

INSPECTION UNDER SECTION 10 OF  
THE EDUCATION (SCHOOLS) ACT 1996

**Cadoxton Nursery School**

Victoria Park Road  
Barry  
Vale of Glamorgan  
CF63 2JS

SCHOOL NUMBER: 673/1010

DATE OF INSPECTION: 2 – 4 March 2004

BY

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REGISTERED INSPECTOR No: W086/16177

DATE: 18<sup>th</sup> March 2004

Under Estyn contract number C/T/189/03P

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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:

|                    |     |     |     |     |     |      |       |       |       |       |       |       |       |       |
|--------------------|-----|-----|-----|-----|-----|------|-------|-------|-------|-------|-------|-------|-------|-------|
| {PRI<br>VAT<br>E } | 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 some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## 1. CONTEXT

### {~}The school and its priorities

Cadoxton Nursery School is a fifty place nursery, catering for 100 part time pupils a day. At the time of the inspection, the number on roll was 48.5 fte. The school is purpose-built, set next to the primary school and community centre for Cadoxton, with pleasant enclosed grounds. The school identifies the area as generally economically disadvantaged, with many disadvantaged children in the intake. There is a small proportion of ethnic minority pupils and no pupil speaks Welsh as a first language. A small number are on the special educational needs register.

The school aims to provide a happy and caring atmosphere in which each child develops a sense of self-esteem and is able to develop a wide range of skills and concepts. It also aims to foster a sense of wonder and delight and curiosity about the world, with cultural diversity being an enriching experience.

The current school improvement plan identifies implementation of performance management, planning for personal and social development, and improving links with parents, community and industry as priorities for the year.

The school was last inspected in May 1997.

## 2. MAIN FINDINGS

### {~}The main findings of the report

Cadoxton Nursery School achieves its aim of providing a happy and caring atmosphere where children are enabled to become independent learners. Children take part in a purposeful and varied programme of first-hand experiences which takes account of their interests and builds upon their achievements and developing abilities. The quality of education overall is very good.

- The educational provision, taken overall, is appropriate and successfully promotes the desirable outcomes for children's learning. Standards achieved are:

| Area of Learning                            | Standards |
|---|-----------|
| Language, Literacy and Communication Skills | Very Good |
| Personal and Social Development             | Very Good |
| Mathematical Development                    | Very Good |
| Knowledge and Understanding of the World    | Very Good |
| Creative Development                        | Very Good |
| Physical Development                        | Very Good |

- Children's standards of achievements are very good in almost 90% of sessions observed, and good in the remaining 10%.

- Pupils with special educational needs make very good progress and achieve very good standards relative to their ability.
- The school uses its own assessment data to ensure that boys and girls achieve equally in all areas of learning.
- The standards achieved and progress children make in the key skills across the curriculum are very good. Children ask and answer questions sensibly, listen carefully and use appropriate words to describe specific activities. The development of skills in speaking and listening is a strength of the school.
- They are developing numeracy skills effectively and regularly use information and communication technology (ICT) in a wide variety of ways.
- Provision for children's spiritual, moral, social and cultural development is very good. Children relate very well to others and have appropriate attitudes to learning.
- They are enabled think of others through meaningful prayers and are sensitive to the needs of their peers.
- They are aware of the culture and heritage of Wales through taking part in appropriate activities, and learn about different cultures through celebrations.
- The standard of children's behaviour is very good and contributes positively to the very good quality of life in the nursery. It has a positive impact on children's learning and progress.
- Children's positive attitudes to work and play are a particular strength of the nursery.
- Despite the nursery's best efforts, the level of children's attendance is unsatisfactory and has deteriorated since the last inspection.
- The quality of teaching was very good in 65% of sessions observed, good in 20% and satisfactory in the remaining 15%. Staff are generally enthusiastic, know the children well and have good questioning techniques.
- Where teaching is satisfactory, there is some lack of praise, encouragement and effective interaction with children.
- The quality of assessment, recording and reporting to parents is very good. Staff make meticulous records of achievement and use them effectively to plan future work.

- Parents are welcome to discuss their children's progress at any time, and receive a short report in the autumn and spring terms. The more formal report at the end of the year is informative and helpful.
- The school offers a curriculum which is broad and balanced and meets the requirements of the desirable outcomes through providing a wealth of varied and stimulating experiences.
- The very good quality of support and collaboration from adults ensures that there is an effective learning environment in which children's developing knowledge, skills and understanding are very well supported.
- Children's learning is enriched through home tasks and visitors. They are made aware of the global community through e-mail communication and a wide variety of fund-raising activities.
- The inclusive nature of the school and the supportive ethos ensures that all children have opportunities to experience the whole curriculum.
- The personal support and guidance given to children is very good. Their personal sense of security is enhanced by the welcome afforded to parents at the start of each session.
- Important aspects of children's personal and social development are gently and quietly reinforced through the carefully considered programme of learning opportunities.
- The quality of provision and support for children with special educational needs (SEN) is very good. Children make good progress relative to their abilities. Parents indicated their appreciation of the efforts made by the school to support children effectively.
- The newly-designated governor with responsibility for SEN is a regular visitor to the school and is very supportive.
- The quality of partnership with parents and community, schools and other institutions is very good.
- Parents are involved in their children's education through very good quality information about termly themes and regular letters about activities and events. Home-school links are fostered through the use of story sacks, caring for soft toys overnight and mathematics activities.
- Parents and helpers from the community provide very good quality help and support in the nursery.
- There are very good links with surrounding playgroups and the schools to which the children proceed, and also with a local college of further education.

