

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

**Caerau Nursery School  
Brynglas Terrace  
Maesteg  
CF34 0PW**

**School Number: 6721019**

**Date of Inspection: 02/10/06**

**by**

**Luned Eleri Betts  
17717**

**Date of Publication: 04/12/06**

**Under Estyn contract number: 1105606**

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

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

Estyn also:

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gsi.gov.uk](mailto:publications@estyn.gsi.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

**© Queen's printer and controller of HMSO 2006: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

Caerau 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 Caerau Nursery School took place between 02/10/06 and 04/10/06. 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:

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

"There are three types of inspection.

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

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

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

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

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

This school received a **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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	6
<b>Standards</b>	8
Key Question 1: How well do learners achieve?	8
<b>The quality of education and training</b>	10
Key Question 2: How effective are teaching, training and assessment?	10
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	11
Key Question 4: How well are learners cared for, guided and supported?	13
<b>Leadership and management</b>	14
Key Question 5: How effective are leadership and strategic management?	14
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	16
Key Question 7: How efficient are leaders and managers in using resources?	17
<b>Standards achieved in subjects and areas of learning</b>	18
Under 5s	18
<b>School's response to the inspection</b>	22
<b>Appendices</b>	
1 Basic information about the school	23
2 School data and indicators	24
3 Evidence base of the inspection	25
4 Composition and responsibilities of the inspection team	26

## Context

### The nature of the provider

1. Caerau Nursery School is a local authority maintained school situated in the village of Caerau at the upper end of the Llynfi Valley, some twelve miles from Bridgend. The Welsh Assembly Government (WAG) has identified the Caerau Ward, which was once a thriving mining community, as a Communities First Area and has awarded it with the 'Flying Start Initiative'. The catchment area now suffers from very high unemployment and the school describes its intake as economically disadvantaged.
2. The school caters for children from three to four years of age and is administered by Bridgend Local Education Authority (LEA). At the time of the inspection there were 31 children on roll; because of the school's staggered entry policy, some of this year's cohort had not yet started school. Some children attend on a part-time basis but most are full time.
3. Children enter the school with below average ability especially in social and language skills; baseline assessment results are consistently amongst the lowest figures nationally, within Bridgend LEA and in comparison with similar schools. All children come from homes where English is the main language spoken; there are no Welsh speakers or children from an ethnic or minority background in the present intake. None has a statement of special educational needs (SEN). The percentage figures for children who are entitled to receive free school meals were not available for this cohort; generally it is around 50% which is higher than national and local percentages. No children are 'looked after' by the local authority.
4. The nursery is situated in front of the Blaencaerau Housing Estate. It comprises a weathered wooden building, which has a large open plan classroom with side rooms. As part of the regeneration programme it is intended to combine the three Caerau schools onto one new site by September 2008. In line with statutory requirements, the school has a newly established governing body (GB) since September 2006.
5. The school was last inspected in December 2000. It was awarded the Basic Skills Quality Mark for the second time in Summer 2006.

### The school's priorities and targets

6. The school aims are to:
  - maintain a secure environment where children are treated as individuals;
  - promote purposeful teaching and learning situations where children develop enquiring, lively minds;

- equip the child with communication skills so that they may confidently proceed to the next stage of learning and enjoy the satisfaction of achievement;
- develop each individual to his/her potential through offering a wide range of high quality experiences;
- develop social awareness, group responsibility and empathy through the context of learning;
- provide first hand experiences which enable children to acquire concepts and skills which will help them to understand themselves, their culture and the world in which they live;
- develop children's imagination and creativity.

7. Priorities for 2006-2007 include:

- establishing a data base linking development, assessment, recording, reporting, planning and evaluation with the aim of improving quality;
- tracking targets in all areas of learning in order to highlight experiences received and achieved in order to evaluate learning and plan for improvement;
- developing effective systems within the nursery to improve attendance and punctuality;
- encouraging healthy eating alongside a healthy lifestyle within the nursery;
- increasing resources for the planned foundation phase with particular attention to the creative aspects of learning;
- working alongside the newly established GB to meet regulatory and legal improvements.

## Summary

8. This is a good school with outstanding features. All children are valued equally within the vibrant community of Caerau Nursery School. In this stimulating environment, learning is fun; enriching experiences provide children with a valuable start to their lives.
9. The inspection team did not agree with the school's judgement in six out of the key questions and awarded a higher grade. They felt that the school knows itself well but has such high expectations that it underestimates its effectiveness.

### Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 2
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

### Areas of Learning For Under-fives

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

<b>Inspection Area</b>	
Under 5s	Grade 2

10. Standards in lessons observed during the inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50 %	50%	0%	0%	0%

11. Standards of achievement in sessions observed were considerably higher than WAG all-Wales percentages for 2007 which is that standards are a grade 2 or better in 65% of classes inspected.

