing body is being formed. It is scheduled to assume responsibility for the school in accordance with WAG advice soon after the completion of the inspection. The nursery management group which was in place during the inspection, shows a very strong commitment to the school and many members are actively involved in its life. However, new governors are generally unaware of their new responsibilities for the overall management and success of the school.
29. The quality of self-evaluation and its impact on improvement have good features, which outweigh shortcomings. Because of the previous nature of the school, the responsibilities for the process of self-evaluation and the use of that information have been with the headteacher. The headteacher is particularly well informed about the performance of all areas of the school. There are very rigorous arrangements to judge the impact of teaching and of the quality of the curriculum. These judgements are based closely on first hand evidence. The school self evaluation is closely linked to the school development plan (SDP) which is well constructed. This document accurately reflects the school's needs. It is detailed and has appropriate timescales and costings.
30. Since the last inspection the school has made good progress. The key issues of that inspection have been thoroughly addressed. The school's self evaluation is generally accurate.
31. The school is a very attractive and stimulating environment for children. Staff make best use of old buildings to achieve this. There are a sufficient number of appropriately qualified teachers with experience of teaching children of this age. Despite the long-term absence of one of the teaching staff, the provision for children has remained good. Nursery nurses and teaching assistants support teachers and children very well. Their very effective deployment is a major strength of the school.
32. Overall, the provision, quality and accessibility of learning resources are good and are appropriate for children of this age.

33. The accommodation is good, with particularly attractive outdoor facilities which are secure. These facilities are well used. The school makes every effort to ensure that those with disability have easy access. Good, effective and efficient use is made of resources.
34. Overall, bearing in mind the progress children make, the quality of teaching and learning and the strong leadership shown by the headteacher, the school gives good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:-

- R1 improve children's communication skills in Welsh;
- R2 provide all governors with opportunities for appropriate training so that they are well informed to discharge their new responsibilities effectively, and
- R3 take steps to improve children's punctuality, particularly at the beginning of morning sessions.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

35. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report.
36. Children's standards of achievement in the areas of learning observed are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	33%	62%	5%	02%	0%

37. Baseline assessments indicate that achievement is generally average for children when they begin school.
38. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.

Areas of Learning For Under-fives

	Nursery
Language, literacy and communication	1
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	1
Creative development	2
Physical development	1

39. In all areas of learning, children with SEN achieve well. Starting from a generally average base, children achieve well. Baseline assessment outcomes show that 64% of boys and 31% of girls have some delay in the development of language and literacy skills. About 50% of boys and 40% of girls are considered to have some delays in their mathematical development. Some 48% of boys and 19% of girls have delays in the development of their personal and social skills. At the end of their time in nursery in all areas of the desirable learning outcomes, children achieve well in relation to their prior performance. They are ready to move on to the next phase of their education.
40. Overall, children's development of the key skills is Grade 2 (good features with no important shortcomings). In the key skills of speaking and listening in English, children achieve very well bearing in mind their often below average starting points in these key skills. They listen very closely to their teachers and to other children. They maintain their attention for long periods. They speak very clearly when discussing their work and when responding to their teachers. Children are beginning to learn the sounds which letters make and are using these skills to begin to read confidently. They know that books are read from left to right and should be treated carefully.
41. Children are beginning to develop their skills in writing to form letters correctly and to form letter patterns. They are beginning to record their feelings and ideas in increasingly legible ways.
42. Children's achievements in communication in Welsh are Grade 3 (good features outweighing shortcomings). They know simple greetings and instructions and respond to them appropriately. They know numbers within 10 and respond to their teachers appropriately when asked their names in Welsh. Their skills in reading and writing in Welsh are only at an early stage of development. Their bilingual skills are developing appropriately bearing in mind their individual starting points.
43. Children's numeracy skills are good and children apply these well in a variety of contexts, when making and measuring or counting and comparing objects. They are beginning to use the language of time accurately when looking at how the seasons change and how they themselves have grown since they were born.
44. Children's skills in using ICT across the curriculum are developing well. Children use the 'mouse' confidently to draw and paint using art programmes. They follow instructions accurately when using simple programmes to improve their mathematical skills. They programme a toy to make simple movements.
45. Children have an increasing awareness of the art, music and literature of Wales. They sing Welsh songs and rhymes enthusiastically, for example when it is someone's birthday! They are learning about their own culture and the culture of others.
46. Children's personal and social skills are very strong and are particularly well developed bearing in mind their different starting points when they entered the nursery. They have a very positive and caring attitude to each other. They share and enjoy working with each other. They show kindness and consideration when someone is unhappy or when working together in an activity.

