

**INSPECTION UNDER SECTION 10 OF
THE SCHOOLS INSPECTION ACT 1996**

BUTE COTTAGE NURSERY SCHOOL

**BUTE LANE
OFF GROVE PLACE
PENARTH
VALE OF GLAMORGAN
CF64 2ET**

Welsh Office School Number: 673/1013

Date of Inspection

26th – 28th November 2001

Registered Inspector

**Mrs M E Evans
W202/78828**

Under Estyn Contract Number

T/82/01P

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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.

CONTENTS

1. CONTEXT

The School and its Priorities

2. MAIN FINDINGS

The Main Findings of the Report

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1. Standards Achieved in Subjects and Areas of Learning

3.2. Standards Achieved in Key Skills across the Curriculum

4. ETHOS OF THE SCHOOL

4.1. Pupils' Spiritual, Moral, Social and Cultural Development

4.2. Behaviour and Attitudes

4.3. Attendance

5. QUALITY OF EDUCATION

5.1. Teaching

5.2. Assessment, Recording and Reporting

5.3. Curriculum

5.4. Support, Guidance and Pupils' Welfare

5.5. Provision for Pupils with SEN

5.6. Partnership with Parents and Community, Schools and Other Institutions

5.7. Partnership with Industry

6. MANAGEMENT

6.1. Quality of Self-Evaluation and Planning for Improvement

6.2. Leadership and Efficiency

6.3. Staffing, Accommodation and Learning Resources

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

8. SCHOOL IMPROVEMENT

8.1. Progress Since the Last Inspection

8.2. Key Issues for Action

APPENDIX

A. Basic Information About the School

B. School Data and Indicators

C. Results of National Curriculum Assessments and Public Examinations

D. The Evidence Base of the Inspection

E. Composition and Responsibilities of the Inspection Team



PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The School and its Priorities

Bute Cottage Nursery School is a local authority maintained school which is situated near the centre of the town of Penarth. The school is a nursery for children aged three and four and there are currently 69 children on roll; 38 attend the morning session and 31 the afternoon session. Children are admitted to the nursery after their third birthday. The numbers of children on roll for the last three years have remained constant. The majority of children are from English speaking homes and the remainder are from ethnic groups. Welsh is taught as a second language. The school's mission statement is to provide a stimulating environment in which children can play, learn and develop their skills, knowledge and understanding. The school aims to provide a unique pre-school experience in an environment where children are secure and happy, can play and learn with enjoyment and are encouraged to gain independence and self-control.

The school considers its catchment area to be neither prosperous nor economically disadvantaged. The nature of the intake is neither advantaged nor disadvantaged and the intake comprises the full range of ability. Currently, there are seven children on the school's Special Educational Needs (SEN) register; there are no pupils with a statutory statement of SEN. Baseline assessments are undertaken and results indicate an average to above average attainment for most children.

The school was last inspected in 1996 and has met the targets set in its post-inspection action plan to improve curriculum provision, children's standards of achievement and school management. Some of the targets in the current School Development Plan (SDP) have already been met. The focus for the year will be to improve the teaching and learning in numeracy, literacy and information and communications technology (ICT). An analysis of school-based assessments is the basis for target setting to improve standards.

2. MAIN FINDINGS

The Main Findings of the Report

Bute Cottage Nursery School is a good school with some very good features. The staff are committed to improve curricular provision in order to raise standards. The very good behaviour of the children and their positive attitudes to work contribute to the school's success. The headteacher provides very good, supportive leadership to enable the staff to work well as an effective team.

Educational standards achieved by children

- The educational provision for children 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, in all the areas of learning, towards the Desirable Outcomes.
- Standards in the six areas of learning are as follows:

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

- Children's standards of achievement were very good in 30 per cent of the sessions observed, good in 57 per cent, and satisfactory in the remaining 13 per cent.
- Standards are good overall in language, literacy and communication skills. Children's listening skills are very good; they listen attentively to the staff and respond appropriately to instructions. Their speaking skills are good overall. The majority of children speak clearly and with confidence. A small minority of children have speech difficulties but are making good progress in improving their speaking skills. They achieve very good standards in early reading and writing skills. They are making 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 use their imagination well during play activities and sustain concentration when working at their tasks, independently or as part of a group.
- Standards are very good in mathematical development and children successfully use mathematics as an integral part of a range of activities. They consolidate their skills and knowledge of mathematics during a range of practical activities in each of the areas of learning.

- Standards in knowledge and understanding of the world are good and children benefit from the good quality provision in this area, especially during scientific investigations.
- Children's physical development is very good. They show confidence and enjoyment to develop their physical mobility and control through a wide range of daily outdoor and indoor activities.
- Children are making good progress in their creative development. They confidently use a range of materials and equipment to produce good quality artwork. They thoroughly enjoy musical activities and are making good progress in their music making.
- Children's standards and progress in the key skills across the curriculum are good and they make good use of their skills as they move from one activity to another. Standards achieved in literacy are good overall. Although a minority of children have speech difficulties, their speaking skills are improving in response to the range of practical activities, especially in role-play, which promote their speaking skills. Their listening skills are very good and they listen attentively to instruction, stories and to other children during group discussion. The use of early reading and writing skills across the curriculum is very good. The use of numeracy skills in different activities is very good and children's use of a range of ICT for different purposes is good.

Ethos of the school

- The overall provision for children's spiritual, moral, social and cultural development is very good and reflects the caring ethos within the school. Provision for children's social development is very good and is a strong feature of the school.
- The quality of children's behaviour and attitudes is very good. The school succeeds in promoting and rewarding good behaviour, which has a positive effect on standards achieved.
- Levels of attendance and punctuality at the beginning of sessions are satisfactory. The school makes every effort to promote regular attendance.