12. The overall quality of provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. Children have enriching opportunities for learning, provided through adult support or finding things out for themselves.

13. Baseline assessments indicate low skill levels on entry in comparison with local and national percentages and that of similar schools; this is consistent between cohorts. Shortcomings in language skills are a particular cause for concern. However evidence suggests that the vast number of children overcome this quickly and achieve very well, regardless of their social background or individual need. Children with SEN make good progress.

14. Standards in the key skills of literacy, numeracy and information and communication technology (ICT) are a grade 2 overall. In listening there are outstanding features.

15. Children's behaviour and their attitudes towards learning have outstanding features and contribute significantly to standards, particularly in personal and social development which is outstanding. They develop a good understanding of equality and respect for diversity, relative to their young age.

16. Despite the school's considerable efforts, attendance is low. For the past three terms it averages 80%; rates fell to 74% due to an outbreak of chicken pox and vigilance over an E.coli outbreak in one term. Registration, although conducted efficiently, is often hampered by the late arrival of children at the start of the school day.

### **The quality of education and training**

17. The quality of teaching in lessons observed during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
68%	32%	0%	0%	0%

18. Thus, the quality of teaching is good or better in 100% of the lessons.

19. The quality of relationships in the school is very good and a significant strength. Teachers are excellent models and children are aware of the high standards expected of them with regard to work and behaviour.

20. A particular strength within the school is the very able way teachers and key workers work together to formulate a very effective team of practitioners.

21. The school carries out a wide range of formal and informal assessments to judge the progress children are making and to identify areas of individual strengths and weaknesses. These assessments, combined with teachers' detailed day to day notes and observations, ensure that children receive a well balanced and appropriate range of activities in both the long and short term.

22. Annual reports to parents are of good quality and are sufficiently detailed to enable parents to know what progress their children are making and what they need to do to improve.

23. The curriculum provided is broad and balanced; it fulfils statutory requirements and provides access for all, with no stereotyping in relation to gender. A strength of the provision is the focus on children's experiential learning which is outstanding. These experiences contribute greatly to their enjoyment and progress.

24. The school's provision for the key skills of literacy, numeracy and the use of ICT is a grade 2 overall. For speaking and listening, it is outstanding; children are provided with a range of opportunities to show their achievements to others, talk about them and comment on what they hear and see.

25. Provision for spiritual and moral development is an outstanding feature. An awareness of awe and wonder is a consistent element of the school day. Children have many opportunities to understand the difference between right and wrong. Provision for cultural development is good; for personal and social

development it is outstanding. Guidance on care for the environment is a striking feature of curriculum provision and the world of work is a focal point of activities.

26. The school's partnerships with parents, the local community, other schools and institutions are highly successful and have outstanding features.
27. The nursery provides a supportive, caring and safe environment for the children. Policies relating to the health, safety and well-being of the children are well established and managed effectively. The building and play area are secure; however, a number of health and safety issues were discussed with the head during the inspection.
28. Effective procedures are established to help children settle comfortably into daily routines when they first attend.
29. The school gives high priority to children's personal and social development together with their emotional well-being. This is an outstanding feature. This emphasis is reinforced consistently through daily routines.
30. An outstanding feature is the good systems in place for the early identification and assessment of children who are experiencing difficulties with their learning; any cause for concern is acted upon quickly and efficiently. Support for all children with SEN is good.
31. The head has established effective procedures to ensure children's absence is adequately explained and to follow up situations where necessary.
32. The school's policies and procedures for promoting good behaviour are highly effective.

### **Leadership and management**

33. The school's aims and values are clearly reflected in the daily life of the school. There is a very good ethos and a feeling of purpose, to ensure the best provision for all pupils in every aspect of the school's work.
34. The experienced head provides outstanding leadership. She is energetic and enthusiastic and has a clear vision. She receives strong and effective support from a committed teaching staff and key workers. Daily routines are well established and the school day proceeds briskly; these are outstanding features.
35. Staff work well together and the concept of team work is very much to the fore. Their commitment to continuous professional development is an outstanding feature. This contributes substantially towards improving the quality of educational provision.
36. The school plays close attention to national priorities and local partnerships especially in relation to the linguistic needs of the pupils and their well being..
37. The self-evaluation report compiled by the school prior to the inspection showed a sound awareness and understanding of the school's strengths and areas of

development. The recommendations of the inspection team in this report fully match the issues and priorities identified by the school.