47. Children's problem solving skills are good. They look for clues easily when going on a hunt for a missing monkey. They play effectively together with large structural materials to build and to invent ways of making something work.
48. Children's creative skills are good. They have confidence when performing and playing untuned, percussion instruments carefully. They experiment with different media well, for example when making butterflies. They move rhythmically to music pretending to be African hunters or the animals which are being hunted.
49. Generally, children work very willingly with each other and with adults. They try very hard to please their teachers and to do well. They listen and respond readily to suggestions about how they could improve their work.
50. The vast majority of children make good progress in gaining new skills, knowledge and understanding. Their attitude to learning, the interest they show in their work and their ability to concentrate are generally very good. They readily participate in the range of activities provided.
51. Children's behaviour throughout the school day is very good and the nursery provides an exhilarating learning environment. The nursery is a relaxed and orderly community and the children are well mannered, friendly and happily work and play together. The children clearly enjoy being at the nursery.
52. Attendance levels are good. The average attendance for the three terms before the inspection was 92% and it was higher in the spring term of this year. Registration arrangements are well organised with a relaxing welcome time session. Children are generally punctual at the start of the day although there were examples of latecomers.
53. Throughout the nursery the children make good progress in their personal, social, moral and wider development. They work well independently and also have an understanding of sharing and co-operating. The nursery staff promote equal opportunities in all the nursery's activities and ensure that the children learn to develop an awareness of and respect for personal differences, diversity of beliefs and cultural traditions within society.
54. Participation in the life of the community and visits to places of historical and cultural interest help to broaden children's understanding of their community and, at times, of the world of work.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

55. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
56. In the lessons observed the quality of teaching was judged as follows:-

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
38%	57%	5%	0%	0%

57. Across the school, teaching shows a very well developed understanding of how to plan for children to benefit from a wide range of appropriate learning

experiences. These opportunities help these children to settle into school routines and into their learning very effectively and to achieve success. In the best lessons, teachers take every opportunity to make their lessons fun and to stimulate and challenge children to work and play hard; for example when planning to go on a dangerous safari or when looking for a missing monkey. Particularly outstanding features are the very strong and supportive relationships which exist so that children willingly and confidently work with adults in the knowledge that their teachers and their helpers will do all they can for them. This promotes children's confidence considerably, so that even when children meet a new teacher for the first time, they work willingly and contribute freely to their lessons, believing that their ideas are valued.

58. In the best lessons, teachers show good subject knowledge and use very creative ways of expressing it, for example, identifying the construction of a very stimulating and very well resourced base for a safari. Children readily responded very positively to the challenges involved in getting ready to leave on an adventure. They dressed themselves appropriately including pith helmets and binoculars for the journey and were mindful to carry enough suitable supplies.
59. Teachers and their helpers plan carefully together to ensure children receive very good individual support which is effective. It enables all children, including those with some degree of SEN to play a full part in their lessons. This support is always reassuring and encouraging.
60. Teachers use a good range of resources well to support learning, for example when studying caterpillars and insects, children use very lifelike replicas of these creatures in order to investigate and observe their physical characteristics. Teachers work very hard to ensure that all children find learning a very enjoyable experience.
61. A particular strength within the teaching is the very able way teachers and nursery nurses work very well together. They take on responsibilities for different groups of children with a high degree of skill and professionalism; they understand very well their roles to foster children's development constructively.
62. The school carries out a wide range of formal and informal assessments to judge the progress children are making and to identify areas of individual strength and weakness. These assessments are used particularly well to help teachers plan effectively to ensure that all children receive the appropriate support they need in each activity. Teachers know their children very well and plan very thoroughly so that individual needs are met, including those of the most able.
63. The school meets in full statutory requirements in recording, reporting and assessment. Liaison between teachers and teaching assistants and nursery nurses is regular and consistent, ensuring that records are current and accurate. Targets for individuals to reach or exceed are included. Formal and informal reports to parents are sufficiently detailed and helpful to parents, to enable them to know how much progress their children are making and what they need to do to improve.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

64. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
65. The school responds well to children's learning needs and interests. It provides equal access to a broad and balanced curriculum. The curriculum meets the requirements of the Desirable Outcomes for Children's Learning in full.
66. There are appropriate schemes of work and detailed short and medium term plans. The curriculum ensures that children build systematically on what they know and can do.
67. The school has received the Basic Skills Quality Mark, initially in 2001 and again in January 2004.
68. The curriculum has some outstanding features. A strength is that learning experiences provide opportunities for children to regularly use the outdoor environment.
69. Experiences within the school and outside develop children's speaking and listening skills and promote self-esteem. This approach helps support their personal and social development. The development of basic and key skills is a priority within the school and the teachers build these into learning very thoughtfully.
70. The school is situated at the heart of the locality and makes very good use of the community as a learning resource. Educational visits and visitors into school make a positive contribution to the curriculum and to children's learning.
71. The school's provision for moral, social and cultural development is good. Staff create a caring and supportive ethos. However the school does not give sufficient emphasis to children's spiritual development. Children take part in a daily prayer at 'Fruit time', but they do not have sufficient opportunities to reflect on the views and feelings of others.
72. Parents are encouraged to be involved with the life of the school. They are able to participate in a variety of programmes to support their child's learning, such as Language and Play, Number and Play and more recently in March a parenting course. The school successfully promotes parents in choosing and sharing 'Story Sacks' with their child at home.
73. Children are regularly introduced to various aspects of the world of work and it is a strong feature of the nursery's activities. A number of people from professional, public service and voluntary agency backgrounds meet with and speak to the children about their work. Visits are made to local shops, the library, senior citizens' residence and to a local Forestry Centre. These opportunities develop children's understanding and awareness of the world of work and entrepreneurship well.
74. The school makes good efforts in the development of children's experiences of the Welsh language. There is also good emphasis in the children learning the heritage and culture of their locality and of Wales.

75. Children are placed in mixed age and ability groups and this helps the less able to develop. All children have equal access to all areas of school life.
76. There are good arrangements for raising the children's awareness and understanding of sustainable development issues within curriculum areas and they are engaged in some practical recycling initiatives. The link with Garnsychan Community Partnership has enabled the nursery to develop a small allotment.
77. In developing the children's understanding of global citizenship the nursery participates in a number of charity fund raising activities and also support a specific church in the Philippines.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features

78. The findings of the inspection team differ from the school's self-evaluation. The school judged this key question as Grade 2. The inspection team judged that the school had underestimated the quality of care, guidance and support it provides.
79. The support for all children with SEN is good. The emphasis on personal development, along with the sound development of speaking and listening skills helps staff to diagnose children's needs at an early stage. As concerns for children's development arise, staff follow the school's policy and place the child's information on a 'concerns log'. Concerns are regularly followed up with the involvement of the appropriate agencies.
80. The school's policy for SEN is comprehensive and complies fully with the Code of Practice. The headteacher is the named co-ordinator for special educational needs (SENCo). Pupils with SEN have well organised individual education plans (IEP's), which are reviewed termly. Parents are informed of the content of their child's IEP. These have appropriate targets and highlight how parents may support their child at home.
81. Children generally behave well. There was no evidence of children with unacceptable behaviour during inspection. However, there are detailed arrangements available if necessary.
82. The quality of the care, support and guidance provided the children by the staff is very good and includes several notable features. These include the way care arrangements and support services are planned and delivered, the quality of the personal support provided by the staff and others and the use made of specialist services. These work in close partnership with parents and carers and ensuring the healthy development and well being of the children.
83. Across the school there is a strong ethos of caring. Several learning programmes are delivered for the parents and carers including a well-being and involvement programme, effective early learning, language, number and play courses as well as story sacks. The nursery, children, parents and carers clearly benefit from the support provided by the health visitor, Basic Skills Agency staff and the Book Start Early Years co-ordinator.
84. There is a well planned programme of introductory visits for children to the nursery which eases their transition from home to school and the arrangements