- Partnership with industry is very good. The school has links with local shops and supermarkets and benefits from sponsorship and donations to enhance the curriculum.
- The quality of self-evaluation and planning for improvement is very good. The head teacher has a very good understanding of the needs and achievements of the school and of the way forward.
- The head teacher and staff regularly evaluate their effectiveness in all areas of school life; they are aware of their strengths and are keen to improve their skills and methods of working to support the development of the school as a whole.
- The governing body of the nearby primary school has oversight of the management and development of the nursery and governors are very supportive. With the head teacher, they review baseline achievement and questionnaires to parents and children regularly, and use these reviews to improve school provision.
- The appropriately challenging targets in the school improvement plan (SIP) have resulted from clear self-evaluation. The targets are clear and contain both time and resource implications.
- The leadership and efficiency is of very good quality. The head teacher's vision for the school is reflected in the positive and welcoming ethos and very good relationships evident throughout the school community.
- The head teacher provides positive leadership. There is a sound culture of self-evaluation in the school and staff have a clear sense of purpose that promotes and sustains improvement.
- Communication routes are effective and clearly understood by all; routine and organisation of the school are very good.
- The school budgets systematically for expenditure and this closely matches the priorities identified in the SIP.
- The finance committee of the governing body has oversight of expenditure and uses appropriate criteria to evaluate outcomes.
- Available resources are used effectively and efficiently to promote high standards and very good quality learning experiences for children.
- The management of staffing, accommodation and learning resources is very good.
- Teaching and support staff ensure that the needs of children and the school as a whole are met effectively and undertake the responsibilities identified in their job descriptions conscientiously.

- The nursery is a single storey building set in attractive grounds. The accommodation is cleaned to a high standard and is bright and welcoming, with very high quality displays of children's work throughout.
- The caretaker supports the school very well; he puts out the large play equipment and plant containers which are stored in the nursery overnight because of lack of storage space.
- Children have free access to outside play in each session and make very good use of the different areas available.
- Learning resources are of very good quality and are replaced and updated to meet the needs of the curriculum.
- The newly-installed computer suite is used very effectively, as are all resources available, to promote high standards of achievement.
- Overall, the school has made very good progress since the last inspection in May 1997, although the level of attendance is still an issue.

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

#### **3.1 Standards achieved in subjects and areas of learning**

The educational provision, taken overall, is appropriate and successfully promotes the desirable outcomes for children's learning.

- Children's standards of achievements are very good in almost 90% of sessions observed, and good in the remaining 10%
- Overall, children achieve very good standards in all six areas of learning and have made very good progress since entering the nursery.
- Pupils with special educational needs make very good progress and achieve very good standards relative to their ability.
- The school uses its own assessment data to ensure that boys and girls achieve equally in all areas of learning.

#### **3.2 Standards achieved in key skills across the curriculum**

The standards and progress in key skills achieved in all areas of learning are very good.

- Children listen to stories and enjoy joining in with songs and rhymes. They are attentive to instructions to which they respond appropriately. When participating in group play they take turns, ask questions and listen to the responses of peers in group and role play situations.
- Through taking part in a varied programme of enriching and lively learning experiences, children develop very good speaking skills. Most are eager to contribute to lessons and answer questions sensibly and logically. They confidently engage visitors in conversation, re-tell their own experiences in sequence and enjoy talking about their tasks. The more able can express opinions and explain choices when selecting favourite songs and activities they most enjoy. They use extended vocabulary confidently in telephone conversations relating to role play.
- Children make very good progress in their early reading skills. They handle self selected books carefully and have a good understanding of the relationship between pictures and words. They can identify their names and recognise letters from flash cards. They enjoy the experience of producing and discussing their own story books.
- Children understand the functions of writing very well and make very good progress in early writing skills. They participate effectively in role-play and enjoy marking and recording appointments in the hairdressing salon.
- They make good progress in gaining a vocabulary of basic Welsh words, are beginning to respond to greetings in Welsh, enjoy reading Welsh stories together from big books and singing Welsh songs.
- Children develop their numeracy skills effectively in a variety of contexts and achieve very good standards. They can recall a range of number rhymes and counting songs and begin to use mathematical language in appropriate contexts relating to position, size, quantity and shape. They develop a good understanding of the mathematics of money, identify coins from the till during role play and count objects in the home play area.
- Children make very good progress in using ICT to support their understanding and consolidate their learning in other areas of learning. They manipulate the mouse confidently, use listening centres, programmable floor robots and utilise the electronic microscope to support their work when studying tadpoles and plants. The electronic whiteboard is used purposefully to support their learning.

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

##### **4.1 Pupils' spiritual, moral, social and cultural development**

Provision for pupils' spiritual, moral, social and cultural development is very good.