38. The School Development Plan is a comprehensive document which gives a clear picture of an ongoing evaluation process reflecting a school that is constantly thinking of how it can improve its provision for the benefit of the children.
39. Documents since the last inspection show that the school has responded fully to the findings of the last inspection report; progress has been good and often outstanding. Many of the key issues identified in that report are now strengths of the school.
40. Although this is the first term in which the GB has been in existence, their awareness of the school's strengths, its priorities and their role in the self-evaluation process is good.
41. The ratio of adult support to the number of children is outstanding; it is a crucial factor in the outstanding provision at the school.
42. The building is adequate for the number of children on role and is kept clean and well maintained. Head and staff make good use of all available space to provide children with a bright, stimulating and welcoming learning environment.
43. Whilst some improvements have been made recently to the accommodation, the external appearance of the building remains somewhat unwelcoming and the external environment is in need of some attention.
44. The quality and appropriateness of teaching resources for all areas of learning are outstanding and of consistent good quality.
45. The school provides very good value for money.

## **Recommendations**

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

R1: continue to develop the school's existing effective strategies for improving language, literacy and communication and build on good standards in other areas of learning, in order to raise standards further;

R2: continue the already effectively established procedures for monitoring attendance and punctuality;

R3: develop fully the role of the newly elected GB;

R4: improve the fabric of the building and develop the outside play area further.

A number of health and safety matters were discussed with the head and GB during the inspection

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?

46. Grade 2: Good features and no important shortcomings.

47. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

48. Standards in lessons observed during the inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50 %	50%	0%	0%	0%

### Areas of Learning For Under-fives

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

### Inspection Area

Under 5s

Grade 2

49. Standards of achievement in sessions observed were considerably higher than WAG all-Wales percentages for 2007 which is that standards are a grade 2 or better in 65% of classes inspected.

50. As the school was inspected when a new cohort of children had just been admitted, the work of the previous cohort was scrutinised in addition to the sessions observed. The inspection team were of the opinion that taken overall, standards were a grade 2.

51. Baseline assessments indicate low skill levels on entry in comparison with local and national percentages and that of similar schools; this is consistent between cohorts. Shortcomings in language skills are a particular cause for concern. However, evidence suggests that the vast number of children quickly overcome this and achieve very well, regardless of their social background or individual needs.

52. The inspection team were of the opinion that this progress was the direct result of the very effective initiatives set up by the school as part of the very effective self-

evaluation process and clear management decisions. The screening of new entrants to identify needs early is a crucial factor in determining standards achieved and the continuous improvement and progress made. Children with SEN make good progress and all children are well prepared for moving on to the next stage of learning.

53. The overall quality of the provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.
54. Standards in the key skills of literacy, numeracy and ICT are a grade 2 overall. In listening there are outstanding features. Although, many pupils do not articulate clearly on entry, they gain confidence and achieve good standards when speaking to peers and adults in structured opportunities. Good standards are achieved in children's awareness of how books work and how print conveys messages as well as in numeracy, the use of ICT and in the range of words and phrases they acquire in Welsh.
55. Children generally have a good idea of how they are progressing and what they need to do to improve; they listen intently to the positive comments of adults and want to do better. In creative tasks, in particular, they develop good thinking and problem solving skills.
56. Children's behaviour and their attitudes towards their learning are outstanding features and contribute significantly to standards, particularly in personal and social development. Children persevere with their tasks and sustain concentration well, taking pride in their achievements. They develop the capacity to work independently, are encouraged to make their own choices and decisions and are eager to explore new learning situations.
57. The school complies with attendance requirements. Despite the school's considerable efforts, attendance rates remain relatively low. Attendance rates for the past three terms average 80%. Much of the absence is due to a range of childhood illnesses and this was particularly evident in the spring term when rates fell to 74% due to an outbreak of chickenpox and vigilance over an E.coli outbreak.
58. Registration, although conducted efficiently, is often hampered by the late arrival of children at the start of the school day. Staff make every effort to minimise this disruption caused by absence and lateness and support pupils, who return to school after a period of illness, well.
59. Children's personal and social development has outstanding features. Children develop a secure set of personal values to guide them through the sensitive moral and spiritual content of many learning experiences.
60. Children develop a good understanding of equality and respect for diversity, relative to their young age, as a result of the inclusive nature of the school and the emphasis on respect for everyone including life in other countries.

61. The school is successfully laying the foundations to prepare children to take an active role in the life and work of the community. The head, staff and governors are fully committed to the local community and are very supportive of community initiatives and activities.

## The quality of education and training

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

62. Grade 1: Good with outstanding features.

63. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report as it awarded itself a grade 2.

64. The quality of teaching in lessons observed during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
68%	32%	0%	0%	0%

65. Thus the quality of teaching is good or better in 100% of the lessons.

66. The quality of relationships in the school is very good and a significant strength. Teachers are excellent role models and children are aware of the high standards expected of them with regard to work and behaviour. Good work is constantly praised and the system of celebrating effort and attitude towards work makes an important contribution to their development.

67. Teachers have a very good knowledge of the Desirable Outcomes for Children's Learning and use a wide range of effective teaching techniques. Good attention is given to the needs of all individuals during sessions.