- for the children prior to entering primary school have notable features. The health visitor assesses the children's physical development and the parents/carers are asked to complete a questionnaire about their children's personal development. Relevant and appropriate information is then passed on to their chosen primary school.
85. Staff effectively foster values such as honesty, fairness and respect. Children are encouraged to behave responsibly by accepting group rules and taking responsibility for their own actions.
 86. The nursery operates a very good personal, social and educational programme based on the Desirable Outcomes for Children's Learning. The modules includes respect for others and sharing and taking care of themselves. Healthy eating is promoted and parents and carers participate in a Sure Start certification programme delivered by a chef.
 87. Registration periods are undertaken appropriately and effective procedures are used for monitoring children's punctuality, attendance, behaviour and performance. These arrangements have an overall beneficial effect on children's progress and confidence and help them thrive in a well-structured environment.
 88. Staff have good awareness of health and safety requirements. There are relevant policies in relation to staff responsibilities and they undertake their responsibilities effectively. Procedures for dealing with child protection, appeals and complaints are in place and staff have received relevant training. First aid, health and taking personal care procedures are well established.
 89. A notable feature of the life of the school is the quality of provision for equal opportunities, including the promotion of gender equality, good race relations and respecting for diversity. The school celebrates differing religious events and the festivals of other countries. The nursery is able to provide for any disabled child should this be necessary and has done so successfully in the past.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 2: Good features and no important shortcomings

90. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
91. The headteacher gives a very clear and purposeful lead to the school. Despite longstanding staffing difficulties in this small nursery setting, the headteacher has, with the active support of all other professional staff, ensured that the school's aims and vision statement are met in full. There is a strong commitment to succeed in providing the best opportunities for all children. There are very detailed and comprehensive arrangements in place to measure the school's success in these ambitions. The headteacher ensures that children's welfare and progress are central to the work of the school.
92. There are appropriate policies and schemes of work, which are detailed and helpful. The headteacher, as currently the only permanent member of the

teaching staff has worked very effectively to ensure that these documents help the school to run effectively and efficiently.

93. The school pays close attention to national priorities and local partnerships. Links with the local primary schools to which children transfer and with local colleges are strong and this ensures that children quickly settle into their new schools well. There are very effective arrangements to promote children's understanding of the environment and of the needs to protect it.
94. Initiatives for example with local conservation agencies help to enhance children's experience of growing and cultivating plants. There are very effective arrangements to emphasise the need to utilise the world's resources carefully, for example through the use of composting equipment in the garden. The children's views and opinions are sought and respected. The school has considered the implications of the introduction of the Foundation Phase carefully and systematically.
95. The school has put in place very well organised and effective arrangements to provide teaching staff with appropriate time during the school week to plan, prepare and assess. There are rigorous arrangements to promote teachers' professional development, which are closely linked to the school's development plan. However, staff illness has led to a postponement of much of these initiatives until a teacher is permanently in post. Arrangements to manage and to improve the performance of individual staff are in place and are well used to determine future long-term planning.
96. The nursery management group supports the school well and many members are actively involved in the life of the school. At the time of the inspection arrangements were ongoing to establish a new governing body in line with the advice from WAG. The school is in the process of putting in place the necessary arrangements for the management group to become an effective governing body. The management group has a very strong commitment to the school. However, they are generally unaware of their responsibilities for the overall management and success of the school.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 3: Good features outweigh shortcomings

97. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
98. The quality of self-evaluation and its impact on improving the quality of education and standards have some strength, but also some weakness.
99. Because of the history of the school, the responsibility for school self-evaluation has not included the in-depth involvement of the previous management group. As a result the self-evaluation process has been managed by the headteacher alone and in discussion with the UA. The headteacher is particularly well informed about the performance of all areas of the school. There are very rigorous arrangements to judge the impact of teaching on the progress children make. The curriculum is very carefully monitored to ensure it promotes equality for all children.

100. The school's self-evaluation document is well founded in first hand evidence and clearly addresses all aspects of the school. It is closely linked to the SDP. The information has been regularly shared with the nursery management group since the process of school self-evaluation began in the school in 2004. Parents' views have been sought and acted upon in a positive manner during this time.
101. The SDP and other assorted documents are well constructed and are well focused on future improvements. They reflect the school's needs accurately. Overall, the inspection team agrees with all of the judgements made by the school in its self-evaluation except one. The school underestimated the quality of the care, guidance and support it provides. The school graded this key question at Grade 2. The inspection team judges this area to be Grade 1. Since the last inspection the school has made good progress in addressing the key issues of that inspection, despite long-term staffing difficulties. Good progress has been made in improving reports to parents so that they refer to the six areas of learning. Now the school self-evaluation document is detailed and generally accurate. Children now have a growing knowledge of their culture and of the traditions and cultures of others.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings

102. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
103. The provision and quality of learning resources are good and are appropriate to children's age, stage of development and needs.
104. A designated member of staff regularly audits the quality and quantity of resources.
105. The outdoor environment is secure and attractive. It has good quality equipment, which is well maintained. A wide range of activities takes place out of doors. Such activities encourage imaginative play and group co-operation. Good use is made of resources in the indoor and outdoor environment.
106. Teaching, training and support staff are deployed, managed and developed very effectively.
107. Nursery nurses provide very good support to children in their learning and progress. Their support and practice are a very strong feature of the school. They carefully plan activities with teachers. They make a very effective contribution to the life of the school.
108. The headteacher and the school's management board plan expenditure on priorities for development carefully.
109. Bearing in mind the quality of education provided, the progress children make and the quality of leadership and management, the school provides good value for money.