- The school achieves its aim of providing a happy and caring atmosphere where children are enabled to become independent learners. Children participate in a purposeful and varied programme of first hand experiences which takes account of their interests and builds upon their achievements and developing abilities.
- The quality of relationships in the school is very good and children feel valued and confident within a secure and happy school community. Personal qualities such as truthfulness and care for others are quietly encouraged and children's awareness of right and wrong result from staff who gently and consistently reinforce acceptable social skills.
- Children work and play well together and are developing confidence and consideration in their relationships with each other.
- Children develop appropriate attitudes and learn about standards of good behaviour through a varied programme of learning opportunities which comply with the ACCAC framework 2000. They are making good progress in learning how to exercise self-control when sharing and taking turns in their role play activities.
- Through their observations of plants, tadpoles and school pets, children demonstrate their understanding that living creatures should be treated with care and concern. Their awareness of their own responsibilities to the world in which they live is further developed through topic linked mini-visits around the locality and studies in their own school garden.
- At the end of school sessions children participate in the singing of rhymes and songs and are enabled to think of others through meaningful prayers.
- Personal and social skills are further enhanced through established links with the local community. Contributions by visiting clergy, senior citizens, artists and good quality adult intervention in consolidating through talk and questioning the first hand experiences provided, help pupils develop their personal skills systematically.
- Children are sensitive to the needs of others experiencing difficulties. They are enabled to develop their understanding of equality issues through supporting various charities and being encouraged to think and talk during relevant topic discussions.
- There is a policy in place to meet the legal requirements of the Racial Equality Act and children learn about people from different cultures through participation in celebrations, experiencing different foods and role play.
- Children are developing a clear understanding of their own cultural traditions through a varied and pleasurable range of experiences. Their awareness of Y Cwricwlwm Cymreig is reinforced through imaginative displays, annual celebrations, Welsh rhymes and songs, shared story book sessions and appropriately identified flash cards introducing Welsh vocabulary.

## {~}4.2 Behaviour and attitudes

The standard of children's behaviour is very good and contributes positively to the very good quality of life in the nursery and has a positive impact on children's learning and progress. Their attitudes to work and play are a particular strength of the nursery.

- Transition arrangements from home to school are carefully planned and implemented. Children happily leave their parents. They settle quickly into the nursery that has an air of orderliness and purpose and provides a stimulating, caring and secure environment in which to work, learn and play.
- Parents and children know and understand the Code of Conduct that is discussed at the pre-admission interview. Children respond positively to staff who consistently follow the guidelines and deal quickly and sensitively with early signs of inappropriate behaviour. They work with parents to ensure continuity of good behaviour between home and school.
- Children show interest in their work. They approach new tasks and activities with enthusiasm. They persevere well and show very good levels of sustained concentration; they complete activities to their satisfaction.
- A small minority of children who are drawn from a range of ethnic and social backgrounds settle in quickly and integrate well. Children respect each other and the environment. They share resources and take turns, responding positively to instructions from staff and other adults. They undertake minor responsibilities such as tidying up sensibly.

## {~}4.3 Attendance

Despite the nursery's best efforts the level of pupils' attendance is unsatisfactory and has deteriorated since the last inspection.

- Children are not yet of statutory school age, but attendance is below satisfactory levels having averaged 83.66% for the last three terms.
- The need to attend regularly to ensure continuity and to establish routines and maintain the emotional well-being of the child is discussed at the admission stage and is clearly stated in the prospectus.

- Almost all the children arrive punctually at the start of both sessions and remain for the full period. Early collections of children are few and for genuine reasons such as medical appointments or parent consultations. This is a significant improvement since the last inspection.
- Absences are carefully monitored and follow-up procedures are in place. The nursery is very aware of the small number of families who have social problems and works closely with the health visitor and the education welfare officer to follow up absences and improve attendance.
- Registers are completed meticulously at the start of both sessions and comply with regulations but as yet there are no formal procedures for calling the registers.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching was very good in 65% of sessions observed, good in 20% and satisfactory in the remaining 15%.

Where the quality of teaching was good or better:

- staff have a sound knowledge of the desirable outcomes;
- they are enthusiastic, know the children well and have established very good relationships with them. They act as good role models, provide valuable individual support and offer frequent praise and encouragement;
- activities are very well prepared and resourced, with clear anticipated learning outcomes;
- staff use a good range of teaching approaches which reflect the needs of children and the nature of the activity, and develop their vocabulary effectively in all areas of learning;
- good questioning techniques encourage children to extend their responses in order to develop their oral skills and extend their understanding. The development of skills in listening and speaking is a strength of the school;
- the pace of activities is very good and teaching is very well focused;
- staff make very good use of a variety of exciting and motivating resources;
- school routines are well established and operate smoothly, supporting the well-being of children effectively.

Where teaching is satisfactory:

- there is some lack of praise, encouragement and effective interaction with children.

## {~}5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is very good.

- Baseline assessments are carried out effectively as children enter the school, and are used to compare later achievement for individual pupils.
- All staff make very careful observations of children's achievements and record them meticulously in each area of learning. These are used regularly during whole-staff discussions to ensure that each child is progressing and to plan work which will take their learning forward effectively.
- Staff use an appropriate balance of approaches to assess children's achievement and progress, including observation, questioning, discussion and focused assessment tasks.
- Staff keep individual portfolios of children's work from the first drawing as they enter the nursery until they leave; these are then given to parents as a record of their children's achievement at the school.
- Assessment for those children with special educational needs is detailed and informative, and is used effectively to plan future work which is matched to their needs.
- Assessment at the end of the year is analysed in detail and contributes positively to the establishment of targets for the next school year.
- There are very good links with the primary schools to which the children proceed, with both written records and oral discussion of children's achievement giving them a very good start in the next stage of their education.
- Parents are welcome to discuss their children's progress at any time during the school year, and receive a short report in the autumn and spring terms, and a more formal report at the end of the school year. These reports are informative and helpful, indicating ways in which parents can help their children in their learning.
- Very good use is made of photographic evidence to remind children of their achievements in class books, to illustrate achievement in the six areas of learning and to enrich children's individual portfolios.