68. A particular strength within the school is the very able way teachers and key workers work together to formulate a very effective team of practitioners. They accept responsibilities for different groups of children with a high degree of skill and professionalism; they fully understand their roles and this impacts effectively on children's learning and progress.

69. Teachers make good use of a range of appropriate and stimulating resources to help their teaching and organise the environment well to enrich learning.

70. Lessons proceed at a good pace and provide stimulating experiences for the children. An element of flexibility is apparent in the planning system to accommodate child initiated activities; this aspect further promotes the development of independent learning.

71. Teachers' use of bilingualism is inconsistent and has not fully impacted on children's learning.

72. Where the teaching displays good and often outstanding features, teachers:
- identify clear learning objectives at the start of the lesson;
  - place clear emphasis on 'doing' and take careful regard of their age, ability and concentration span of children;
  - use a range of multi- sensory strategies to find out what children know and to extend their understanding;
  - provide purposeful opportunities for children to explore, investigate, discover, create, practise and consolidate their developing skills.
73. The school carries out a wide range of formal and informal assessments to judge the progress children are making and to identify areas of individual strengths and weaknesses. Realistic and ambitious predictions are made, based upon individual assessments undertaken in the 'screening room' when children first enter the nursery. These assessments, combined with teachers' detailed day to day notes and observations, ensure that children receive a well balanced and appropriate range of activities in both the long and short term.
74. The school meets in full its legal requirements in recording, reporting and assessment. Liaison between teachers and key workers is regular and consistent, ensuring that records are current and accurate. Good use is made of the 'Reflection Books' which contain examples of children's work that helps teachers to assess the progress made. In addition to the daily informal discussion that takes place between school and home, parent/teacher interviews occur on two occasions during the school year. Annual reports are of good quality and sufficiently detailed to enable parents to know how much progress their children are making and what they need to do to improve.

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

75. Grade 1: Good with outstanding features.
76. The findings of the inspection team differ from the judgement made by school in its self-evaluation report as it awarded itself a grade 2.
77. The curriculum provided is broad and balanced and fulfils statutory requirements; it provides access for all, with no stereotyping in relation to gender.
78. Policy documents and schemes of work reflect the six themes through which the curriculum is presented. A strength of provision is the focus on children's experiential learning, which is outstanding. Children are fully involved in their own learning. These experiences contribute greatly to children's enjoyment and progress. The school is addressing the forthcoming Foundation Phase in relation to bilingualism, multi-cultural understanding and the importance of children finding things out for themselves.

79. Detailed planning on a fortnightly basis is discussed by all adults who are fully aware what the children will learn and their supporting role in their learning. Enriching links between all areas of learning are a strength of the curriculum provision. Planning allows children to learn from structured sessions and provides opportunities for discovery and reflection.
80. Children's varying abilities are considered constantly in the planning and presentation of activities; provision and expectations differ accordingly.
81. The school's provision for key skills is a grade 2 overall. For speaking and listening, it is outstanding; children are provided with a range of opportunities to show their achievements to others, talk about them and comment on what they hear and see. Children are surrounded by colourful books which makes them enjoy becoming readers and writers. Provision for numeracy and the use of ICT is good and permeate all areas of learning.
82. Provision for spiritual and moral development is an outstanding feature. An awareness of awe and wonder is a consistent element of the school day. Even the youngest children reflect on what they see and do. They have many opportunities to understand the difference between right and wrong. 'Golden time' consolidates their understanding of why it is good to follow the school's simple rules. Provision for cultural development is good. Children have a good awareness of the different costumes, language sounds and customs of Japan, for example and the differences between children's lives in Africa and Wales. They have a developing knowledge of the traditional aspects of Welsh life and products. The provision for personal and social development is also outstanding.
83. Although children do not formally experience any recycling, guidance on care for the environment is a striking feature of curriculum provision. An awareness of the world of work is a focal point of activities as children learn from visitors and visits. Occasionally children become entrepreneurs and sell what they make for profit although they have not had the experience of selling the products of their impressive gardening club.
84. Visitors to the community enhance curriculum provision. Visits to a farm, fire station, the beach and a pantomime complements children's learning.
85. The school's partnerships with parents, the local community, other schools and institutions are highly successful and have outstanding features that enrich the life and work of the school and enhance children's learning experiences.
86. Parents are very supportive of the school and express great confidence in the head and her staff. They value the high quality pastoral care offered to their children, the welcoming nature of the school and the ready access they have to staff.
87. Parents are kept well informed through regular daily contact, informative newsletters and frequent opportunities to discuss their children's progress with teachers. Although the prospectus is overly formal, it offers useful information to

parents. A constructive home/school agreement has readily been accepted by them.

