

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Bute Cottage Nursery School
Bute Lane
Penarth
Vale of Glamorgan
CF64 2ET**

School Number: 6731013

Date of Inspection: 26/11/07

by

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17717**

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Bute Cottage 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 Bute Cottage Nursery School took place between 26/11/07 and 28/11/07. An independent team of inspectors, led by Luned Eleri Betts 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 pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' 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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **full** 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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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Report by Luned Eleri Betts
Bute Cottage Nursery School, 26/11/07

Context

The nature of the provider

1. Bute Cottage Nursery School is located near the centre of the town of Penarth in the midst of a densely populated area and is maintained by the Vale of Glamorgan Local Education Authority (LEA). It provides nursery education for three and four year olds who are admitted to the school following their third birthday. Currently there are the equivalent of 33 full-time children on roll. 40 attend the morning session while 26 attend in the afternoon. The numbers on roll have been constant for the last three years. The school considers its catchment area and its intake to be neither advantaged nor disadvantaged; children generally display average and above average attainment on entry.
2. Almost all children are from English-speaking homes. One child in the present cohort comes from a Welsh-speaking background and three are from ethnic minority backgrounds. Welsh is taught as a second language, but parents can request for their children to be taught through the medium of Welsh.
3. Currently there are nine children on the school's special educational needs (SEN) register. No child has a statement of SEN and none is looked after by the local authority.
4. The school was last inspected in November 2001. It has recently gained the Eco schools Green Flag Award and was a finalist in the DfES Award for Sustainable Schools in 2007. An Investors in People award was received in 2002 and again in 2005, the Basic Skills Quality Mark in 2002 and 2005, the Vale of Glamorgan's Best Kept School Grounds and a Healthy Schools Initiative in 2007.

The school's priorities and targets

The school's aims are to provide a unique pre school experience in a stimulating environment which:

- ensures children are secure and happy;
- allows children to play and learn with enjoyment;
- helps children to gain confidence and self-control;
- makes parents and carers feel welcome and respected;
- ensures that staff care and concern for each child, their families and for each other;
- values and celebrate the diversity of the community; and
- integrates an awareness of sustainable development and global citizenship into school life.

The school's priorities for this year are to:

- monitor and improve standards of teaching and learning in basic skills;
- aim towards Bute Cottage being both a healthy and community focused school;

- improve the teaching and learning in information and communications technology (ICT);
- review continuous professional development in the school;
- continue to review policies and documentation as part of the rolling programme; and
- prepare for the implementation of the Foundation Phase.

5. The school's vision statement is 'Playing, Learning, Living'

Summary

6. Bute Cottage Nursery School is a good school with outstanding features. It is highly successful in producing happy, confident and enquiring children, who are interested in life and enthusiastic about the challenges they encounter. Amongst its outstanding features are the high standards achieved, the outstanding quality of teaching and assessment, the enriching curriculum provision and the excellence of its leadership.

Table of grades awarded

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

7. The inspection team agreed with the school in its judgements in four of the seven key questions; it awarded the school a higher grade in the other three. The team felt that the school had underestimated its achievements and that there were enough outstanding features in these questions to award a Grade 1.

8. Standards in sessions observed during the inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
71%	29%	-	-	-

9. These percentages are well above the Welsh Assembly Government (WAG) figures that by 2007 98% of standards should be a Grade 3 or better and 65% a Grade 2 or better.

10. Standards in areas of learning were judged to be as follows:

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

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

12. Baseline assessments carried out a short time after children are admitted indicate that cohorts generally tend to be of average or above average ability. Children succeed regardless of their social, ethnic or linguistic background and consistently achieve the anticipated learning targets for them. Including those with SEN, they achieve their full potential.

13. Standards in the key skills of literacy and numeracy are outstanding; they are good in ICT. These skills form a sound basis for lifelong learning. Standards in bilingualism, problem solving and creativity are outstanding.

14. Children make outstanding progress in their personal, social, moral and wider development. They develop into well-balanced individuals who are clearly motivated.

15. Children are very well behaved. A small minority of children who display challenging behaviour respond well to positive and sensitive management and understand that they should not disrupt others.

16. The average rate of attendance for the three terms prior to the inspection was 90%. There is evidence that attendance levels reached 94.3% in the first ten weeks of the current term.

17. Children develop an excellent understanding of their place in the local community and the working world.

18. The outstanding standards children achieve in a range of key and basic skills, the caring attitudes they develop and the manner they learn about other people's different needs in this inclusive school sets the basis for their lifelong learning

The quality of education and training

19. Grades for teaching in sessions observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
65%	35%	-	-	-

20. These figures compare well with the national picture published in HMCI's Annual Report for 2005-6 where overall the quality of teaching in primary schools is judged to be Grade 2 in 62% of lessons and Grade 1 in a further 17%. They also show a significant improvement from the last inspection.
21. Outstanding features of teaching include stimulating, lively presentations which motivate children, challenging activities which foster independent learning amongst the children and effective questioning skills which encourage children to explain their thinking.
22. The team teaching approach of the school and the co-operative planning supports maximum awareness of the needs of individual children. Adults have excellent working relationships with each other and with the children; this is an outstanding factor in promoting learning. Teachers promote equality of opportunity well and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds.
23. The quality of assessment is outstanding and strategies are well matched to clearly identified purposes and learning objectives. Assessment informs planning well and procedures are effective and manageable, including those for children with Additional Learning Needs (ALN).
24. Parents are informed of their children's progress and the way forward through termly reviews and consultations. Informal feedback they receive on a day-to-day basis is an outstanding feature of the provision.
25. The curriculum provided is broad, balanced and relevant to the children of the school's community. Provision fulfils statutory requirements and is based on the Desirable Outcomes while successfully developing and embracing the philosophy of the forthcoming Foundation Phase. The provision of exciting structured group play activities motivates children successfully and effective daily circle time sessions consolidate children's holistic development. The school's curriculum meets the needs of a range of learners and is accessed by all including those with SEN and ALN, as well as those who are more able.
26. Provision for personal and social development is outstanding. The good example set by adults is a core feature of the successful provision. Opportunities to undertake responsibilities in school extend children's personal and social development. Opportunities to establish a sense of curiosity and awe and wonder in the outside environment also extends their spiritual development.
27. Provision for moral development is outstanding and is promoted by the school's clear values and the establishing of simple rules to enable children to understand what is right and what is wrong.