The quality of education

- The quality of teaching was very good in 27 per cent of sessions observed, good in 60 per cent and satisfactory in 13 per cent. The staff have a secure knowledge and understanding of the Desirable Outcomes for Children's Learning. They have high expectations and set interesting tasks to increase children's skills, knowledge and understanding. Activities consolidate skills and previous knowledge to encourage children to be involved in their own learning.


- The school has good procedures for assessing, recording and reporting children's achievements and progress. Staff make effective use of assessments to set targets for improvement and to inform future planning. The reports to parents are of a high quality. Parents appreciate the detailed information they receive about their children and the opportunity for regular feedback on their progress.
- Curricular provision is of good quality and successfully promotes the Desirable Outcomes for Children's Learning. Policies and schemes of work are in place for all areas of learning; they are in the process of being updated and developed. They are not yet effective in reflecting the varied curriculum and range of activities provided. 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.
- The school provides a very good standard of educational support, welfare and personal guidance for children. The school's procedures for promoting the well-being and health and safety of children are good and there are appropriate policies and procedures in place. However, there are concerns regarding the health and safety of children and staff due to the constant destruction and defiling of children's outside play areas and equipment by vandals. The staff spend much time cleaning and repairing the play areas to make them safe and clean for children to use; this has a direct impact on staff and children's morale. There are no private changing or shower facilities, or toilet adaptations to meet the physical needs of children.
- The quality of the provision for children with SEN is good and complies with the Code of Practice. Good progress is being made in line with the targets set in the individual education plans (IEPs). Children with speech and language difficulties have access to a Speech Therapist and are making good progress.
- Partnerships between the school and parents, the community, schools and other institutions are very good and have a direct impact on children's progress and standards of achievement. Parents are very well informed about the activities of the school and are very 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 very good. There are very effective procedures for evaluating school performance, including the quality of teaching and children's learning. The school carefully monitors the progress made towards achieving targets.
- The school manages its resources efficiently and reinforces the aims of the school, ensuring good value for money. The school's monitoring and self-evaluation procedures are effective in identifying areas for development and the training needs of staff. The school sets targets for improvement which are incorporated into the SDP.

- The SDP is an effective working document and includes some initiatives as a result of the self-evaluation process. Each action plan has clear targets and includes success criteria, identified responsibilities, planned expenditure, time schedules and evaluations.
- There are a good number of experienced and well motivated staff who are effectively deployed. The teachers and nursery assistants work very 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 outside, to enhance children's experiences. The outside area provides very good facilities to promote children's physical development, but is often damaged by vandals.
- There are good quality displays of children's work which effectively celebrate their achievements. The quality and quantity of resources are very 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 very 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. There is 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 issue from the previous inspection report. These include improving curriculum provision, planning and assessment and management and organisation.
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3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Children's standards of achievement were very good in 35 per cent of the sessions observed, good in 57 per cent and satisfactory in the remaining 13 per cent.

- The children's standards of achievement are good overall. Most children are making good progress towards achieving the Desirable Outcomes for Children's Learning. They make good progress in all the areas of learning and are confidently developing their skills, knowledge and understanding. Baseline assessments indicate that attainment is average to above average for most children.
- Standards are good overall in language, literacy and communication skills. Children's listening skills are very good and they listen attentively to the staff and respond appropriately to instructions. Their speaking skills are good overall. The majority of children speak clearly and with confidence. A small minority of children have speech difficulties but are making good progress in improving their speaking skills. Children are becoming familiar with Welsh vocabulary and respond well in oral and singing sessions. They are making very good progress towards the development of reading skills; they enjoy books, handle them carefully and readily share them with others. They understand that words and pictures carry meaning and can recognise some familiar words and letters. Their writing skills are developing well and they take every opportunity to use their emergent writing skills. 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 use their imagination well during play activities and sustain concentration when working at their tasks, independently or as part of a group. Their behaviour is very good; they take turns and share fairly. They have very positive attitudes to their work.
- Standards are very good in mathematical development. Children successfully use mathematics as an integral part of their activities, for example, cooking, printing, building with bricks and constructional equipment, and in sand and water play. They can count accurately to 10 in English and in Welsh, recognise and name numbers to five and sort by colour, shape and size. They can recognise and name 2-D shapes. They use mathematical language well and enjoy singing a variety of number rhymes, action songs and jingles.
- Standards in knowledge and understanding of the world are good. Children benefit from the good quality provision in this area, especially in scientific investigation. They talk confidently about their environment, their families and the school. They take part with enthusiasm in their tasting investigations and explain clearly their

preferences. They use a computer confidently and control a mouse competently to select different options.

- Standards in physical development are very good. Children show confidence on large apparatus when climbing and balancing. They thoroughly enjoy the outdoor play activities and make good use of the variety of play equipment and wheeled toys. During movement sessions, they listen carefully to instructions and express movements with increasing control and co-ordination and an awareness of space and others.
- Standards in creative development are good. Children confidently explore line, colour, shape, texture and form through drawing, painting, paint mixing, printing, pattern making, modelling and collage work. They enjoy singing and sing a range of songs and rhymes tunefully, with clear diction. They explore sounds with a range of musical instruments and successfully create their own rhythms.
- All children make good progress towards targets for improvement in relation to assessment criteria. The targets are based on the effective assessment of children's achievements as well as baseline assessments. Children with SEN make good progress towards the targets set in the IEPs.

3.2 Standards Achieved in Key Skills across the Curriculum

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

- Children make good use of the key skills in many aspects of their work in all 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 use of puppets and props during story time and group time are effective in promoting language skills. Although a minority of children have speech difficulties, group time discussions increase children's confidence to speak aloud, clearly and audibly. The use of role-play activities is effective in developing children's language skills and social skills to play and work co-operatively. Children are encouraged to look at a variety of books and enjoy listening to the stories whilst following the illustrations. They make effective use of their early reading and writing skills across the curriculum.
- Children's standards in numeracy across the curriculum are very good. They use numeracy skills 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 and technological investigations. They make good use of their knowledge of shapes whilst printing patterns and investigating foods.