88. Many parents play an increasingly active role in the life and work of the school, supporting fund-raising activities through a Parent and Teacher Association and accompanying children on educational visits. Parental involvement in family learning projects has been very successful and benefits both children and parents.
89. The school enjoys a positive partnership with the infant school to which pupils transfer.
90. Productive partnerships have been developed with local colleges; students undertaking child-care and vocational qualifications regularly undertake placements in the school. Students from local secondary schools on work experience are also welcomed. This arrangement makes a positive contribution to school life.
91. The school and its various activities are supported well by the community; children visit a range of places including local shops and links with industry in relation to a local supermarket have recently been established.

#### **Key question 4 : How well are learners cared for, guided and supported?**

92. Grade 1 : Good with outstanding features
93. The findings of the inspection differ from the judgement made by the school in the self- evaluation report as it awarded itself a grade 2.
94. The nursery provides a supportive, caring and safe environment for the children. The head and staff offer high quality support. These are outstanding features.
95. Policies relating to health, safety are well established and managed effectively. Healthy eating is encouraged daily.
96. The school endeavours to promote and nurture effective working partnerships with parents and carers; it has established outstanding procedures to further the partnerships through the introduction of learning programmes such as 'Learning and Play' and 'Numeracy and Play' which cover essential life skills in literacy and numeracy.
97. Effective procedures are established to help children settle comfortably into daily routines when they first attend nursery. These include pre-school visits to play groups, pre-entry visits to the nursery school and admitting children on the basis of a staggered entry. This was evident during the inspection when a total of seven children were admitted and settled into school life with ease, confidence and with a minimum of disruption; this indicates clearly the success of the careful attention given to children's well-being when they first enter school. The planned programme of contact before children leave the nursery for the infant school enables them to join reception classes confidently.

98. The school has a range of good policies and procedures in place to ensure that children are appropriately cared for and protected. Responsibilities for child protection are appropriate. All adults in the school are aware of the correct procedures to be followed and the co-ordinators have received in-service training. All staff members have received recent training in First Aid.
99. Risk assessments are regularly undertaken before children are taken out on visits and parents and carers are encouraged to accompany the group.
100. The school gives high priority to children's personal and social development together with their emotional well-being. This is an outstanding feature of the school. This emphasis is reinforced consistently through daily routines and, consequently, children make significant progress in this area of their development.
101. There are good systems in place for the early identification and assessment of children who are experiencing difficulties with their learning. This is again an outstanding feature. Appropriate records are kept of children's progress; any cause for concern is acted upon quickly and efficiently. The support for all children with SEN is good. The head is the SEN co-ordinator and the school fully complies with the Code of Practice. Parents and carers are kept regularly informed of their child's progress. The school receives good support from relevant external agencies.
102. The quality of provision for equal opportunities, the promotion of gender equality, good race relations and respecting diversity all have outstanding features.
103. Registration periods are undertaken appropriately and effective procedures are used to monitor children's punctuality. Parents are reminded frequently of the need for regular and punctual attendance of their children. The head has established effective procedures to ensure children's absence is adequately explained and to follow up situations where necessary.
104. The school's policies and procedures for promoting good behaviour are highly effective and all staff are skilled at implementing a range of effective strategies to secure positive behaviour and attitudes. The 'Golden time' behaviour programme is clearly understood by children and they respond very well to it.
105. A number of health and safety issues were discussed with the head during the inspection ; the building and play area however are secure.

## **Leadership and management**

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

106. Grade 1 : Good with outstanding features.

107. The findings of the inspection team differ from the judgement made by the school in its self -evaluation report as it awarded itself a grade 2.
108. The school's aims and values are clearly reflected in the daily life of the school. There is a very good ethos with a feeling of purpose to ensure the best provision for all pupils in every aspect of the school's work.
109. The experienced head provides outstanding leadership for the school. She is energetic and enthusiastic and has a clear vision. She receives strong and effective support from a committed teaching staff and key workers. Lines of communication within the school are clear and all adults are valued. Daily routines are well established and the school day proceeds briskly. This is an outstanding feature.
110. There is a strong culture of trust between the head and the adults who work at the school and newly appointed governors. All have the same aspirations in relation to the life and work of the school and the community it serves. The progress made by the children from the very low baseline is evidence of effective leadership and strategic management.
111. A range of detailed management policies are in place to ensure good management and consistent approaches.
112. Staff work well together and the concept of team-work is very much to the fore. All have defined areas of responsibility within the Desirable Outcomes for Children's Learning. They are fully committed to the school ethos of placing the health and well-being of the children at the centre of the curriculum. The management of SEN is good and complies with statutory regulations.
113. The commitment of staff to continuous professional development, with particular emphasis on Early Years education, is enhanced by the open plan design of the school which enables them to monitor, observe and learn from each other. This is an outstanding feature.
114. The school's Performance Management plan is clear and purposeful and is implemented effectively. Staff training needs are reviewed constantly and this promotes their professional development and contributes substantially towards improving the quality of educational provision. Realistic but challenging targets are set.
115. The school has put in place well organised and effective arrangements to provide teaching staff with appropriate time during the school week for teachers' Planning, Preparation and Assessment Time.
116. The school plays close attention to national priorities and local partnerships especially in relation to the linguistic needs of the pupils and their well being.
117. Although the school has yet to formulate its full complement of governors, those already in place are fully committed and have accepted their new responsibilities with much vigour and enthusiasm.