28. Procedures for developing cultural awareness have a high profile. The provision promotes children's attitudes towards diversity as well as making them aware of their Welsh identity. The school's provision for sustainable development is also outstanding.
29. Teachers know parents well and develop effective relationships with them. Parents are very much included in the children's education; this contributes significantly to the quality and care children receive. The home/school agreement, setting out the expectations the school has of children and parents and what parents can expect from the school, is an outstanding way of ensuring positive relationships and maintaining standards.
30. The school has well established links with the community and surrounding nurseries, playgroups and child minders, as well as schools and colleges of higher and further education. It works very closely with receiving primary schools. The school's partnerships with industry is an outstanding feature.
31. Children are cared for, guided and supported very well in a safe and happy environment. Pastoral care of children is an outstanding feature. They are supported and guided extremely well whatever their social and linguistic backgrounds. All children are treated fairly and consistently. Transition arrangements from home to school are carefully planned and implemented.
32. There are clear, well documented policies and procedures for assuring children's well-being and health and safety when in the school's care. .
33. The quality of provision for children with ALN is good with outstanding features. Carefully structured language support, through measures such as speech and language programmes, ensure that children with difficulties make good and rapid progress in acquiring necessary skills. All members of staff show outstanding concern for children with additional needs, including its more able children.

Leadership and management

34. The school's aims and values are clearly reflected throughout the school day. All adults who are involved in the children's education are aware of them. An outstanding shared sense of purpose prevails. Lines of communication in school are clear. Daily routines are very well established; both morning and afternoon sessions are extremely well organised.
35. The headteacher provides strong but sensitive leadership. Her vision for the school and her commitment to providing children with the best possible start to their education is unquestionable. She is very ably supported by the assistant headteacher.
36. An outstanding feature is the way sessions proceed briskly with no time wasted. Administrative duties are carried out very effectively

37. The school's response to current initiatives is an outstanding feature of the school's management. The school sets itself and the children challenging but realistic targets.
38. The newly appointed governing body (GB) is developing well in its role; members are very supportive of the school. It meets statutory requirements although there are some minor omissions in the annual report to parents. The school's newly devolved budget is well managed by the school.
39. The school has an outstanding awareness of its strengths and areas for development. Inspectors found that the school's evaluations on all aspects in its self-evaluation report (SER) were accurate even though the school had underestimated its effectiveness in three key questions. The majority of the recommendations identified in this report match the school's current priorities. Questionnaires provided for parents are a very powerful part of the self-evaluation process and the GB is developing well in its role as a partner in the school self-evaluation process.
40. Teachers are appropriately qualified and deployed effectively. The valuable contribution to the quality of learning made by support staff is outstanding. Parent helpers and other volunteers have a positive impact on children's experiences.
41. Although the accommodation was not purpose-built as a nursery, highly effective use is made of the limited space. The inspectors felt that adults did not allow the limitations of the building to affect standards of work and quality of teaching.
42. The outdoor area has been developed in an imaginative way. However, the potential of the sheltered and grassed areas are not yet fully exploited.
43. The quality and range of learning resources, both indoors and outdoors, is outstanding. The school's spending decisions are closely linked to priorities and objectives in the school improvement plan (SIP). The headteacher and GB regularly review and evaluate spending decisions. The school gives very good value for money.

Recommendations

In order to move the school forward staff and GB need to:

- R1 maintain the current good and outstanding standards:
- R2 continue to develop further the provision for the forthcoming Foundation Phase;
- R3 continue to develop and exploit the sheltered outside classroom and the external green areas as exciting places for children's learning; and
- R4 continue to develop the role of the newly formed GB.

The GB 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 1: Good with outstanding features

44. The findings of the inspection team match the grade given by the school in its self-evaluation report.

45. Standards in sessions observed during the inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
71%	29%	-	-	-

46. These percentages are well above WAG figures that by 2007 98% of standards should be a Grade 3 or better and 65% a Grade 2 or better.

47. Grades for standards in areas of learning are as follows:

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

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

49. Baseline assessments carried out a short time after children are admitted indicate that cohorts generally tend to be of average or above average ability. Outcomes in recent years however, indicate that more children display speech and language delay when admitted to school.

50. Children succeed regardless of their social, ethnic or linguistic background and consistently achieve the anticipated learning targets for them. Including those with SEN they achieve their full potential. The progress they make and the school's preparation for their next stage of learning are outstanding features.

51. Children respond very well to the effective support they receive from adults; they have a clear understanding of what they are achieving, how they can improve and how they can be more adventurous next time.