- Children's use of a range of ICT across the curriculum is good. They confidently operate a listening centre and know how to use the switches in order to listen to tape recordings. They use computer equipment confidently in order to enhance their learning. They can control a roller-ball mouse successfully to select and move items on the screen. They enjoy using the microscope to project images on the screen.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The school is effective in promoting children's spiritual, moral, social and cultural development. Provision for children's social development is very good and is a strong feature of the school.

- The school promotes a very caring and friendly ethos where the needs of all children are well known and carefully considered. They learn to play and work well together. They are happy and secure in their learning.
- Parents have very positive views about the good quality attitudes and values that their children develop. In their questionnaires and at their meeting, they indicate that they are very pleased overall with the high standards of personal and social development.
- The provision for children's social and personal development is very good. Children are encouraged to be courteous to one another and to adults. Responsibility and initiative are fostered so that children work purposefully and co-operate well at all times. They readily tidy up and clear away equipment after activities in the art room and the play room. They confidently deal with their own hygiene matters. The social skills of listening and responding appropriately to others are given a priority and are positively reinforced by all staff.
- Spiritual development is good. Daily opportunities are provided through the curriculum for children to reflect on and deal with their own feelings and the feelings and emotions of others. Circle time and group time sessions promote discussion and reflection on a variety of topics which are relevant to their spiritual development. Children readily join in with prayers and singing which are a regular feature of the school day.
- Moral development is very good. The headteacher and all staff provide very good role models and are very tolerant and patient with children whatever their needs or difficulties. They use daily Circle Time very well to emphasise and to nurture the attitudes and values that ensure children know right from wrong and understand the high expectations of the school. As a result, very good relationships are evident throughout the school.
- The school is active in its support for both local and national charities. Most recently, children raised money to support Christian Lewis Cancer Care and Ty Hafan

Children's Hospice. Children also work hard to raise funds to improve provision in their own school. A recent sponsored obstacle circuit, to help children improve their physical skills, raised funds for a path to the mini-beast area of the school garden.

- Work in the nursery proceeds at a lively pace and is at all times enjoyable and often demanding. Children are secure, happy and confident and respond well to the high expectations of their teachers.
- Cultural development is good. The school recognises the need to celebrate cultural differences and diversity. Pupils are taught to appreciate their own culture through a wide programme of educational visits in the locality and further afield. Visitors to the school also make a good contribution. The school seeks to play a full part in the life of the local community, such as when special concerts and celebrations are performed in the school. The 'Cwricwlwm Cymreig' is promoted very well, both in the curriculum and in the daily life of the school. A recent study of Holi was enhanced when staff and children wore Indian costumes and learnt about Indian hand painting and various foods.

4.2 Behaviour and Attitudes

Standards of behaviour and children's attitudes to learning are very good.

- Transition arrangements from home to school are carefully planned and implemented. Children enjoy the nursery; they happily leave their parents and settle quickly into the caring and stimulating atmosphere.
- Children show interest in their work. They approach their tasks enthusiastically, persevere and show good levels of concentration. They remain on task and complete activities to their satisfaction.
- Children know the routines; they are developing self-confidence and independence. Children of a very young age respond well to responsibilities.
- Children are polite and friendly to each other and to adults. They work and play well together, sometimes with minimal supervision.
- During outdoor play, children take turns and share toys willingly.
- All staff are consistent in their implementation of the nursery rules and positive behaviour management. Incidents and outcomes of anti social behaviour are recorded: minor incidents are dealt with sensitively and without fuss.
- Staff work with parents to ensure continuity of good behaviour between home and school. All parents have accepted the Home/Nursery agreement.

4.3 Attendance

Attendance levels and punctuality are satisfactory.

- The average rate of attendance over the last three terms was 89 per cent. The level of attendance is adversely affected by the susceptibility to illness of the very young children in the nursery; they suffered a prolonged epidemic of chickenpox in the summer term.
- The nursery places great emphasis on the need of regular punctual attendance as a foundation for full time education. However, a significant number of families take holidays in term time, sometimes in excess of the permitted ten days. Punctuality at the start of nursery sessions is satisfactory.
- Registers are taken informally at the start of each session and comply with regulations. Absences are carefully monitored.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was very good in 27 per cent of sessions observed, good in 60 per cent and satisfactory in the remaining 13 per cent.

- The overall quality of teaching is good and enables the children to make good progress. The staff have a secure knowledge and understanding of the Desirable Outcomes for Children's Learning and provide good support for the children to develop their skills, knowledge and understanding in the six areas of learning.
- The quality of planning is good and clearly identifies learning objectives which are matched to the Desirable Outcomes. In addition, the staff meet regularly to evaluate and plan the next stages in the children's learning. They have high expectations and set challenging and interesting tasks to develop children's skills, knowledge and understanding. Sometimes expectations of learning are too high where children fail to understand concepts, but the effective evaluation of teaching sessions often identifies the shortcomings. Activities consolidate skills and previous knowledge, encouraging children to be involved in their own learning.
- Work is well matched to the needs of children, with appropriate tasks set for them to work as individuals or groups. All children are encouraged to choose and plan their own learning activities, thus promoting independence but are not always encouraged to evaluate their own or other children's work. They are provided with good support, especially those with SEN, whose needs are addressed in line with the targets in the IEPs.

- The sessions are well organised; staff manage the children well and have very good relationships with them. They use effective strategies to promote good behaviour and encourage positive attitudes amongst the children to their work. A good range of teaching techniques and organisational strategies is used effectively for different activities and purposes. The group time sessions are particularly effective and are used well to consolidate skills and knowledge and to assess understanding.