## {~}5.3 Curriculum

The school offers a curriculum which is broad and balanced and meets the requirements of the desirable outcomes for children's learning.

- The very good quality of support and collaboration from adults in the nursery ensures that there is an effective learning environment in which children's knowledge, skills and understanding are supported.
- Whole school policies are in place for the six areas of learning and other appropriate aspects of education. Holistic planning ensures that children learn and progress through experiencing a rich web of educational opportunities.
- Resources are used imaginatively, purposefully and effectively to support children's learning and understanding.
- Staff plan together co-operatively in the long, medium and short term to provide motivating and enjoyable experiences.
- Key skills of literacy, numeracy and ICT are integrated effectively into the planning.
- Children's learning is enriched through taking home a variety of soft toys and sharing their experiences with them. Parents write an account which is shared with children's key workers. The toys are used to extend children's learning through providing further mathematical and language games as children are ready for them.
- Children also take library books, story sacks and mathematical sacks home on a regular basis, and the comments books indicate that the whole family enjoys these.
- The development of children's personal and social skills is effected through the caring ethos of the school and the quality of adult intervention and interaction. This has a positive impact on children's learning and attitudes.
- The school provides children with a wealth of varied and stimulating experiences. Their learning is enriched by meeting a number of visitors and performers. Walks in the local community and educational visits further away provide an effective stimulus for learning.
- Children are made aware of the global community through e-mail communication with children who have moved abroad and through a wide variety of fundraising activities for those less fortunate than themselves. Activities in the nursery also make them aware of the need for recycling materials.
- The inclusive nature of the school and the supportive ethos ensures that all children have opportunities to experience the whole curriculum. Children who

have special needs are thoughtfully and carefully supported by their key workers and all other adults in the nursery.

- The curriculum is also enriched by the input provided by adult helpers who know children well and provide very good quality support for staff.

#### **{~}5.4 Support, guidance and pupils' welfare**

The personal support and guidance given to children is very good. Their welfare is sensitively and thoughtfully considered.

- The head teacher and staff have a thorough knowledge and understanding of the needs of their children and ensure that meaningful learning takes place within a motivated and secure school community.
- The school provides a well organised, purposeful and imaginative learning environment where children are enabled to develop independence and self-confidence in their learning.
- Good liaison between staff, adult helpers and parents enables children approach new challenges positively, learn to exercise self-control wisely and make progress in approaching tasks with the minimum of supervision.
- Children approach varied and fresh experiences with developing self-confidence and are enthusiastic in undertaking new tasks. Routines which encourage developing independence are securely established within a supportive family ethos.
- The personal sense of security is enhanced by the welcome afforded to parents at the start of each school session and the way in which they are enabled to play a positive role in their children's learning.
- Through careful monitoring, sensitive consideration is given to the needs of children experiencing difficulties in their learning. The school considers issues of inclusion carefully and all staff are positive and kindly in their support of the children with SEN.
- Special stickers and certificates are awarded to enhance all children's self-esteem and confidence and praise and encouragement are applied in a consistent manner.
- Children know that their efforts are respected through the care and meticulous attention given to the display of their work. Attractively laminated books of their own stories to celebrate World Book Day enable children to understand that their contributions are valued.
- Important aspects of children's personal and social development are gently and quietly reinforced through a carefully considered programme of learning opportunities. These include circle time and focused group activities where children are sensitively encouraged to reflect on their actions.

- The head teacher undertakes responsibility for child protection. All staff are fully aware of the correct procedures involved and are vigilant in their care of the children. The designated governor is knowledgeable and is attentive to the school's concerns.
- The school has an appropriate Health and Safety policy and there are well documented procedures for safe-guarding pupils' health, safety and general well being. Accident and emergency procedures are addressed and recorded appropriately.
- The school has a secure access system to ensure, as far as possible, the safety of children and teachers during the school day.

### **{~}5.5 Provision for pupils with SEN**

The quality of provision and support for children with special educational needs (SEN) is very good. Children make good progress relative to their abilities. Three children are identified as requiring SEN support. There are no children with statements of SEN.

- The learning support policy provides well co-ordinated and relevant documented provision in accordance with the revised Code of Practice and LEA guidelines. An evaluation report on Special Needs is carried out annually.
- The role of the SEN co-ordinator (SENCO) is sensitively and carefully delivered by the head teacher who is well supported by all members of staff. Efficient team work ensures that effective record keeping and appropriate intervention caters for the needs of individual children. Appropriate relationships have been established with outside agencies who support and advise the school accordingly.
- A significant strength of the support programme is the considered and thorough way in which the school implements school-based assessment in the early identification of children experiencing difficulties. Parental comments in the pre-inspection meeting indicated appreciation of the efforts made by the school in the understanding and assistance given to pupils in need of support.
- The school actively encourages the involvement of parents who are involved in drawing up IEP's and are advised on how to support their child at home.
- Pupils' individual education plans (IEP's) are meaningful and specific; they guide teaching strategies to ensure that targets are appropriately matched to pupils' learning.
- The newly designated governor is a regular visitor to the school and is very supportive. The head teacher reports termly on special needs to the governing body.