52. Standards in key skills are good with outstanding features. They are good in ICT; children respond well to the interactive whiteboard to consolidate their computing skills. They display outstanding skills in listening, speaking, reading and writing; they use these skills competently in a range of social and curricular contexts. In numeracy, skills are also outstanding; their grasp of mathematical language in English and Welsh is striking.
53. Standards in problem solving are outstanding and very well developed. Children sensibly identify which material and box size they should use to wrap a rugby ball for posting. In creativity standards are also outstanding and shows children's vivid imagination.
54. Standards in bilingualism are likewise outstanding. Children respond with interest and intrigue when they hear Welsh spoken between adults in school. Their understanding and confidence is evident from their use of a wide range of Welsh vocabulary and extensive knowledge of many sentence patterns and a variety of forms of questions and responses.
55. Children make outstanding progress in their personal, social, moral and wider development. They are interested, enthusiastic and highly motivated from the time they arrive. They quickly become engrossed in their work and persevere with their chosen tasks often returning to complete the work to their own satisfaction. They help each other during lessons and at all other times.
56. Children are very well behaved. Those of a very young age respond very well to responsibilities; for example, they self register at the start of the session, dress independently in appropriate work and outdoor clothing and willingly move play equipment and tidy up at the end of activities. A small minority who display challenging behaviour, respond well to positive and sensitive management and understand that they should not disrupt others.
57. The average rate of attendance for the three terms prior to the inspection was 90%. Attendance is adversely affected by the susceptibility to illness of the very young children in the nursery, but the long-term absence of a very small number and an increasing amount of family holidays in term time also affect the overall percentage. However there is evidence that attendance levels reached 94.3% in the first ten weeks of the current term.
58. Children develop an excellent understanding of their place in the local community and the working world. Boys and girls see themselves, for example as homemakers, builders, receptionists, medical staff and delivery people.
59. The outstanding standards children achieve in a range of key and basic skills, the caring attitudes they develop and the manner they learn about other people's different needs in this inclusive school sets the basis for their life-long learning

The quality of education and training

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

Grade 1: Good with outstanding features.

60. The findings of the inspection team do not match the Grade 2 given by the school in its self-evaluation report. The inspection team felt that the school had underestimated the outstanding quality of teaching and the effectiveness of its assessment procedures.

61. The quality of teaching in sessions observed during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
65%	35%	-	-	-

62. These figures compare well with the national picture published in HMCI's Annual Report for 2005-6 where overall the quality of teaching in primary schools is judged to be Grade 2 in 62% of lessons and Grade 1 in a further 17%. They also show a significant improvement from the last inspection.

63. The team teaching approach of the school and the co-operative planning supports maximum awareness of the needs of individual children. Adults have excellent working relationships with each other and with the children; this is an outstanding factor in promoting learning.

64. Teachers and support staff demonstrate good knowledge of how young children learn, the Desirable Outcomes curriculum, the Foundation Phase developments and recent developments in other areas. The small size of the nursery, linked to the team teaching approach, ensures constant informal monitoring of teaching.

65. Teachers employ a range of teaching strategies most effectively. For example, multi-sensory approaches, emphasis on listening and thinking skills and 'Brain Gym' are used extremely effectively. Planning for structured play supports the highly focused teaching and fosters children's independence well, ensuring that they play an active role in their own learning.

66. Outstanding features of teaching include:

- stimulating, lively presentations which motivate children;
- challenging activities which foster independent learning;
- effective questioning skills which encourage children to explain their thinking;
- using every opportunity to extend children's language;
- working extremely well in partnership with support staff to plan, teach, record and assess children's progress; and
- knowing when to intervene in children's learning and when to refrain from intervening.

67. Good features seen in teaching include:

- purposeful planning and clear objectives to sessions;
 - effective use of exciting resources, both indoors and outdoors;
 - clear explanations and instructions; and
 - well paced introductions.
68. Teachers promote equality of opportunity well and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. They meet the English language needs of children very well and use incidental Welsh very effectively throughout the day in a variety of contexts.
69. The quality of assessment is outstanding and strategies for assessment are well matched to clearly identified purposes and learning objectives. Assessment informs planning well and procedures are effective and manageable, including those for children with ALN. They provide information about children's progress in the six areas of learning and statutory requirements are fully met.
70. On entry to school, children are assessed appropriately according to the Vale Nursery Baseline Observations and a pupil profile baseline. Test results are analysed and are used effectively to match work closely to children's skill levels.
71. Basic skill assessment activities occur regularly and, together with the continuous informal assessment procedures, support planning effectively. Informal assessment occurs during plenary sessions at the end of high focus activities. Key workers make very effective use of tick lists and individual profiles to record observed progress.
72. Individual profile sheets contain records of children's progress in the seven areas of learning required in the Foundation Phase, as well as information about social achievement and behaviour. Significant pieces of annotated work, which demonstrate the progress the child makes, are kept in a workbook. Work is regularly moderated, and staff meetings are used to ensure that assessments are consistent and reliable.
73. Mind-mapping is used effectively to assess children's understanding at the beginning of a new topic and this is revisited at a later date, so that children can evaluate their own learning. This is an outstanding feature of the assessment process.
74. Teachers discuss children's work with them. This ensures that they play a prominent part in evaluating their own progress and develop a good awareness of some of their strengths.
75. Parents are informed of their children's progress and the way forward through termly reviews and consultations. The informal feedback they receive on a day-to-day basis is an outstanding feature of the provision.
76. Annual reports to parents comply with statutory requirements and provide detailed information about children's progress, together with guidance on further development. Records are transferred to infant schools to ensure continuity in learning.

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

Grade 1: Good with outstanding features.