5.2 Assessment, Recording and Reporting

The school has good arrangements for assessing, recording and reporting children's achievements and progress.

- There is a comprehensive policy, which provides clear guidelines and procedures for assessing children's achievements, ensuring assessments are accurate and consistent.
- The child observation assessments and baseline assessments provide an effective system for tracking the achievements of children and provide useful information for future planning.
- The school successfully makes an analysis of assessments and appropriate targets are set to improve standards. The targets are incorporated into the SDP.
- Continuous assessment in the six areas of learning which match the Desirable Outcomes for Children's Learning is very thorough and has a direct impact on planning and raising children's standards.
- Assessment opportunities included in teachers' planning are matched to clear learning objectives and targets for the improvement of key skills. Teachers make informed assessments for the planning of future work and match tasks to children's prior achievements.
- There are good systems for assessing children with SEN and assessment information is used to set targets in their IEPs.
- All children have a Pupil Profile Record book which contains useful information and records of progress.
- Parents receive a written review in the autumn and spring terms that are used to set targets for the children. At the end of the summer term parents receive a written report. All reports are based on assessment information. The quality of the reports is very good and they provide useful information about children's progress towards set targets and clearly identify children's strengths and weaknesses in all areas. Parents appreciate the opportunity to discuss their child's report and progress at parents' meetings and at other specified times during the year.

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.
- Policies and schemes of work are in place for all areas of learning and are in the process of being updated and developed. They are not yet effective in reflecting the varied curriculum and range of activities provided. 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, enjoyable, interesting and stimulating experiences are organised for children, which successfully promotes their skills of speaking and listening, enquiry and exploration.
- All children, including those with SEN, have full access to the curriculum and benefit well from the inclusive nature of the school.
- Targets for personal and social development are integrated into children's learning, especially at group time sessions and circle time. Parents welcome the opportunity to be involved in their children's learning through home/school tasks and through sharing books in the story sacks.
- The curriculum is planned and organised through a range of high quality activities within each area of learning. These effectively promote children's independence, ability to take responsibility and to use personal initiative. Much emphasis is given to the development of key skills which are constantly being reinforced across all activities.
- The quality of curriculum planning is good. The staff work well as a team to plan and to evaluate previous work, including children's assessments. Results of evaluations are carefully analysed and information is fed back into the planning.
- Teachers and nursery assistants share the responsibilities for the two pastoral groups and ensure more focused adult intervention in children's learning during high focus group teaching time. In addition, focused learning occurs during group snack-times and circle times which are particularly successful in developing skills of speaking, listening, numeracy, musical skills and personal and social skills.
- There is a policy for 'Cwricwlwm Cymreig' which successfully promotes the use of incidental Welsh and an understanding of Welsh culture. The curriculum is enriched by opportunities for children to undertake educational visits both locally and further afield, such as 'Margam Park'. These visits succeed in extending children's knowledge of Welsh culture.

5.4 Support, Guidance and Pupils' Welfare

The quality of support, guidance and children's welfare is very good.

- The headteacher and all staff know the children very well and very good procedures are in place to ensure effective support and guidance for all children. Parents' views reflect the good quality care that the school provides for their children. They feel that difficult issues are dealt with sensitively and staff are very approachable. As a result, children are confident when they need to ask staff for help.
- All staff are very attentive of children's welfare. In order to ensure that the children's needs and progress are clearly identified and monitored, records are compiled carefully by the staff. Information is shared at the staff evaluation meetings and with parents and children if necessary.
- The effective promotion of equal opportunities for all children ensures that school life is fully inclusive of gender, race and disability, with equal access to all areas of the curriculum. All children are fully involved in school activities.
- A well thought through policy for Child Protection is in place, with the headteacher as the designated person with responsibility for the aspect. Any issues are carefully and confidentially recorded and followed up where necessary.
- Health education and policies to promote good behaviour are addressed appropriately through the curriculum. The health and safety policy is very thorough and fully addresses procedures for accidents, first aid and illness. There are useful guidelines for the use of medicines, fire procedures and school visits. The staff are appropriately trained in emergency first aid.
- Good links are fostered with outside agencies, such as the school health visitor, Speech Therapist and Educational Psychologist, to support children's needs.
- Transition from home to school is well supported by a series of visits; staff visit the children in their homes and children visit the nursery before they attend. There are good links with the local primary schools and reception classes.
- Support staff and parent volunteers work well with teachers to ensure that children are supported in their learning.
- There are concerns regarding the health and safety of children and staff due to the constant destruction and defiling of the outside play area and equipment by vandals.
- There are no private changing or shower facilities, or adaptations to toilets, to meet the physical needs of children.

5.5 Provision for Pupils with Special Educational Needs

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

- There is a comprehensive policy for SEN which complies with the requirements of the Code of Practice. It gives clear guidance to all those involved in the SEN procedures. The headteacher is the special educational needs co-ordinator (SENCO) and she successfully monitors the implementation of the policy and children's progress. The SENCO is well supported by the school's staff.
- There is an adult helper who is employed for 20 hours a week and provides good in-class support for a child on Stage 3 of the Code of Practice.
- Children's IEPs are appropriate and have achievable targets. Good progress is being made in line with the targets set but the level of support for specific medical and learning needs is not always sufficient, despite the best efforts of the school.
- There are good systems for identifying and assessing the needs of children with SEN. The quality of planning is good and realistic targets are set for children to achieve. Targets 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.
- The school is making every effort to obtain support for children with speech and language difficulties. Children who have access to a Speech Therapist are making good progress, whilst this support is available. Staff also benefit from the advice given and have developed a learning package in partnership with the Speech Therapist.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Partnership with parents and community, schools and other institutions is very good. Links with the local education authority are satisfactory.