- Inclusivity is a strength of the school and all pupils are given access to an inviting and enriching range of experiences. All adults within the learning environment endeavour to ensure that pupils are well integrated and enabled to participate in all activities.

## **{~}5.6 Partnership with parents and community, schools and other institutions**

The quality of partnership with parents and community, schools and other institutions is very good and is a major strength of the nursery. Partnership with parents is fostered at the pre-admission stage. Parents are encouraged to attend informal and formal visits.

- The quality of written information for parents is very good. Parents are provided with important information at the formal consultation meeting. The prospectus is clearly written and easy to read.
- Children's personal and social development starts at the pre-admission consultation; the letter detailing admission information and showing the group the child will be in is addressed to, and given to, the child.
- The school has responded effectively to the key issue in the last inspection. Parents are very well informed about termly themes and the six areas of learning through colourful laminated information books. They contain useful tips to help parents support their children such as creating the right time and atmosphere for sharing books, places to visit nearby and further afield and useful websites. Parents are involved in half-termly home school tasks that are associated with current theme.
- There is an extensive range of information in the cloakroom area including a flow diagram of the current theme and tips on coping with toddlers as well as local and general information. Parents receive regular letters about activities and events and a brief termly report.
- Parents and children make very good use of the loan schemes operated by the nursery for example the story sacks and mathematics video. Parents write constructive comments and useful evaluations of their children's achievements for example when retelling stories, role-play and early mathematics at home.
- Children are encouraged to develop responsibilities and caring attitudes through the suitcase scheme when they take a soft toy home and look after it overnight. Parents often enclose photographs of events in the accompanying diary that provides another channel of dialogue between home and school.
- A significant number of parents are involved in information sessions on various aspects of the curriculum, open sessions and the Language and Play project. They can observe what actually happens in the nursery, how staff manage behaviour and how children acquire basic skills. They are provided with useful guidance to

enable them to engage in free play activities and specific tasks with groups. Parents and children were involved in making the mathematics video.

- A significant number of parents and other adults provide very good quality support in all areas of the nursery; this is highly valued and helps to raise standards and children's sense of achievement. Adults support fundraising events for the nursery and other organisations.
- Parents' views are sought and taken into consideration; for example, in planning events such as the information sessions and when writing policies such as the one on Race Equality.
- The school is part of, and reflects the life of, the community. Children are encouraged to develop a sense of pride and belonging whilst being aware of the wider community. They use the environment as a resource.
- They support local events such as the Field of Hope and are successful in competitions that develop their creative skills. The school maintains contact through correspondence with families of former pupils who have emigrated to Australia.
- Visits and visitors help to enrich the curriculum. Children's experiences include working with an artist in residence and a Brazilian dancer. Young and old celebrate together during the Eisteddfod.
- There are very good links with surrounding playgroups and the neighbouring infant school to ensure smooth transitions. Nursery staff attend pre-entry visits to provide reassurance and familiarity for both children and parents. Infant school staff make reciprocal visits and bring former pupils to renew friendships and participate in celebrations.
- There are very good links with a nearby college of further education. The nursery provides very good training and work experience for child care and nursery nurse students and for student nurses from a teaching hospital. Children benefit from a fresh approach from other adults and staff members' professional development is enhanced through these links. The nursery is not yet in partnership with an initial teacher training institute.

## {~}5.7 Partnership with industry

The quality of partnership with industry is very good.

- There is a written policy and staff have benefited from training on issues such as Race Equality and skills development.
- Children's knowledge, skills and understanding and their personal and social development are enhanced through their involvement in a recycling project

organised by a waste management organisation and the Safe Child project organised by a national supermarket.

- Their ICT skills are enhanced through donations of money and computers from national and international organisations. Parents and children use the local shops to make a mathematics video and to purchase items for their pets.
- The nursery benefits from sponsorships and donations to enhance resources and enrich children's experiences; for example, children were able to witness the hatching and rearing of chicken eggs in the nursery.
- There are good links with the media; local papers regularly publish reports of activities and events.

## **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 head teacher has a very good understanding of the needs of the school and the way forward.
- The head teacher and staff regularly evaluate their effectiveness in all areas of school life. They are aware of their strengths and are keen to improve their skills and methods of working to support the development of the school as a whole.
- The governing body of the nearby primary school has oversight of the management and development of the nursery school and governors are very supportive. Some governors work regularly in the school and discussion shows they are alive to the learning, teaching and self-review in the school.
- Staff with particular curricular interests review these regularly, ensuring that the areas of learning are progressing appropriately and are very well resourced. Their reviews feed into the school improvement plan effectively.
- The head teacher and governing body review baseline achievement and questionnaires to parents and children regularly and use these reviews to improve school provision.
- The school improvement plan sets appropriately challenging targets for the next year; these targets have resulted from clear self-evaluation. These targets are clear and contain both time and resource implications and the whole document is regularly evaluated and updated as necessary.

### **{~}6.2 Leadership and efficiency**

The leadership and efficiency at Cadoxton Nursery School is of very good quality.