77. The findings of the inspection team match the grade given by the school in its self-evaluation report.
78. The curriculum provided is broad, balanced and relevant to the children of the school's community. Provision fulfils statutory requirements and is based on the Desirable Outcomes while successfully developing and embracing the philosophy of the forthcoming Foundation Phase.
79. The curriculum is delivered through a series of relevant themes that provide progression in children's skills and understanding. Children's learning begins with their awareness of themselves before they are introduced to their community and the wider world. The developing outside area is used in an extremely effective manner to consolidate learning and includes the provision of a range of Forest School activities.
80. Curriculum and schemes of work clearly define how discreet areas of learning are presented and what the children will learn. Weekly and daily plans indicate both the high focus of activities but also the imaginative integration of all areas of learning. This is an outstanding feature. The provision of exciting structured group play activities motivate children successfully and effective daily circle time sessions consolidate children's holistic development. Daily plans clearly indicate adult responsibilities with their pastoral groups.
81. The school's curriculum meets the needs of a range of learners and is accessed by all, including those with SEN and ALN as well as those who are more able. There is no gender stereotyping in curricular provision. Planning for the many practical, hands-on, real-life experiences ensures differentiation for these varying needs. The delivery of activities is often flexible and allows teachers to respond to a particular child's interest, a special event or item.
82. Provision for key skills is good with outstanding features. It is outstanding in literacy and numeracy and good in ICT. Planning for them is detailed and provides differentiation for the range of abilities. Provision for creativity and problem solving is outstanding. This ensures that children are allowed to be creatively imaginative and ensures that they realise that sometimes things do not always work out and solutions must be found.
83. For work-related play, provision is outstanding. It has a high focus in the theme 'People who help us'. Provision for role-play and wearing the uniform of a variety of workers is an outstanding factor in this provision. Workers from the community further promote this awareness effectively. Children begin to understand how they can make money as entrepreneurs by selling produce from the school garden. Off-site visits to local shops further enrich understanding of the world of work.

84. Provision for personal and social development is outstanding. The good example set by adults is a core feature of the successful provision. Opportunities to undertake responsibilities in school and collect for causes like Children in Need extend children's personal and social development. Circle time, when children come together at the end of sessions provides children with opportunities to think and reflect on what they have enjoyed during the session. These occasions, which are effective in consolidating social skills, also extend children's spiritual development. Opportunities to establish a sense of curiosity and awe and wonder in the outside environment extends their spiritual development further.
85. Provision for moral development is outstanding and is promoted by the school's clear values and the establishing of simple rules to enable children to understand what is right and what is wrong.
86. Opportunities to develop cultural awareness have a high profile. The provision promotes children's attitudes towards diversity as well as making them aware of their Welsh identity. The prominence given to using Welsh is fundamental to the school's very effective provision for the cwricwlwm Cymreig which is addressed further by visits to places of interest.
87. Children are made aware of other cultures when the school celebrates the festivals of other cultures and rejoices in the diversity of food across the world. A link with a school in Lesotho leads to the comparison of the indigenous animals in both countries. Children become increasingly aware of diversity, when the features of the home country of a child from an ethnic group who attended, is celebrated. A painted mural at the entrance greets children, parents and visitors in a variety of languages.
88. Current initiatives have a high profile in the school's curriculum. Opportunities to make children aware of the importance of healthy eating and healthy living including looking after their bodies, is highly successful.
89. The school's provision for sustainable development is outstanding and has resulted in the Green Flag award and accolades locally and nationally. All are allowed to take turn as Eco helpers; children wear their green Eco t-shirts with pride. They understand fully the need to conserve water and energy, compost the remains of the fruit they have as snacks and understand that they are using recycled paper for some work. These activities are highly effective in establishing children's understanding of global citizenship.
90. The school has an extremely positive partnership with parents. Parents are valued and are actively encouraged and enabled to participate in a wide range of school activities. Group well-being sessions and behaviour management courses provide parents with valuable opportunities to share problems and concerns such as emotional behaviour and developmental changes.
91. Communication with parents is excellent. There is very good daily informal contact particularly at the end of each session when parents come into the

school to share their children's work. This is an outstanding feature. Weekly newsletters and the notice board in the home links area keep parents very well informed about the six areas of learning and termly topics, as well as activities and events in the community. Useful brochures help them make activities, such as getting ready for reading, writing and mathematics fun and enjoyable times.

92. The school values parents as partners. A significant number of adults give generously of their time to help in many ways. The Parent Helper brochure provides clear guidance. Adults use their skills for example to enhance the environment indoors and outdoors. As a result a small number of parents have engaged in further training. They have gained qualifications and subsequent employment.
93. The school has well-established links with the community, surrounding nurseries and playgroups, as well as schools and colleges of higher and further education. It works very closely with receiving primary schools and with one in particular, where the nursery school head teacher serves on the primary and primary teacher serves on the nursery school's GB. Primary school pupils make useful resources, such as story sacks that enhance the lending resources for parents.
94. The school provides good quality work experience for disaffected students from the neighbouring secondary schools and childcare students from surrounding colleges of further education. Students from The Cardiff School of Architecture are involved in the development of the biodegradable Straw Bale house. There is close liaison with both local secondary schools: staff and students monitor the access lanes to school.
95. Young offenders co-ordinated by the Youth Offending Team, provide valuable support for the school's work on sustainable development such as repainting the outbuildings and enhancing the outdoor environment. The school also has a link with a local prison, enabling outdoor toys to be repaired in prisoners' workshops.
96. The school's partnership with industry is an outstanding feature. It has a written industry policy and staff members have benefited from industrial placements that enhance their professional development and teaching skills.
97. Forest Enterprise helps develop the garden as a learning resource and takes the children on a mini beast hunt. Children work with specialists using construction and other materials to build a vehicle for a teddy bear and to make puppets. They learn about safety and security through their work with the community police, fire fighters and life boat volunteers. They are successful in local competitions such as Vale in Bloom. The nursery benefits materially from its links; for example, materials such as soil, recycled stone and ornaments for the gardens as well as kitchen units are donated by local businesses. Local industry supported the Eco School initiative, matching funds raised by parents to enable the school to install solar panels to heat all the hot water.