- The foundations for the very good relationships with parents are established at the pre- entry home visits made by staff.
- The quality of information provided for parents is very good and is a notable strength of the nursery.

- The nursery school prospectus and separate brochure are eye catching and of very good quality: they provide useful information about the six areas of learning, daily routines and the positive discipline policy.
- Parents are invited to complete an assessment checklist that provides useful information about their child's likes and fears as well as medical conditions and allergies. They have good daily informal contact with staff at the beginning and end of sessions to discuss any worries or achievements.
- Time and effort are invested in encouraging parents in the education of their children. Half-termly Parent Partnership meetings on positive behaviour and pre-reading and writing skills are led by the headteacher. They are well attended; parents can observe teaching strategies. Attractive leaflets provide further information on ways in which parents can help their children.
- Home/school tasks are related to the termly topic being taught.
- Weekly newsletters ensure that parents are well informed about procedures and events; copies are posted on the noticeboard in the Home Links corner along with other useful information on health issues and community news.
- Parents make good use of the nursery's range of lending resources such as story sacks, pre-reading target books, activity tins and maths bags. The lending record books provide further useful dialogue; the school responds to parents' comments.
- Parental nominations for Well Done certificates, rewarding children for stepping stones in their development, further strengthen home/school links.
- A significant number of parents make useful contributions to the life and work of the nursery. They provide good quality support in the classroom that is highly valued by the school. Adults are well supported in their work through the Parent Helper brochure and the daily job list in the kitchen. Carefully planned rotas ensure regular help at specific times. A small number of parents regularly assist with educational visits, gardening, repairing and making items at home.
- Parents organise regular fundraising events that frequently double the capitation. Funds and parental donations are used to enhance resources and the environment. Parents and friends provide resources for the role-play corner.
- Members of the community make valuable contributions to the enhancement of the children's learning: children make visits to local shops and the wider community such as Margam Park and Bristol Zoo.
- Children support charities; they are successful in local competitions such as the Mayor's annual painting competition.

- There are good links between the staff and their colleagues in surrounding schools. Schools share resources, vouchers for books and training facilities. Pupils from a nearby primary school made the story sacks.
- Transition arrangements are good. Teachers from the receiving primary school visit the nursery; children make pre school visits and attend concerts.
- Although not in partnership with initial teacher training colleges, the nursery has good links with surrounding colleges of further education and training establishments; the nursery provides training and work experience. Children benefit from working on projects with student nursery nurses, such as creating wall tiles for the play room wall.
- Money raised and donated by parents and other sources for the construction of a path await LEA action.

5.7 Partnership with Industry

Although there is no written policy, the nursery's partnership with industry is satisfactory.

- Visits and visitors from the community raise children's awareness of the world of work.
 - The nursery benefits materially from its links with a small number of industrial and commercial concerns.
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6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is very good. The school has an effective system to improve children's standards of achievement and plan future developments.

- The school has effective procedures for evaluating its strengths and weaknesses, including evaluations which are integral to curriculum planning. The self-assessment report outlines a clear framework for evaluating performance and quality, which is used alongside monitoring procedures. Key areas for improvement are identified from performance indicators and are built into the SDP, giving a clear focus for self-evaluation towards school improvement.
- The school improvement plan is fed by information on assessment, curriculum evaluations, monitoring reports and staff development. A data analysis is carried out of baseline assessments, staff and parents' questionnaires and curriculum audits; appropriate targets for improvement are set and incorporated into the SDP.
- The SDP is an effective working document and is instrumental in moving the school forwards. Each action plan has clear targets, success criteria, identified responsibilities, planned expenditure, time schedules and evaluations. The plans are reviewed regularly by the staff 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, teachers' planning and the quality of teaching. Good progress has been made by the school in meeting the targets set in its post inspection action plan to improve curricular provision, standards of achievement and school management.
- Monitoring procedures are effective in improving children's learning and the quality of teaching. Evidence is collected, reports are written, findings are discussed as a staff, and areas for development and training needs are identified and are incorporated into the SDP.

6.2 Leadership and Efficiency

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

- The school's mission statement, aims and values, including a commitment to inclusion and equality of opportunity for all, promote a caring ethos and give a clear sense of purpose and direction for the school. The staff succeed in achieving the school's aims by providing a caring, secure environment in which children feel valued and encouraged to achieve their full potential.

- The headteacher has a full-time teaching commitment and provides very good leadership and support for the staff in improving the educational provision and standards of achievement.
- There is no governing body but there is an LEA link officer who provides appropriate support and advice. There are close links with the governing body of a local school.
- The school aims to maintain and improve the standards of achievement and the quality of educational provision by setting targets in the SDP and through the process of self-evaluation. The current targets focus on raising standards of achievement in literacy, numeracy and ICT.
- The school ensures that budget setting relates efficiently to the school's educational priorities in the SDP over a three-year period.
- The LEA administers the school's budget and the school has a capitation budget, which is efficiently administered. The LEA finance department provides appropriate guidance. The headteacher 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

The overall provision of staffing, accommodation and learning resources is good and has a beneficial impact on children's standards of achievement.

- There is an appropriate number of qualified and experienced staff who are effectively deployed. There is one full-time teacher who is also the headteacher, two part-time teachers and two qualified nursery assistants. All staff have expertise and experience of teaching this age group and work well together as a team.
- There is a staff development policy and training needs are identified from the school's self-evaluation and monitoring systems. The staff regularly attend training to update their skills and benefit from in-service training. The staff benefit from professional discussions with the headteacher in identifying areas for future professional development.
- The children in the nursery are divided into two pastoral groups with one teacher and one nursery assistant who share responsibilities well by teaching and assessing their own groups of children.