Standards achieved in areas of learning

Under 5s

Grade 2: Good features and no important shortcomings

110. The overall quality of education provided for the under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills

Grade 1: Good with outstanding features

Good and outstanding features

111. Many children enter the school with below average to average levels of speaking and listening skills but they quickly improve and the standards reached are outstanding for children of this age.
112. Children listen and speak very well. Many speak with confidence to adults and some more able children ask complex questions for their age. They talk to each other and discuss their play without the intervention of an adult. In role-play situations and outdoors, for example they speak in longer sentences.
113. Some children have acquired and use a good range of vocabulary and are able to describe jungle animals and to discuss the Masai tribe.
114. Children show many good features in this area; they enjoy sharing rhymes and playing language games. Many know some sounds and can recognise the first letter of their name. They enjoy listening to quality stories and can name characters from them. Most children show a love of books and good stories.

Shortcomings

115. There are no important shortcomings.

Personal and social development

Grade 1: Good with outstanding features

Good and outstanding features

116. Children are developing very good self esteem, confidence and independence. They have a good awareness of their own needs and those of others and show a very caring, sensitive attitude to others. They care for the plants and vegetables in their school grounds and enjoy planting sunflower seeds. Children behave very well and co-operate with each other during activities both indoors and outdoors. They select their activities calmly and confidently.
117. Children know routines and respond very well to adults and are able to follow hygiene routines and often wash their hands without adult prompting. Less able children or those less advanced in their development first try a task, such as fastening their coat and then seek help if needed. They listen carefully and demonstrate very good attitudes towards their work and to others. They have a very well developed sense of fair play and take turns willingly. They concentrate for increasing lengths of time.

Shortcomings

118. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

119. Children have a good understanding of simple mathematical concepts when for example they recall the order of the days of the week. They know the names of the days of the week well and count on from a date accurately to find another date.
120. Children know the names of numbers within 10 and count on and back within 10 accurately. They enjoy joining in with number rhymes and songs.
121. They organise objects according to their size using 'bigger than' and 'smaller than'. They know that goods have to be bought and sold in a shop. They meaningfully use money when buying and selling these goods. They use mathematical language accurately when giving change. They are learning how to measure liquids and solids using a range of containers to judge how much they will hold.

Shortcomings

122. There are no important shortcomings.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Good and outstanding features

123. Children have a very well developed understanding of their own homes and where they live. They know some of the main features of their local area, for example where their food comes from. They know how they themselves have changed over time and talk very confidently about their families.
124. They know the names of the seasons and the main changes which take place when one season moves into another. They plant bulbs enthusiastically and watch with wonder when they grown into spring flowers.
125. Children carefully plant and tend the allotments waiting patiently for their crops to become ready to eat. They have a good understanding of how to look after their pets properly.
126. They understand that different people have different celebrations during the year. In this they enthusiastically use chopsticks to eat specially prepared Chinese food when celebrating the Chinese New Year.
127. They explore and recognise features of living things when studying for example, butterflies, caterpillars and snails.
128. Children know that the farmer looks after his cows carefully so that they provide milk to drink and to make into milkshakes. They can manipulate the mouse confidently when using computers to draw and plan as well as to complete simple programmes.

129. They know that weather changes and use appropriate vocabulary to describe it when it does. They notice changes which take place in their gardens as the trees and bushes flower and come into leaf. They know in some detail that different parts of the world have different climates, which produce different habitats where wild animals live.
130. They go on imaginary safaris to Africa. They know that different people in Africa speak different languages. They count to ten in Swahili and know some of the tribal arrangements of the Masai. They carry binoculars to look carefully for clues and watch out for dangers when travelling through the imaginary jungle in their outside play areas. They talk confidently about their observations and respond enthusiastically to the situations, which are created for them.