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

Grade 1 : Good with outstanding features

98. The findings of the inspection team match the grade given by the school in its self-evaluation report.
99. Children are cared for, guided and supported very well in a safe and happy environment. The school has an extremely positive ethos and all children are valued and included; their individual needs are met effectively. Parents state that the quality of help is excellent and that children do not feel under pressure. Early identification of needs, followed by appropriate action, is possible due to close links with health visitors. Liaison with outside agencies, such as speech therapists and occupational therapists, is outstanding.
100. Teachers know parents well, and develop effective relationships with them. They are very much included in the children's education; this contributes significantly to the quality and care children receive. The home/school agreement, setting out the expectations the school has of children and parents and what parents can expect from the school, is an outstanding way of ensuring positive relationships and maintaining standards.
101. The school provides valuable courses, such as 'Language and Play' and 'Number and Play', where parents work alongside their children to develop skills. Parents praise the 'Social Learning and Play' and 'Parent Partnership' courses which are held for parents only. They are invited to nominate their children for certificates rewarding significant steps in their development. This is an outstanding feature.
102. Transition arrangements from home to school are carefully planned and implemented and parents visit the school to meet the staff at least twice before their children start school. The vast majority of children settle well in a short space of time. Reception teachers from transition schools visit the nursery and the children make numerous visits to their new schools.
103. The pastoral care of children is an outstanding feature of the support and guidance given by the staff. Circle time contributes effectively to the well-being of children, with topics such as behaviour being discussed, and it helps to celebrate achievements. The school liaises closely with the LEA and efficient use is made of all available support, for example, reports by educational psychologists.
104. There are very effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. All adults apply policies for behaviour management consistently and are very good role models. Children's attendance and performance is very carefully monitored. The nursery works very closely with the Education Welfare Officer (EWO) with a very small number of families that give concern.

105. There are clear, well-documented policies and procedures for assuring children's well-being and health and safety when in the school's care. Risk assessments are systematic and the school provides a safe and secure environment for work and play. Procedures for first aid, medical support and for contacting parents in emergencies are well known to all staff. The school ensures that healthy snacks are provided daily for children as part of the Healthy Schools initiative.
106. The child protection policy fully complies with that of the LEA. All members of staff are trained in identifying signs that may indicate a child protection issue, and are well aware of procedures.
107. The quality of provision for children with ALN is good with outstanding features. Carefully structured language support, through measures such as speech and language programmes, ensure that children with difficulties in this field make good and rapid progress in acquiring necessary skills. All members of staff show outstanding concern for children with additional needs, including its more able children.
108. There is high quality provision for children with ALN and procedures fully comply with the Code of Practice. Learning needs are diagnosed effectively at an early stage and appropriate support is provided. Individual education plans (IEPs) for children with ALN include achievable targets and are used most effectively to plan work. Children make good or very good progress, relative to their ability, in attaining their targets. The member of the GB with responsibility for ALN shows great interest and knowledge and visits the school regularly. Parents are fully involved in the process of trying to meet the needs of children with ALN through discussion with the school and co-operation with outside agencies if necessary.
109. The school deals appropriately with children whose behaviour impedes their progress. The 'sunshine rules' help children understand the concept of a set of rules and teach them which behaviours are acceptable.
110. All children are treated fairly and consistently whatever their social, linguistic and ethnic backgrounds. Parents complete admission forms that identify children from ethnic minorities, and the school makes appropriate approaches for help with outside agencies if parents or children need support.
111. Children have equal opportunities to participate in all activities. The school actively promotes gender equality and is effective in challenging stereotypes in children's choices. The school is able to secure equal treatment of disabled pupils and at present is negotiating with the LEA regarding access of parents with disabilities to the building.
112. Race equality issues are effectively addressed, and achievements and incidents are monitored as part of the policy procedures. No incidents of racial discrimination have been reported or recorded.

Leadership and management

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

Grade 1: Good with outstanding features

113. The findings of the inspection team do not match the Grade 2 given by the school in its self-evaluation report. The inspectors felt that there were many outstanding features in relation to the leadership and management of the school.
114. The school's aims and values are clearly reflected throughout the school day. All adults who are involved in the children's education are aware of them. An outstanding shared sense of purpose prevails.
115. The headteacher provides strong but sensitive leadership. Her vision for the school and her commitment to providing children with the best possible start to their education is unquestionable. She is very ably supported by the assistant headteacher. The combination of the expertise offered by both is a sound basis for the very effective leadership and management in the school. This is an outstanding feature.
116. Minutes of weekly staff meetings show that decisions on all matters are made in collaboration. Lines of communication in school are clear. This makes for excellent working relationships between adults.
117. Daily routines are very well established; both morning and afternoon sessions are extremely well organised. An outstanding feature is the way sessions proceed briskly with no time is wasted. Administrative duties are carried out very effectively.
118. The school's leadership has ensured that responsibilities are shared fairly between adults. An extensive range of management policies underpins roles and responsibilities; this is very effective in ensuring consistent approaches.
119. The school's response to current initiatives is an outstanding feature of the school's management. These include the outstanding arrangements for promoting bilingualism, healthy eating, sustainable development and developing preparations for the Foundation Phase and Forest School activities.
120. Arrangements for organising teaching during teacher's Planning, Preparation and Assessment (PPA) time under the new workload arrangements are appropriate and ensure continuity and no disruption to children's learning. Arrangements for overcoming space constraints within the school to allow teachers to undertake their tasks are well thought through.
121. Performance management is well established. It is linked appropriately to staff development, school targets and needs, as outlined in the SIP and findings in the self-evaluation process. All adults, who work at the school attend a range of appropriate and often effective in-service education and training (INSET), which

is very well linked to current initiatives. Outcomes of staff development and training sessions are shared between staff and impact greatly on the outstanding quality of the provision.

122. The school sets itself and the children challenging but realistic targets. This is a direct outcome of how well the school knows itself.
123. The newly appointed GB is developing well in its role; members are very supportive of the school. They visit the school, attend appropriate committees and contribute well to the school's strategic direction. Although there are some minor omissions in the annual report to parent, the GB meets statutory requirements in terms of its complement of members, its committee structure and its knowledge of school documentation. The school's newly devolved budget is well managed by the school.