- The indoor accommodation provides appropriate space for the number of children. The building consists of two main classrooms which are referred to as the play room and the art room. Other areas are used during group times, such as the front entrance and the kitchen ensuring that every available space is used to enhance children's experiences.
- The building is well maintained and there are good quality displays of children's work which celebrate their achievements and successfully enhance the learning environment.
- The outside accommodation provides a safe, enclosed area for the development of children's physical skills. The well-organised grounds include a variety of fixed wooden climbing toys and apparatus, a wooden playhouse and a covered area with a range of apparatus. There are tarmac areas, a safety play surface, marked pathways and grassed areas. A corner of the grounds is used as a wild area where children study plants and mini-beasts and there is an attractive herb garden.
- There are concerns regarding the health and safety of children and staff due to the constant damage caused by vandals to the outside area and equipment. In addition, there are no private changing or shower facilities, or adaptations to toilets to meet the physical needs of children.
- Learning resources are very good; they are in excellent condition and match the needs of the curriculum. There is a wide range of books in the book corners including the area in the front entrance which is used by parents for selecting books and story sacks to share with their children at home. There is a wide variety of mathematical equipment, from sorting and sequencing resources to large building shapes. Scientific development is enriched by interactive displays centred around different senses and the use of the computerised microscope.
- There is a good variety of consumable materials for art and a good selection of high quality musical instruments. The school is suitably equipped with listening centres, computers and software appropriate for young children. The sand and water trays are well designed and in good condition. In the home areas, dolls represent a variety of cultures and reflect the school's strong awareness of equal opportunities. A good range of wheeled vehicles, prams and other vehicles support the development of children's physical development.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Language, literacy and communication skills

Children make a good start in developing their skills in language, literacy and communication. Standards in listening, early reading and writing skills are very good and good overall in speaking skills.

Good features

- The majority of children speak clearly and with increasing confidence about their experiences and are developing their vocabulary to express their thoughts coherently. Some children have speech difficulties but are making good progress in improving their speaking skills. All children are willing to take part in drama and movement activities and make good attempts to talk about their activities. Through oral work and role-play, they are becoming 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 listening skills are very good. They listen attentively to the staff and follow instructions appropriately. They enjoy listening to stories, poems and rhymes and respond very well to questions; they are eager to give explanations and join in discussion. They particularly like to repeat the text of favourite stories, such as 'Goldilocks and the Three Bears,' using toys, props and role-play activities.
- Children use the listening centre with confidence to play taped recordings of their favourite stories and songs. They listen attentively in pairs and individually and enjoy joining in with familiar stories and songs. Encouraged by the effective strategies used by staff to develop language skills, children speak confidently, take turns to speak and listen carefully to the contributions of others in the group.
- Standards in children's early reading skills are very good. All children enjoy books and handle them carefully. They enjoy sharing books with others and they respond well to stories and rhymes. They enjoy following familiar text in Big Books and identify characters and themes in popular stories, such as 'Goldilocks and the Three Bears'. They identify the title of the book and point out the beginning and end of the story. Some children can recall the events of a story, sequence them correctly and predict the next stage. They are beginning to recognise single sounds and some read familiar words. They recognise their name cards and use them confidently for the school's system of registration and to record preferences on the class tasting chart.

- Writing skills are developing well and children achieve very good standards. They take every opportunity to practise their emergent writing skills in the play areas, such as the hospital and the pharmacy. Good attempts are made to write the story of 'Goldilocks and the Three Bears' using drawings, symbols, letter patterns, individual letters and some words. They explain clearly what they have written so that their sentence can be written by the teacher in a 'speech bubble'. They trace over the writing carefully with good pencil control. Children enjoy these early attempts at writing and many begin to develop this skill independently. Some children can write their own names, clearly and legibly.

Shortcomings

There are no significant shortcomings.

Personal and social development

Children's personal and social development is very good.

Good features

- Children are happy and secure in their well-established nursery routines. They benefit from the high quality support and encouragement from the staff who set clear expectations of behaviour, whilst always being available to talk to the children. As a result, children are confident to build relationships with each other and adults and to work and play independently.
- Children co-operate effectively in all aspects of their work, play harmoniously and understand the difference between right and wrong. They behave very well, are confident and show a good degree of independence for their age.
- The staff encourage acceptable social behaviour and manners during snack time and children respond appropriately. During circle time, children are encouraged to take part in role-play and discussion. When handling food, children understand the need for hygiene and the importance of washing hands.
- Children independently dress for outdoor activities and return their coats to the cloakroom. They successfully remove their shoes and socks for movement sessions and make good attempts to put them on again.
- Children are able to play together for reasonable periods of time, such as in the hospital, the pharmacy and the three bears' house. They initiate ideas as they play with construction sets and in the outside playhouse and pirate ship. Children interact well with adults, effectively extending their vocabulary and knowledge. They respond very well to a range of suitable and exciting experiences and are confident to try new activities. All staff have a good understanding of child development and work sensitively with the children.

Shortcomings

There are no significant shortcomings.

Mathematical development

Children achieve very good standards in mathematical development and they make very good progress.

Good features

- Children successfully use mathematics as an integral part of many activities, such as playing in the play area and the three bear's cottage, building with bricks and construction equipment, cooking and sand and water play. They use mathematical language appropriately when sorting by colour, size, shape and quantity. They identify colours both in English and Welsh.
- They know the colours of fruits and match them accurately to the corresponding dishes. They are able to identify halves and quarters, as fruit is cut to share at circle time.
- They can create patterns of colour when threading beads and they can sequence colours and shapes. Some can sequence numbers up to five on the number line correctly. They can count to ten and recognise and name numbers to five.
- They enjoy singing a range of number rhymes, action songs and number jingles. They sing them with enthusiasm and demonstrate their knowledge of number by joining in the actions and counting games, such as 'Five Currant Buns'.
- Children are developing their understanding of practical mathematics through cooking activities and are familiar with weighing and measuring ingredients. They compare quantities during sand and water play and are aware of 2-D and 3-D shapes when making models.
- Mathematical language is promoted through all areas of the curriculum and skills are constantly re-inforced through the medium of English and Welsh.
- Children are able to make choices and add their names to a class graph on the likes and dislikes of food, with little support.