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

118. Grade 1; Good with outstanding features.
119. The findings of the inspection team differ from the judgement made by school in its self-evaluation report as the school had awarded itself a grade 2.
120. The self-evaluation report compiled by the school prior to the inspection showed a sound awareness and understanding of the school's strengths and areas to develop.
121. The recommendations of the inspection team in this report fully match the issues and priorities identified by the school. Although the inspection team differed from the judgement of the school in six of the key questions they decided that the self-evaluation process was so effective in moving the school forward that the school was worthy of being awarded a grade 1 for this question. The school has very high expectations and had underestimated its effectiveness in all areas.
122. The School Development Plan is a comprehensive document which gives a clear picture of an ongoing evaluation process reflecting a school that is constantly thinking of how it can improve its provision for the benefit of the children. This has led to a number of initiatives which address the school's specific difficulties; these initiatives are evaluated effectively.
123. Documents since the last inspection show that the school has responded fully to the findings of the report; progress has been good and often outstanding. Many of the key issues identified in that report are now strengths of the school.
124. The outstanding team work is central to the self-evaluation process. Adults constantly discuss all aspects of the school's daily life. Planning and teaching are evaluated formally and effectively on a fortnightly basis; discussions include all teaching and support staff. Monitoring of teaching and learning is a continuous process as staff work in such close proximity in the main classroom and side rooms. A formal monitoring programme is also undertaken and staff professional development is closely linked both to monitoring outcomes and school priorities.
125. Parents' opinions on school provision, received from questionnaires, are taken on board and are considered fully in future planning. Careful assessment of children's involvement and interests in their experiential learning influences future planning.
126. Although this is the first term in which the GB has been in existence, their awareness of the school's strengths, its priorities and their role in the self-evaluation process is good.

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

127. Grade 1; Good with outstanding features.
128. The findings of the inspection team differ from the judgement made by school in its self-evaluation report as it had awarded itself a grade 2. Although the appearance of the building and its exterior environment is unwelcoming, features in relation to staffing, material resources and the use of the building are all outstanding making the question worthy of a grade 1.
129. The ratio of adult support to the number of children is outstanding; it is a crucial factor in the outstanding provision at this nursery school. Adults are used well as key workers. The two qualified teachers have clearly defined roles in line with their job descriptions.
130. The quality of support assistants in the school is an outstanding feature. Their experience, expertise and talents are fully used in their roles as key workers and they play a highly effective part in day to day activities. Preparation, Planning and Assessment time for teachers is effectively organised by deploying the adults at the school.
131. All other adults including administrative, cleaning, cooking and lunch time supervisory staff carry out their duties effectively and contribute to the school's close family atmosphere.
132. The building is adequate for the number of children on role and is kept clean and well maintained. The head and staff make good use of all available space to provide children with a bright, stimulating and welcoming learning environment. High quality displays celebrating children's work promotes learning. Displays on side surfaces and tables encourages discovery and new experiences. Although the main classroom is used for providing lunch, preparing and clearing up do not interfere with classroom activities. The small side rooms are used effectively to teach groups of children.
133. Whilst some improvements have been made recently to the accommodation, including the installation of new toilets and 'safe' surfaces for the outdoor play and conservatory areas, aspects of the external appearance of the building remain to be addressed. The external environment is in need of some attention as the grassed area for children is uneven and poorly drained and the edges of the 'safe' surface are breaking up. Although this restricts children's outdoor play staff supervise children very carefully.
134. The school is on one level and most areas would be accessible for all who use them, including those with disabilities. The school is aware of its obligations under the Disability Discrimination Act (2005) and has produced an accessibility plan, which meets statutory requirements.

135. The quality and appropriateness of teaching resources for all areas of learning are outstanding and of consistent good quality. This has a considerable input on the quality of learning experiences. Spending is monitored regularly although the new GB has not developed its role in this respect.

136. The school provides very good value for money.

<b>Standards achieved in areas of learning</b>	
<b>Under 5s</b>	<b>Grade 2</b>

### **Language, literacy and communication skills**

#### **Grade 2: good features and no important shortcomings**

##### **Outstanding features**

137. Children develop outstanding listening skills while still very young when engaged in a range of activities. They are eager to use these listening skills to understand what they are doing.