- The head teacher's vision for the school is reflected in the positive and welcoming ethos and very good relationships evident throughout the school community.
- The school is led well and the head teacher undertakes her tasks conscientiously. She has pride in the school and its relationships with parents and the community, and exercises efficient and collegiate leadership. She ensures that a very good team spirit exists through ensuring that all staff are valued.
- There is a sound culture of self-evaluation in the school and staff have a clear sense of purpose that promotes and sustains improvement.
- The head teacher provides positive leadership and all staff understand the expectations for the roles they play in the development and running of the school.
- As the head teacher is a full time teacher, she commits a great deal of time outside school hours to ensuring that the school runs smoothly and that administrative matters are dealt with promptly. This is evident in the good quality report received from the last audit.
- Policies and schemes of work focus on the needs of pupils; they are understood and implemented consistently in order to achieve the high standards evident in the school.
- Communication routes are effective and clearly understood by all; routine and organisation of the school are very good.
- The school budgets systematically for expenditure and this closely matches the priorities identified in the school improvement plan. The finance committee of the governing body has oversight of expenditure and uses appropriate criteria to evaluate outcomes. The school provides very good value for money.
- Available resources are used effectively and efficiently to promote high standards and good quality learning experiences for children.
- The school is aware of, and complying with, relevant legislation from NAFW, and uses documentation from Estyn and ACCAC effectively to take the school forward.

### **6.3 Staffing, accommodation and learning resources**

The management of staffing, accommodation and learning resources is very good.

- Teaching and support staff ensure that the needs of children and the school as a whole are met very well. Job descriptions identify responsibilities clearly.
- All staff undertake curricular and pastoral responsibilities conscientiously and contribute to the self-evaluation of the school.

- Members of staff are committed to providing the best for children in all aspects of school life and work hard to ensure that all children have equal opportunities.
- The nursery is situated in a purpose-built single-storey building set in attractive grounds. The accommodation is cleaned to a high standard, and is bright and welcoming, with very high quality displays of children's work throughout.
- Children have free access to outside play in each session and make very good use of the different areas available. The playground markings are fading, but the head teacher plans to have these renewed when funds permit.
- Learning resources are of very good quality and are replaced and updated to meet the needs of the curriculum. The newly-installed computer suite is used very effectively. Staff make very good use of all resources available, using them effectively to promote high standards of achievement. As in many modern schools, storage space is limited but staff make very good use of every available corner.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The provision for under-fives, taken overall, is appropriate and successfully promotes the desirable outcomes for children's learning.

- Children make very good progress and achieve very good standards in all six areas of learning.
- Children are supported very well by appropriate teaching methods and sound planning for learning.
- Teachers, nursery nurses and volunteer helpers take every opportunity offered to extend children's knowledge, skills and understanding.

#### **Good features**

#### **Children's language, literacy and communication skills are very good.**

- Children make very good progress in developing their language skills through a well-planned programme of first-hand experiences. Listening and speaking skills are reinforced consistently and carefully through a range of activities including role play and children respond positively to the experiences provided.

- Children develop very good listening skills. They are responsive to instructions, listen carefully to stories and rhymes and are attentive to explanations of tasks. They use listening centres independently.
- Children express themselves confidently and describe observations related to their activities, sensibly and logically. They engage adults as well as peers in conversations and are assured when expressing their ideas and thoughts. They discuss illustrations from story books with each other and extend their vocabulary through purposeful role play.
- Children enjoy books and have a very good understanding of the relationship between pictures and words. They enjoy the book corner in groups and individually to look at pictures and follow stories. They handle books with respect, turn pages correctly, begin to recognise letters and words and enjoy sharing their experiences with visitors.
- Initiatives such as story sacks provide positive learning experiences for children and enable parents to support the learning programme and assist in their child's progress.
- Early writing skills are developing well and children are making very good progress in their independent writing. Many can write their own names unaided and enjoy the opportunity to record their own marks and symbols when making appointments in the hairdresser role play corner or writing their own stories. They proudly share attractively laminated books of their own stories with their parents at the end of the school session.
- Children are making good progress in their use of everyday Welsh phrases. They understand that a dragon sticker indicates Welsh on written labels, and respond appropriately to commands in Welsh. They enjoy singing Welsh songs and reading books in Welsh. Many understand weather words in Welsh and enjoy using them in a matching game.
- Children for whom English is an additional language are given individual help and included effectively in all nursery activities.

**Children achieve very good standards in their personal and social development.**

- Children respond positively to well established routines and are confident in approaching their tasks. They are attentive to instructions and know how to adapt their conduct to different situations and contexts.
- Children show a good level of independence at the start of the school session in selecting their activities; they concentrate well for lengthening periods and persevere in their learning. They willingly share their experiences with each other and with adults.

- Children show care, thoughtfulness and consideration for one another and for their teachers. They are sensitive to peers in difficulties and show a willingness to help.
- Children demonstrate their concern and care for plants, animals and insects through a range of activities. They collect and observe caterpillars and tadpoles, record their observations of newly hatched chicks in a photographic diary and discuss their school pets sensitively. ICT is used effectively to support this aspect of their learning.
- Children are eager to share new experiences and are confident when approaching new learning opportunities. During their walk to the neighbouring park, they enter into discussions about features and landmarks and talk about shrubs and plants. They take note of instructional signs and observe road safety rules sensibly.
- Children appreciate and understand that people are different through stories, food tasting and creative activities linked to celebrations. Their understanding of their own culture is reinforced through a range of activities supporting their own annual celebrations. These are often supported by shared experiences with the local community and further enhances children's social skills.
- When experiencing difficulties with their tasks, children acknowledge the need for help and are confident in approaching adults, including visitors for support.