Shortcomings

There are no significant shortcomings.

Knowledge and understanding of the world

Children's knowledge and understanding of the world is good.

Good features

- Children's knowledge of the world around them is broadening very well as a consequence of the good provision in this area. Visits to local places of interest and visitors to school form an important part of children's learning and standards are considerably enhanced. For example, when children visit the greengrocer's shop in the autumn, the Post Office at Christmas and Margam Park, they find out about their environment and talk about those features they like and dislike. They demonstrate their understanding in their writing and their drawings.
- They use their senses well to explore and describe the different properties of materials, such as when they make and taste porridge. They clearly understand that instructions must be followed in sequence. They correctly describe how certain foods, such as bread, are prepared and how many fruits can be used to make a fruit salad.
- They are eager to collect conkers, autumn seeds and berries and compare similarities and differences in their shapes, sizes and colours. They plant bulbs and grow seeds and understand the conditions needed for their growth.
- They build and construct with a wide range of equipment and objects, selecting the items they need with confidence. They have made models of aeroplanes from Balsa wood and tested them simply. Children use computers confidently and use a roller-ball mouse to select different options and to move items on the screen. They particularly enjoy using the microscope to project images of their finger and items on slides onto the screen.
- Working with parents and staff, they begin to learn about the natural world when they plant flowers and bulbs in the garden, in hanging baskets and in tubs. They watch their herb garden grow and appreciate the need to care for their environment.
- They develop an awareness of the past when talking about their families, including their grandparents.
- They demonstrate a developing sense of time when they learn to match and sequence specific activities from the daily routine to times in the school day, for example, clearing up time, lining up after physical activities and before Circle Time.
- They develop an understanding of weather patterns when they keep a weather chart, describe seasonal changes and how they affect their daily lives.

Shortcomings

- Children do not choose to use the computers independently with sufficient frequency.

Physical development

Standards in physical development are very good.

Good features

- Physical control and mobility are developing well through a wide range of daily outdoor and indoor activities.
- Children show confidence and move with good co-ordination when they hop, skip, run and jump and when they balance on a beam.
- They move along the beams in a variety of ways, making their own choices on how to move and enjoying showing their skills to visitors. They move forwards, sideways and backwards. They jump off on one or two feet. They move confidently around the beams, jumping on, off and over with due regard to the safety of others.
- They confidently climb the ladders and they are eager to show how well they move in and out of the climbing frame and are willing to try new movements. During outdoor play, children confidently ride and manoeuvre a range of wheeled vehicles, within the marked pathways. They enjoy and respond very well to the traffic light signals.
- In a physical education lesson, they enjoy warming up and understand that their hearts are beating faster because they have worked hard and that this is good for them. They follow instructions well and co-operate in a mature way. Spatial awareness is well developed.
- Fine motor skills are also developing well when children use small tools, pencils and scissors to cut, stick and print independently. They also use these skills well when they use construction toys independently. Manipulative skills are good; they mould and roll playdough well to make shapes and models.

Shortcomings

There are no significant shortcomings.

Creative development

Children achieve good standards in their creative development.

Good features

- Children explore colour through painting, colour mixing and printing. They create attractive paintings, choosing paint colours well and using brushes confidently to fill the space on the paper. The paintings of fire engines, police cars and ambulances are mature and effective.
- They explore line by using pencils, crayons and felt pens to draw pictures of the three bears and Goldilocks. Their drawings of people who work for us are mature and easily recognisable. Their figure drawings are developing well with recognisable features of the face and body.
- Children confidently enjoy making printed patterns. They use a variety of tools and paint to produce effective repeating patterns, including hand prints. They successfully make printed patterns using a selection of shapes and paint colours on different shaped paper. When printing with shapes they can name the 2-D shapes they have used.
- They explore texture through making collage pictures. A variety of media and textures are used to produce figures and effective friezes of fireworks and The Owl Babies. They make good attempts to create paper plate owls and use their cutting and sticking skills well.
- Children confidently use playdough and cutters to create models of the three bears. They explore clay and have made some very effective autumn tiles decorated with leaves, twigs, seeds and berries.
- In music, they enjoy singing a variety 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 explore sounds and instruments on the music table to create their own music. They can name instruments correctly and play them confidently, keeping a steady beat. They listen attentively to recorded music of Ravel's Bolero and respond well by swaying in time with the music. When singing their favourite songs, they sing along enthusiastically, with good recall of the words.
- Children enjoy role-play activities and drama which are effective in developing their imaginative and creative abilities. Whilst playing in the hospital and 'Three Bears Cottage', they explain clearly what they are doing and which characters they are playing.

Shortcomings

- Children have limited experiences to draw from observation.



8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was inspected in 1996 and produced an action plan to address the key issue. The action plan addressed aspects of the school for review and development which were:

- specific areas of the curriculum
- issues of management and organisation
- planning and assessment

Key Issue

- **‘The school should maintain its high standards of care and effective working relationships. It should also seek to preserve the good standards which are achieved across the curriculum.’**

Curriculum

Area of learning: Linguistic and literary

Aspect: Pre-reading

Target: ‘To encourage greater participation of parents/children in the scheme for borrowing pre-reading books.’

The scheme was implemented and was working well by the end of the year.

Action plan review October 2001: New information books, popular fiction books and mathematics (working with parents) books were added to the scheme, together with an evaluation/target sheet for parents to complete.

The current inspection found that this system works very well and succeeds in extending children’s learning.

Aspect: Listening and language

Target: ‘To increase children’s experience and skills and enjoyment in listening.’

A listening centre was purchased and the majority of children were competent to operate it and enjoyed listening to tapes.