##### **Good features**

138. The majority of children know and use a variety of commands and questions; they confidently acquire a wide range of phrases which allows them to give information about themselves, describe their activities and share their feelings and emotions with others. Children develop a good range of vocabulary, for example when they discuss the different textures of raw and cooked spaghetti. Individuals undertake the role of a teacher and use a class book confidently to relate their version of the story to their peers. They understand that the spoken parts in a story need to be communicated clearly and they change the tone of their voice accordingly. A number recognise some unfamiliar words. All children make marks on paper and draw patterns and recognisable outlines in paint and sticky lotion while engaged in table top activities. The more able children show an awareness of the shape of letters and make up words. Many older ones can copy and overwrite successfully and a number make a start on independent writing.

##### **Shortcomings**

139. There are no important shortcomings but a number of children have difficulty in enunciating words and phrases clearly.

### **Personal and social development**

#### **Grade 1 : Good with outstanding features.**

##### **Outstanding features**

140. Children make very rapid progress in adjusting to school life and in acquiring appropriate personal and social skills. They consistently demonstrate high standards in using them.

**Good features.**

141. Children are happy, comfortable and secure in their well established nursery routines. They respond enthusiastically to warm affection extended to them by their teachers and key workers and succeed in forming good quality relationships with adults. They show a good level of independence during teaching sessions when selecting their activities; they concentrate well for increasing periods of time and the majority become fully absorbed. They visit the toilet, handle cutlery at lunchtime, hang up their clothes and wash their hands with little adult supervision. The more able begin to understand the importance of a healthy diet and the need to brush teeth after meals. They develop positive attitudes of care, respect and concern for the welfare of others. They work and play together with their peers sensibly and share and play fairly. They demonstrate their concern for plants, animals and insects through a range of activities including the Caerau Nursery Gardening Club. They respond positively to the many opportunities to learn about other cultures through stories, creative activities and listening to visitors. Their understanding of their own culture is reinforced through a range of appropriate activities. They show an increasing knowledge of the world of work as they take their responsibilities in the "Go Bananas" cafe and bank seriously.

**Shortcomings**

142. There are no important shortcomings

**Mathematical development**

**Grade 2: good features and no important shortcomings**

**Good features**

143. Children have a sound knowledge of number. Most can recite numbers up to ten. Many can identify the shape of simple ones and provide the correct name for the number symbol. They have a good understanding of a range of mathematical language such as 'once' and 'first' and use them in a correct context. Many understand how to sequence shape and colours and can match objects that have the same characteristics. Many name two-dimensional shapes correctly and can say whether they are drawing or cutting a circle or a square. They understand the concepts conveyed by 'big' 'middle size' and 'small'. They show a basic understanding of how things can be classified according to length and use 'long' and 'longest' and 'short' and 'shortest' correctly. They also understand the concepts suggested by 'full' 'empty' and 'half empty' when playing with sand, water and rice. They understand the concept of 'more' when making Welsh cakes and can count the cupfuls when adding ingredients to make dough. They have a good understanding of small coins which they handle

appropriately and know that change must be given if the correct money is not available.

### **Shortcomings**

144. There are no important shortcomings.

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

#### **Grade 2: Good features and no important shortcomings**

##### **Good features.**

145. Children develop a good sense of the passing of time as a result of their involvement in classroom routines. They recognise the difference between day and night and the more able can name some of their characteristics together with reciting the days of the week in sequence. They use their senses well to explore and describe the different properties of materials, such as when they make bread and the Japanese dish of 'sushi.' They clearly understand that instructions must be followed in sequence. They describe how certain foods, such as Welsh cakes, are prepared and that a variety of fruit is required to make a healthy fruit kebab. They know that most children living in Kenya live on farms and some, such as 'Handa' live in huts made of grass, mud or reeds. They develop an understanding of weather patterns and the more able can describe simple seasonal changes and how they affect their daily lives including the clothes that need to be worn. They have a good knowledge of places in their immediate environment. They understand that people engage in different types of work, for example, doctors, dentists and shopkeepers and understand some simple features of their work. They can name a number of mini-beasts and have a good awareness of what is needed to make plants grow.

### **Shortcomings**

146. There are no important shortcomings

### **Creative development**

#### **Grade 1: Good with outstanding features**

##### **Outstanding features**

147. Children's ability to communicate and express their imagination and creativity in many dimensions, including role play, is an outstanding feature.