**Children's mathematical development is very good.**

- Mathematical activities are included in the everyday experiences such as water and sand play, construction play and the imaginative play area.
- Children are developing their mathematical understanding and vocabulary effectively through discussing their activities with adults. These are often incidental to other activities, such as developing their understanding of the positional words and develop their spatial awareness through pursuing an obstacle course with an adult.
- Most children can count objects at least to five in English and Welsh, and can sort and match them, comparing their sizes and putting them in order.
- Many children can recognise numerals and are beginning to write them; this was evident when children were programming the floor robot to move forward along a route, and some were able to draw a clear picture of what they had done.
- Children are learning about money in their play in the hairdressing salon, where they take money and give change, checking on their calculators. It is also evident in number rhymes where they happily add on or take away one and find the remainder.
- Children are recognising shape in many of the activities; they are able to say they would like square, circular or triangular shapes for painting and drawing, and

know the Welsh words for these shapes. They use construction toys and discuss the shapes they are making, including their comparative sizes.

- Children make and describe mathematical patterns in a number of areas such as printing, claywork, bead threading and copying patterns in bricks.
- Parents are involved in their children's mathematical development through viewing a video of mathematical experiences outside school and through attending evenings when mathematical experiences are discussed.

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

- Children are interested in their environment, their families and homes and the community in which they live and talk to adults sensibly about these activities, asking pertinent questions and using appropriate vocabulary.
- They make very good use of the newly-installed computer suite, using the programmes with mouse and keyboard effectively. They are conversant with the requirements of a range of programmes, such as paint programmes, adventure programmes and mathematical support. They are keen to use the interactive whiteboard and understand how to pick up colours from the palette and use the e-pen to draw and write.
- Children are fascinated by the electronic microscope and talk about the tadpoles with avidity; they are able to make a short video film and put music to it. They use the microscope to examine and photograph their fingers and can then decorate the photograph.
- Children enjoy programming the floor robot to move forwards and backwards and can draw a picture of what they have done. They use the listening centre independently and understand that they can use a variety of information sources to help them.
- When examining an aerial map of the school and surrounding area, children can recognise their school and are able to look for their own houses and local landmarks. They enjoy talking about the map and where they live, and relate it to their experience of home and neighbours.
- Children are very interested in the tadpoles, stick insects, fish and nursery pets and are beginning to understand what they and the animals need for a happy healthy life. They understand the life cycle of the frog and that they themselves grow over time.
- Children are also very interested in how things work and why things happen, and ask appropriate questions of adults. Many are able to suggest their own explanations when working in the water tray, or running cars down different ramps.

- When taken on a walk to buy food for the guineapig, children are very alert to everything in their environment and notice quite small changes. They are able to discuss their observations sensibly both with each other and with adults.
- A visit to Techniquet has stimulated their ideas about water and the animals which live in it.
- Their idea of time is developing very well through the well-organised curriculum for the sessions; they can anticipate what will happen next and can make appointments in the hairdressing salon.
- Children are encouraged to design and make models based on aspects of Welsh culture; for St David's Day, for example, they have sampled cawl, made Welsh love spoons and cooked bara brith. They know what vegetables are used for cawl and can recognise them when they go shopping.
- Visitors to the school, such as the local clergyman and members of the governing body, provide a rich source of information and discussion.

**Children's physical development is very good.**

- Children use a range of small and large equipment with confidence. They show increasing control and precision in creative and outdoor activities and make good progress in refining and adapting their body movements to suit different situations.
- Children show very good development in their spatial awareness both inside and during outdoor play activities and respond to directions relating to spatial relationships.
- Children show confidence and control in their ability to run, jump, crawl through tunnels and balance on low level struts. They co-ordinate hands and feet appropriately on climbing apparatus.
- Many develop good kicking skills and demonstrate their ability to shoot goals accurately into nets from increasing distances. They have a sound awareness of their own bodies and take heed of safety rules.
- Children are developing competence in handling small objects and tools for specific purposes; they know how to hold and use pencils and paint brushes and how to cut and shape clay into attractive dragons. They can manipulate pieces of jig-saw and construction materials effectively and with increasing skill.
- During movement to music children manipulate a kite in response to the teacher's instructions and sway in imitation at different speeds. They demonstrate how streamers move and use appropriate spatial terminology to describe the movements.

- Children's physical skills are developed further through experience of a range of wheeled toys in the outside play area. They pedal, balance and manoeuvre successfully and quality adult intervention and planned and focused activities consolidate the development of specific skills.

### **Children's creative development is very good.**

- Children experience a wide range of activities, both two- and three-dimensional, which enable them to develop their creative skills excellently. They are very aware of colours and shapes around them.
- Children handle paintbrushes, pencils and pens confidently and competently, producing very good observational drawings, imaginative pictures and experiments in colour mixing. They also use their IT skills to produce pictures using both paint programmes and the interactive whiteboard.
- Their creative activities are continued in their outdoor play, when they have boards and chinks and are encouraged to create pictures during more physical activities.
- They use tools competently to create three-dimensional models using clay and dough. They created clay dragons individually with a great deal of verve and enjoyment. Previously, they have created tile pictures based on the work of Van Gogh and Monet which are of very good quality.
- Children select paper for painting and drawing independently and are able to express views on what they have produced.
- They enjoy cutting activities and have experience of woodwork regularly. They are competent at gluing and sticking materials to make pictures.
- Children often choose to use the untuned percussion available in the classroom, and enjoy singing nursery and counting rhymes.
- Children enjoy dance activities in their key worker groups. Most are eager to dress up and perform a dance based on their experiences of a Brazilian dancer who visited the nursery recently.