Shortcomings

131. There are no significant shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

132. Children display good standards of skills in painting, particularly when painting insects and animal, using spots and stripes. Some children are developing a good understanding of symmetry through painting.
133. Many children successfully take part in collage activities to create pictures such as 'Elmer' the elephant.
134. Children print carefully using fruit and some children are able to draw pictures of animals from memory. Most children are developing a sense of rhythm well. They are able to clap simple rhythmic sound and often clap as accompaniment to their songs and rhymes. They sing enthusiastically songs they know well, often doing so on an impromptu basis when going about their work.

Shortcomings

135. There are no important shortcomings.

Physical development

Grade 1: Good with outstanding features

Good and outstanding features

136. Children use large wheeled toys very well negotiating pathways and routes, following rules and steering accurately. They pull and push each other on their large wheeled toys and take turns fairly. They engage carefully and thoughtfully in cutting and shaping using appropriate materials and tools safely, for example when cooking or playing instruments.
137. Children know that it is important to look after themselves properly and to eat and to sleep well in order to grow up to be fit and strong. They know that it is important to wear their waterproofs when playing in the garden in the rain.
138. Children move rhythmically to different music, showing a well-developed understanding of space and how to utilise it. They discover new ways of

moving, for example when imitating different animals or when listening to African music.

Shortcomings

139. There are no important shortcomings.

School's response to the inspection

As the process of inspection through self evaluation is new to the school, It is reassuring that the inspection team agrees with the school's judgements of aspects of its work and even judged that the school had underestimated the quality in one area.

The inspection findings recognised that the school has made good progress since the previous inspection, in addressing the key issues, in improving the quality of education and in raising standards of achievement.

We particularly pleased that the inspection team found that the way learners are cared for, guided and supported is an outstanding feature of the school. The report also confirms that we are achieving our aim to make our school a safe, happy, caring and stimulating place where children are encouraged to become confident and independent learners.

An action plan to include the recommendations will be produced by the staff and governors and will be incorporated into the school's strategic plan. This will ensure that we build upon our current strengths and continue to make progress.

The staff and governing body of Brynteg Nursery School welcomes this report, and would like to express their thanks to the inspection team whose positive and professional approach was greatly appreciated. Their opinions are valued and recommendations will form the basis for the next stage in the future development of Brynteg Nursery School.

Appendix 1

Basic information about the school

Name of school	Brynteg Nursery School
School type	Community
Age-range of children	3-4
Address of school	High Street Abersychan Pontypool Torfaen
Postcode	NP4 7DG
Telephone number	01495 772224

Headteacher	Mrs Maureen Jones
Date of appointment	September 1991
Chair of governors/ Appropriate authority	Mrs Gwynira Clark
Registered inspector	Mr Peter Mathias
Dates of inspection	15-16 May 2006

Appendix 2

School data and indicators

Number of children in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of children	45	0	0	0	0	0	0	0	45

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0	2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	N/A
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	N/A
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	93.9	N/A	N/A
Autumn 2005	93.3	N/A	N/A
Summer 2005	87.27	N/A	N/A

Percentage of children entitled to free school meals	N/A
Number of children excluded during 12 months prior to inspection	0

Appendix 4

Evidence base of the inspection

- A team of three inspectors who were present at the school for five inspector days carried out the inspection with a nominee from the school and a peer assessor.
- Pre-inspection meetings were held with parents and the management group to discuss the life and work of the school.
- Twenty questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff with responsibilities and support staff.
- School documentation and samples of children's' work were examined.
- Twenty-one lessons or sessions were observed.
- A sample of children's' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of children from each year group reading.
- Discussions were held with children about their work and about the life of the school.
- Children's' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias Registered Inspector	Context Summary & Recommendations Key Questions 2, 5 and 6 Mathematical Development Knowledge and Understanding of the World Physical Development
Mr Gwynoro Jones Lay Inspector	Contributions to Key Questions 3, 4 and 7
Mrs Jill Evans Team Inspector	Contributions to Key Questions 3, 4 and 7 Special educational needs Language Literacy and Communication Creative Development Physical Development
Mrs Maureen Jones Headteacher/Nominee	Contributions to all Key Questions

Acknowledgement

The inspectors wish to thank the management group, the head and all the staff for their co-operation and courtesy they received during the inspection.

Contractor:

EPPC/Severn Crossing Ltd
Suit H
Britannic House
Llandarcy
Neath.
SA10 6JQ