##### **Good features**

148. Children explore colour using paint, chalk, charcoal and crayons. They know primary colours and some combine and mix colour, for a particular purpose with

imagination; for example they paint portraits of their family members or the village postman and use felt pens to make colourful self portraits. They enjoy making printed patterns They use and select from a wide variety of tools and paint to produce effective repeating patterns, including hand prints. They use glue sticks and various materials to create collages and make models in various media. They can make informed choices about the materials and media they would like to use and are beginning to comment on what they like and dislike about the work of others. They use dough effectively to model Goldilocks and the Three Bears. The majority handle equipment confidently and enjoy cutting, gluing and sequencing pictures. They role play very effectively in the school bank, in Handa's hut and in the shop, behaving realistically as customers and shopkeepers using money properly to purchase goods. Children enjoy singing a variety of songs and nursery rhymes. They sing confidently and tunefully in English and Welsh and join in with actions and clapping rhythms with enthusiasm. They create and play their own musical instruments and play them confidently keeping a steady beat while accompanying the guitar.

### **Shortcomings**

149. There are no important shortcomings.

### **Physical development**

#### **Grade 2: good features and no important shortcomings**

#### **Good features**

150. Children handle a range of writing and painting equipment with increasing control. In line with their age and ability, their handling of small objects linked to a range of table top activities is good. They show increasing dexterity when handling small blocks, when guiding wooden trains on their tracks and threading cotton reels. They use scissors well to cut paper, handle clay and dough confidently and can stretch these malleable materials to produce a long snake, for example; they use appropriate shaking and beating actions with untuned instruments. They handle a range of equipment of varying sizes in the role play corners effectively. They control their bodies well when making appropriate actions to accompany the songs they know. They roll their bodies along the floor sensibly and can make their bodies tall and short. They crawl effectively along the floor emulating the movements of a number of animals and show a good awareness of balance when climbing a slide. They jump, slither and crawl on a bridge. They have a developing awareness of space and the majority demonstrate this well when using a range of wheeled tricycles, bicycles and prams. They steer these confidently; equipment with pedals is handled well and confidently. Many can handle the computer mouse, click confidently and drag objects across the screen successfully. They develop good hand and eye co-ordination when throwing balls of various sizes sensibly.

### **Shortcomings**

151. There are no important shortcomings.

## **School's response to the inspection**

152. The head, staff and GB at Caerau Nursery have considered the content of the inspection report and wish to comment as follows.
153. We believe that under the new inspection framework there has been an opportunity for the school's strengths to have been accurately documented whilst targets for further development have been clearly identified and set out. Many opportunities for discussions between the inspection team and staff offered constructive advice and improvement strategies for the future.
154. The school's self-evaluation document was thoroughly discussed in the pre-inspection meeting.
155. Although the inspection report is a positive one, the head, staff and GB will make certain that the recommendations outlined in the inspection report are addressed within the next academic year.
156. The head, staff and GB at Caerau Nursery are delighted by the outcome of the inspection. The report clearly acknowledges the hard work that has been put in by every member of staff including the skill, dedication and care of both teaching and support staff. It also acknowledges the quality of education provided by the school, the support of parents and the GB and also pupils' attitudes to learning, their very good behaviour and the enthusiasm they show through play.
157. In particular, 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. Most important, the inspection report makes clear the elements that make our nursery school what it is.
158. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The GB annual report to parents will report on the progress we are making on the inspection recommendations.

## Appendix 1

### Basic information about the school

Name of school	Caerau Nursery School
School type	Nursery
Age-range of pupils	3-4
Address of school	Brynglas Terrace, Caerau, Maesteg Bridgend
Postcode	CF34 0PW
Telephone number	01656734027

Headteacher	Mrs Linda Ann Emmanuel
Date of appointment	1979
Chair of governors	Mr Phil John
Registered inspector	Mrs Eleri Betts
Dates of inspection	October 2 <sup>nd</sup> -4 <sup>th</sup>

## 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	31	-	-	-	-	-	-	-	31

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	5:1

Term	N
Autumn 2005	82.4%
Spring 2006	74.52%
Summer 2006	84.59%

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

## Appendix 3

### **Evidence base of the inspection**

Three inspectors spent a total of seven inspector days in the school. The head took on the role of a nominee and a peer assessor was also present. A team meeting was held prior to the inspection.

Inspectors visited 28 sessions or part sessions.

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection;
- Head, teachers, support and administrative staff and 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 work.

No inspection questionnaires were returned by parents.

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

## Appendix 4

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Eleri Betts Registered Inspector	Key Questions 1/3/6/7 Language, literacy and communication skills, mathematical development, physical development
Janet Warr Lay Inspector	Contributions to Key Questions 1/3/4/7
Ogwyn Phillips Team Inspector	Key Questions 2/4/5 Personal and social development, knowledge and understanding of the world, creative development
Lynda Emmanuel Head Nominee	Providing information
Jackie Mason Peer Assessor	Attending Team Meetings and observing classes

Celtic Inspection Services  
UWIC  
Cyncoed Rd  
Cardiff.  
CF23 6XD

### Acknowledgement

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.