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

Grade 1: Good with outstanding features

124. The findings of the inspection team match the grade given by the school in its self-evaluation report.
125. The school has an outstanding awareness of its strengths and areas for development. Inspectors found that the school's evaluations on all aspects were accurate even though the school had underestimated its effectiveness in three key questions. The majority of the recommendations identified in this report match the school's current priorities.
126. The action plan which addressed the key issues identified in the last inspection was a very effective tool for moving the school forward. As a result improvements in the shortcomings identified in that report have been outstanding.
127. The school has successfully maintained and improved on standards in areas of learning. It has also succeeded in maintaining and improving the support provided for children with speech and language difficulties through ensuring high quality training in this area of SEN. Curriculum policies and schemes of work have been successfully updated over a three year period, linked to a rolling programme in the SIP. Health and safety issues in relation to the destruction caused by vandals in the outside area have been successfully addressed. The school also successfully accessed funds to renovate changing facilities to respond to the needs of children with SEN. Improvements can also be seen in children's independent use of computers and in opportunities to enable them to undertake more observational drawing. Staff expertise in the Knowledge and Understanding of the World area of learning has also improved.
128. Whole school evaluation occurs at the end of each academic year and clearly reflects progress made and standards achieved by the current intake. The self-

evaluation report (SER) reflects the findings from a range of questionnaires, monitoring reports, interviews and analysis of baseline assessments, as well as evaluations of teachers' planning and feedback from outside agencies.

129. The SER, completed for the current inspection, evaluates school performance on the seven key questions in Estyn's inspection framework very effectively.
130. The SIP embraces both the financial and academic year. This is an effective document in school improvement and for subsequently raising standards. Key issues are clearly identified alongside targets for action. Time scales and resources are outlined effectively and achievement is appropriately measured against success criteria. These plans are evaluated annually to ensure that they are effective documents in school improvement and raising standards.
131. Monitoring by both the headteacher and assistant headteacher in their role as curriculum leaders is effective. Evaluations of lesson plans refer back to objectives and form the basis for future improvement. This impacts effectively on priorities for resources and spending implications; this is an outstanding feature.
132. Questionnaires provided for parents are a very powerful part of the self-evaluation process. Responses are carefully analysed and findings are used effectively to ensure improvements.
133. The GB is developing well in its role as a partner in the school self-evaluation process.

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

Grade 1: Good with outstanding features

134. The findings of the inspection team do not match the Grade 2 judgement made by the school in its self-evaluation report. The school underestimated the efficiency of leaders and managers in using resources, and also underestimated how efficiently resources are managed to achieve value for money. The inspectors felt that adults did not allow the limitations of the building to affect standards of work and the quality of teaching.
135. Teachers are appropriately qualified and have the necessary knowledge and experience to teach the full requirements of the Desirable Outcomes for Children's Learning. Teachers and support staff are deployed effectively and very good use is made of their expertise.
136. All adults involved in children's education update their skills and knowledge by attending training sessions, which are well matched to the priorities of the school and to the personal development of individual members of staff. All members of staff have clear job descriptions. Teachers' PPA time is used most effectively.

137. The valuable contribution to the quality of learning made by support staff is outstanding. Parent helpers and other volunteers have a positive impact on children's experiences.
138. The administrative officer and caretaker/cleaner make an important contribution to implementing the values and caring ethos of the school.
139. The quality and range of learning resources, both indoors and outdoors, is outstanding. Children have sufficient opportunities to access a range of quality materials and equipment. Members of staff use the computer effectively to create their own imaginative resources.
140. The quality of accommodation inside and outside is good overall. Although the building was not purpose-built as a nursery, highly effective use is made of the limited space. Recent refurbishments for example, the kitchen, provide much needed extra space that is used very well for a variety of purposes. The excellent use of the play and art room ensures that the school is able to provide many exceptional role-play areas, a sensory area, a computer bench and a book corner. The environment both indoor and outdoor is stimulating and exciting.
141. Indoors the warm and welcoming entrance area provides a wealth of colourful and interesting information and resources for parents. It is used extremely effectively daily throughout both sessions as a teaching area for focus activities with small groups and as a quiet room. A variety of creative displays and photographs stimulate and interest the children.
142. The kitchen caters for special needs work, cookery and group time activities. It doubles up as a staff room between teaching sessions. The bathroom is used effectively to promote independence.
143. The substantial grounds are well maintained and utilised as an integral part of the learning environment, where children investigate and explore using a wide variety of equipment. However, the potential of the sheltered outside classroom and grassed areas are not yet fully exploited.
144. The school's spending decisions are closely linked to priorities and objectives in the SIP. The head teacher and GB review and evaluate spending decisions at least once every half term. Audit guidelines are strictly adhered to in relation to purchasing services and resources to ensure cost effectiveness.
145. Co-ordinators review resources effectively in each curriculum area and a rolling programme of replacements is used to ensure the delivery of a wide range of stimulating experiences. The substantial expenditure on ICT in recent years is having a positive impact on standards. The school gives very good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Grade 1