Action plan review October 2001: The listening centre is available for children to use independently on a daily basis and weekly activities are planned for it. A second listening centre and CD player are used to enhance listening activities during the structured play sessions.

The current inspection found that that listening centres are used confidently by the children and succeed in developing their listening skills.

Area of learning: Technological

Aspect: Information Technology

Targets: 1. 'To further improve hardware and software, in order to facilitate easier manipulation by younger children and improve progression of skills for older children.'

2. 'To develop and enhance IT skills of staff.'

Advice was sought from the IT advisory teacher, resources were purchased and courses attended.

Action plan review October 2001: Three computers are available for children's independent use and a range of software is in place, meeting individual needs. Training days and courses have updated staff skills and the linking of activities to structured play topics. Training is still ongoing and New Opportunities Funding for training is scheduled for Spring 2002.

The current inspection found that computers are used confidently by children and successfully extend their learning.

Area of learning: Mathematical

Target: 'Further improve practical activities and resources in the following areas: counting, measuring, ordering, patterns, mathematical language, shape.

Resources were purchased and staff in-service training took place to improve provision and teaching in mathematical development.

Action plan review October 2001: A range of resources have been purchased to support mathematical learning. Two training days were used to identify weaknesses and produce resources.

The current inspection found that children's standards of achievement in mathematical development are very good.

All areas of learning: Review documentation and practice.

Action plan review October 2001: A timetable for the review of documentation is in place and schemes of work will be completed by analysing the medium term planners.

The current inspection found that curriculum policies and schemes of work are in the process of being updated and developed.

Organisation and management

1. Organisation of groups

Target: 'To consider altering the organisation of the groups to allow the headteacher extra administration time following the introduction of the voucher scheme.'

Action plan review October 2001: The LEA have granted the equivalent of two non-contact management days each term and by using a supply NNEB, the headteacher has six days a term. The organisation of 'circle time' also provides non-contact time. Other LEA funds have freed the headteacher for Performance Management activities with staff.

The current inspection found that the organisation and management of groups are good and benefit children's learning.

2. Organisation of the sessions

Target: 'Review the timetable and curriculum in the light of a possible one-year intake.'

Action plan review October 2001: Currently there are two intakes a year. Curriculum planning is based on focused topics and differentiated tasks for children. This avoids repetition.

The current inspection found that the organisation of sessions is good and provides varied curriculum experiences for children.

3. Security

Target: 'Review the Health and Safety document referring to security procedures.'

Action plan review October 2001: Supportive documentation from the LEA is very helpful. Fire risk assessments and food hygiene courses have resulted in new additions to the policy and work being undertaken by the LEA to provide further exits.

The current inspection found that health and safety documentation is of good quality. However, there are concerns regarding the provision of shower facilities for children and the destruction of the outside area caused by vandals.

Planning and assessment

Target: 'To develop the existing records system including the transfer profile.'

Action plan review October 2001: A new individual record book has been introduced alongside written parent consultations reports, three times a year. Links with new reception teachers have resulted in sending a sample of children's latest work with the report to receiver schools.

The current inspection found that the record book and transfer profile are effective.

Target: 'To review current termly planning to identify clear learning objectives.'

Action plan review October 2001 Long, medium and short term planning has been introduced and clear learning objectives are identified at each stage.

The current inspection found curriculum planning to be of good quality with clear learning objectives.

8.2 Key Issues for Action

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

- maintain and improve the good standards achieved by children across the curriculum;
- continue to maintain the support provided for children with speech and language difficulties;
- continue to update and develop curriculum policies and schemes of work to reflect the varied curriculum provided for children;
- address the health and safety issue for children and staff, with regard to the constant destruction and defilement of the outside play area caused by vandals.
- provide changing and shower facilities and adaptations to toilets to meet the physical needs of children, particularly those with SEN.



APPENDIX

A. Basic Information About the School

Name of School	Bute Cottage Nursery School
School type	Nursery
Age -range of pupils	3-4
Address of school	Bute Lane Off Grove Place Penarth Vale of Glamorgan
Post-Code	CF64 2ET
Telephone Number	029 2070 2957

Headteacher	Mrs C Hoffrock
Date of appointment	1 September 2000
Registered Inspector	Mrs M E Evans
Dates of inspection	26-28 November 2001

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	34	0	0	0	0	0	0	0	34

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	1	2	2

<i>Staffing information</i>	
Pupil : adult (fte) ratio in nursery classes	10:1
Teacher (fte) : class ratio	1:1

Percentage attendance for three complete terms prior to the inspection				
Term	N	KS1	KS2	Whole school
1	91	0	0	91
2	89	0	0	89
3	87	0	0	87

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 and with the parents; 13 parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 34 completed questionnaires were analysed; the inspection team took note of the results, including seven further additional submission;
- a scrutiny was made of school documentation.

During the inspection:

- evidence of sessions observed was based on approximately 12 hours of the inspection of the nursery in a total of 23 sessions;
- discussions were held with the headteacher, class teachers, nursery assistants and non-teaching 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 the 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 representatives of the LEA 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; Personal and social development; Creative development.	Main Findings; Standards of achievement; Standards in key skills; Quality of teaching; Curriculum; Quality of self-evaluation; Leadership and efficiency; Staffing, accommodation and learning resources; Progress since the last inspection. Key Issues.
Mrs K Prosser	Team	Mathematical development; Knowledge and understanding of the world; Physical development.	Pupils' spiritual, moral, social and cultural development; Assessment, recording and reporting; Support, guidance and pupils' welfare; SEN.
Mrs C Lewis	Lay		Attendance; Behaviour and attitudes; Partnership with parents and the community; Partnership with industry.

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.

The contractor for this inspection was:

Wessex Associates Ltd

Wessex House

Ashburton

Devon

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