### **Shortcomings**

There are no significant shortcomings in any area of learning.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The previous inspection report in May 1997 identified five key issues for action.

**1. Maintain the overall good quality provision at the school.**

- The school has improved since the previous inspection, as the provision is now judged to be very good.

**2. Within the context of the overall good curriculum provision, focus on further developing information technology skills, on gross motor development in outdoor activities, on more informal music making and on the children's handling and enjoyment of books.**

- The children's information technology skills are well developed and they are achieving very good standards. The installation of an IT suite and interactive whiteboard has contributed to these standards.
- Children are developing their gross motor skills very well in both self-chosen and directed outdoor activities.
- Instruments are available all the time and are well used by children.
- The book corner is cosy and inviting, and many children choose to look at books. Additionally, they use the listening centre independently.

**3. Consider ways of providing parents and other adults with more detailed guidance to enhance and develop their support to staff in specific activities with children.**

- Indications of appropriate vocabulary are placed near specific activities such as sand and water and adults are fully briefed about the anticipated learning outcomes of activities.

**4. Take a register of children formally at the beginning of each session.**

- Children stick their name tags onto the wall as they arrive, and this is double checked when the register is marked at 9.15am and 1.15pm. However, the head teacher is considering a more effective way of marking the register to ensure all children are included.

**5. Consider ways to discourage the early collection of children at the end of both morning and afternoon sessions.**

- Few children were collected early, and those who were had genuine reasons for this.

## **8.2 Key Issues for Action**

In order to maintain the strengths of the school, there is a need to:

- continue to provide the excellent curriculum and support evident in the nursery;

- continue to stress the importance of regular attendance at nursery sessions in order to raise attendance levels.

*The registered inspector and members of the team thank all concerned with the school – children, parents, staff, governors and adult helpers – for the kindness, consideration and courtesy with which they were treated at all stages of the inspection.*

## {~}APPENDIX

### A. Basic information about the school

|                      |  |
|----------------------|--|
| Name of School       | Cadoxton Nursery School                          |
| School type          | LEA maintained                                   |
| Age -range of pupils | 3 – 4 years                                      |
| Address of school    | Victoria Park Road<br>Barry<br>Vale of Glamorgan |
| Post-Code            | CF63 2JS   |
| Telephone Number     | 01446 735862                                     |

|  |                      |
|--|----------------------|
| Headteacher                                  | Mrs L Charlton       |
| Date of appointment                          | 1.9.95               |
| Chair of Governors/<br>Appropriate Authority | Councillor F Johnson |
| Registered Inspector                         | Mrs H R D Palmer     |
| Dates of inspection                          | 2 – 4 March 2004     |

### B. School data as 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                           | 48.5    |   |    |    |    |    |    |    | 48.5  |

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

| <i>Staffing information</i> |  |
|-----------------------------|--|
|-----------------------------|--|

|  |       |
|--|-------|
| Pupil : adult (fte) ratio in nursery classes | 10 :1 |
|--|-------|

|        |              |
|--------|--------------|
|        | Whole school |
| Term 1 | 83%          |
| Term 2 | 83%          |
| Term 3 | 85%          |

|   |   |
|---|---|
| Number of pupils excluded during 12 months prior to inspection. | 0 |
|---|---|

## D. The evidence base of the inspection

Before the inspection, meetings were held with the staff, the governing body and the parents of children registered at the school. Five parents were present at the pre-inspection parents' meeting. Documents supplied by the school were scrutinised and 18 questionnaires returned by parents were analysed. A team of three gave six inspector days to the inspection, in the course of which formal observations were made of 40 sessions or activities. In addition, 35 formal notes were made of aspects of children's work and provision. Discussions with children of all abilities were undertaken, both inside and outside the classroom. A representative sample of children's work from all groups and for the whole academic year was scrutinised. Plans and records were examined. Inspectors considered the site, fabric and resources of the school. Discussions were held with the Head and with all staff, particularly about their areas of interest. Still within the context of the inspection, reporting back meetings took place with the Head, the staff and the governing body.

## E. Composition and responsibilities of the inspection team

|  |  |  |
|--|--|--|
| Mrs H R D Palmer<br>(Registered Inspector) | Context<br>Main Findings<br>3.1 Standards of Achievement<br>5.1 Quality of Teaching<br>5.2 Assessment, Recording and Reporting<br>5.3 Curriculum<br>6.1 Self-evaluation<br>6.2 Leadership and Efficiency<br>6.3 Resources<br>8.1 Progress since the last | Mathematical Development<br>Knowledge and Understanding of the World<br>Creative Development |
|--|--|--|

|                                |   |  |
|--------------------------------|---|--|
|                                | inspection<br>8.2 Key Issues for improvement  |  |
| Mrs G Rees<br>(Team Inspector) | 3.2 Key Skills<br>4.1 Social, Moral and Cultural Development<br>4.2 Behaviour (supporting)<br>4.3 Attendance (supporting)<br>5.6 Links (supporting)<br>5.7 Industrial links (supporting)<br>5.4 Support and Guidance<br>5.5 Special Educational Needs | Personal and Social Development<br>Language, Literacy and Communication Skills<br>Physical Development |
| Mrs C Lewis<br>(Lay Inspector) | 4.2 Behaviour<br>4.3 Attendance<br>5.6 Links<br>5.7 Industrial Links  |  |

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