Language, literacy and communication skills

Grade 1: Good with outstanding features

Outstanding features

146. Children's listening skills are well developed. They fully understand the importance of this in order to be heard themselves and to understand what they need to learn. They display an outstanding desire to listen to stories and do so in many different places around the school. They listen avidly to stories on listening stations.
147. Children's ability to communicate with adults is good and often outstanding. They are able to convey what they are thinking or imagining in correct words and sentences. They are quick to acquire new vocabulary introduced; for instance, they understand and use key words in the Bute Cottage Hospital and Bute Fire Station play areas correctly. They retain and recall these words well. They show a good understanding of language when acting out nursery rhymes and singing language songs linked to the class topic. They talk incessantly about the ingredients they need to make biscuits and can describe how the dough is mixed and how they want to shape and decorate their biscuits. When engaged in preparing a parcel to be posted, they express clearly the features that make some materials unsuitable as a wrapping.
148. Children hold books very proficiently and know how they work. Many are engrossed for a long time in the task of choosing a book and discuss with a friend what the pictures tell them. They enjoy reading books 'just like a teacher' and act as competent readers. They understand that stories include characters that talk and that other parts of the text tell them what is happening. They know that there are many kinds of books and that they do not all tell a story; they understand that the synopsis on the back cover will tell them what the book is about. Many recognise familiar words and the more able can identify a question mark.
149. Children enjoy making marks on paper, both inside and outside the classroom. They concentrate and keep on task well when using a variety of drawing tools and understand that written symbols have sound and meaning. The more able and older children identify the letters in their names and write them correctly. Many copy words correctly and can identify words beginning with the same letter. They understand that there are many purposes for writing and that there are conventions that they need to follow for some writing. They understand that an address is often written on an envelope and that it has a specific format. They eagerly 'write' their own letters home and are eager to go on the walk to the local Post Office to post them.

Shortcomings

150. There are no important shortcomings.

Personal and social development

Grade 1: Good with outstanding features

Outstanding features

151. Children have an outstanding relationship with adults and succeed effortlessly in developing friendships with peers. They arrive at school eager to learn and share. They respond very well to the support and encouragement of adults and quickly establish self-esteem. They develop into confident individuals and quickly learn to become independent learners. They make sensible choices and move from one activity to another, joining other groups confidently. They often reflect effectively on their activities during solitary play.

152. Children are aware of the similarities and differences between themselves and their friends. They understand that in school they have the same opportunities to do specific activities; therefore they understand the necessity of being patient and waiting their turn. They know which group they belong to and understand why the school has routines and rules. Within their group they encourage others to follow the 'Sunshine Rules' such as not going outside to play until an adult is there and the importance of sometimes ensuring order when forming a line to enter a room safely. Children are eager to please parents and carers when they proudly present their completed tasks to them at the end of the session.

153. Children are polite to each other and know that they must show respect to others and school equipment. They also show outstanding care and respect for the environment outside and things that grow there. They confidently share news on their home life and where they have been with the family.

154. Children understand the importance of personal hygiene and the need to eat sensibly in order to keep their bodies healthy. They show an outstanding awareness of food etiquette when eating their healthy snacks.

Shortcomings

155. There are no important shortcomings.

Mathematical development

Grade 1: Good with outstanding features

Outstanding features

156. Children have an excellent recognition of numbers up to ten or above and a few more able count back from ten effectively. They identify numbers easily and

begin to match numbers correctly to signs and sounds. They sequence numbers accurately and the vast majority form numerals correctly when recording work.

157. Children's use of mathematical language in practical situations is outstanding. They use terms such as 'more', 'less' and 'too few' effectively when making comparisons, demonstrating clearly a highly developed understanding of mathematical concepts.

158. Children sort objects most effectively, for example, grouping dinosaurs into sets according to colour. They compare the size of their hands successfully with those of adults. They handle money extremely well, when role playing in the 'post office', and know that money is needed to buy stamps.

159. Children have exceptionally outstanding knowledge about two-dimensional shapes and a few discuss the properties of some shapes like pentagons with a very sound understanding. A few more able children know the names of some three-dimensional shapes. Children successfully further their knowledge and understanding of shapes and measures through cooking activities and through playing with sand and water.

Good features

160. Children have a good recall of a range of number rhymes, songs, stories and counting games in English and Welsh and perform them enthusiastically.

161. Children's recognition and ability to create patterns is good. For example, they print patterns effectively using paint and a variety of shapes.

Shortcomings

162. There are no important shortcomings.

.Knowledge and understanding of the world

Grade 1: Good with outstanding features

Outstanding features

163. Children's understanding of the natural world around them is exceptionally good. They name some of the main characteristics of the seasons successfully, and discuss many aspects of autumn knowledgeably as they talk about conkers, mini-beasts and falling leaves.

164. Through their lively role-play, for example, in the 'health centre', and through visitors to school, children develop an excellent understanding of the different jobs people do. For example, they describe aspects of the work of the policeman, the builder, the road crossing patrol lady and the fireman in detail.

165. Through helping in the garden children understand very well how plants such as carrots and beetroot grow. They plant bulbs in pots and describe effectively what

plants need to thrive. They enjoy talking about their experiences making 'cawl' with their home-grown vegetables and demonstrate outstanding understanding of the purpose of the compost bin.

166. Children explore and compare materials well. They cut, fold and join them very capably and demonstrate excellent problem-solving skills when designing emergency vehicles using junk materials. They have a very sound knowledge of how some materials change, for example, during cooking.

Good features

167. Children know the days of the week. They have a good understanding of time through well-established daily routines. When discussing experiences outside school they talk about 'today' and 'yesterday'. Their broad awareness of the past is apparent when they talk about their grandparents.

168. When using the computer, children make effective use of the mouse to select and respond to instructions. They use computers well to support their work across many areas of learning.

169. Children demonstrate a good knowledge of their local area when discussing visits to the greengrocer's shop and to the post office. They also have a clear awareness of the world beyond Penarth through visits to such places as the Rhondda Heritage Centre. They are familiar with, and can describe accurately, some features of life in the Sudan and Lesotho.

Shortcomings

170. There are no important shortcomings.

Creative development

Grade 1: Good with outstanding features

Outstanding features

171. Children take full advantage of the many exciting role-play situations in both classrooms to take on the role of a postman, post office worker, fire fighter and a receptionist convincingly. They clock in for their shift in the Bute Cottage Fire Station dressed for work and use the fire equipment realistically. They show an understanding of the role of the doctor, nurse and patient when searching through the medical records.

172. Children make sensible choices in colour and medium when investigating a range of materials in their art work. They use paint confidently in their large-scale paintings and mix colours very effectively. They do this well when contributing to the class frieze of 'People Who Help Us'. They produce attractive and realistic observational drawings when painting flowers in a vase and when painting flags representing countries in the Rugby World Cup competition. They

use sponge, felt pens and chalk equally confidently; they use decorative materials, such as glitter, effectively to make their firework pictures sparkle.

173. Children use marbling and bubble painting techniques, as well as a variety of paint brushes, efficiently. They use a range of objects including leaves when printing and create attractive patterns and sequences. They begin to appreciate the work of others, as they use soft colours to emulate the style of Monet; they respond very well when making a group painting in response to listening to the music of Gustav Holt.

174. Children are able to manipulate clay well to make attractive Diwali lamps and use junk, tissue paper and straws imaginatively to make fire engines. They produce outstandingly attractive autumn tiles decorating them carefully and artistically with autumn leaves, berries, seeds and flowers.

Good features

175. Children explore a range of sound sources. They succeed in keeping a steady beat when playing simple untuned instruments. They understand that instruments can produce a variety of different sounds. Most enunciate nursery rhymes and language learning songs well and have a good awareness of pitch and rhythm. They become proficient at clapping to music and respond well when listening to music that enables them to reflect and relax.

Shortcomings

176. There are no important shortcomings.

Physical development

Grade 1: Good with outstanding features

Outstanding features

177. Children's fine motor skills are exceptionally good. They use pens, pencils, paintbrushes, glue sticks and the computer mouse with increasing dexterity. They handle small equipment, such as scissors, pastry cutters and tools correctly and safely and knead and roll dough energetically when making biscuits.

178. Children move extremely well imaginatively and respond with sensitivity when moving to music. They have a very good awareness of parts of the body and of the whole body, when stretching and curling in a physical development session.

179. In their outdoor play, children expertly negotiate their way around the tracks using tricycles and bicycles confidently and with good co-ordination. They demonstrate strength and determination when pushing prams and wheelbarrows. They move confidently and energetically, when running, walking and jumping on the grassed areas, and their climbing skills on ladders and large

apparatus display outstanding features. They show good balancing skills as they walk along the balance bench or jump from one stepping stone to another.

Good features

180. Children's ball handling skills develop well and they throw, catch and kick balls of varying sizes with a good measure of skill.

181. In physical development sessions children have a good understanding of the need to warm the body before taking exercise and they know how exercise affects their bodies. They use space sensibly when moving in a limited area indoors.

Shortcomings

182. There are no important shortcomings.

School's response to the inspection

183. The inspection findings recognise that we have maintained high standards since our last inspection and improved standards in areas such as Knowledge and Understanding of the World and Creative Development to outstanding.
184. We are pleased that the inspectors found that pupils' achievement in a range of key and basic skills, the manner they learn about other people's different needs and the caring attitudes they develop are outstanding features. In addition, we welcome that the pastoral care of children was judged an outstanding feature of the support and guidance given by the staff. The report confirms that we are achieving our aim to make our school a happy and secure place in which pupils grow in confidence and independence.
185. The skill and dedication of teachers and the outstanding care and talent of support staff are duly acknowledged. It is an endorsement of the outstanding quality and achievements in every aspect of the nursery, and reinforces the tremendous pride governors have in being involved with the school.
186. An action plan will be put in place to address the recommendations in the report to continue to develop further the provision for the forthcoming Foundation Phase which would involve developing and exploiting the sheltered outside classroom and green areas as exciting places for children's learning.
187. Where it is possible to do so, staff and governors will address the recommendations before the end of the school year. Maintaining pupils' standards of achievement in all areas is always a major priority for us.
188. We will make sure that the annual report to parents is added to the School Improvement Plan key issue to 'Develop the role of the newly formed GB' so that all minor omissions identified during the inspection are rectified.
189. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.
190. The GB, headteacher and all the staff at Bute Cottage Nursery wish to express their appreciation of the sensitive and constructive way in which the inspection was carried out.

Appendix 1

Basic information about the school

Name of school	Bute Cottage Nursery School
School type	Nursery and Primary
Age-range of pupils	3-5 years of age
Address of school	Bute Lane, Off Grove Place, Penarth, Vale of Glamorgan
Postcode	CF64 2ET
Telephone number	02920702957

Headteacher	Mrs Ceri Hoffrock
Date of appointment	September 2000
Chair of governors	Mrs Ann Whitfield
Registered inspector	Mrs Eleri Betts
Dates of inspection	November 26-28 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	33	-	-	-	-	-	-	-	

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

Staffing information	
Pupil: adult (fte) ratio in nursery classes	9:1
Teacher (fte): class ratio	2:1

Term	N	Rest of school
Autumn 06	89.9%	N/A
Spring 07	90.6%	N/A
Summer 07	89.9%	N/A

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

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of seven inspector days in the school. The headteacher took on the role of a nominee. A team meeting was held prior to the inspection.

Inspectors visited 23 sessions or part sessions.

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection;
- Headteacher and teachers and they talked consistently to children during the inspection.

The team also considered:

- The school's self-evaluation report;
- A comprehensive range of documentation provided by the school before and during the inspection;
- A range of children's activities.

Thirty-one inspection questionnaires were returned by parents and 99.8% were positive.

The inspection team also held post inspection meetings with the staff and the GB.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Eleri Betts Registered Inspector	Summary report Context of the school Recommendations Key questions 1/3/5/6 Language, literacy and communication Skills Personal and social development Creative development
Mrs Caterina Lewis Lay Inspector	Contributions to Key questions 1/3/4/7
Mrs Zohrah Evans Team Inspector	Key Questions 2/4/7 Mathematical development Knowledge and understanding of the world Physical development
Mrs Ceri Hoffrock Headteacher Nominee	Attending inspection team meetings Supplying information School's response to the report.

The inspection team would like to thank the pupils, parents, staff and GB for their co-operation both before and during the inspection.

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