

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

A Report on the Quality of Education in

**Caerau Nursery School
Caerau Lane
Ely
Cardiff
CF5 5QZ**

School Number: 6811016

Date of Inspection: 12 June 2007

by

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Date of Publication: 13 August 2007

Under Estyn contract number: 1122206

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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 12/06/07 and 13/06/07. An independent team of inspectors, led by Jean Laura Hannam undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Caerau Nursery School opened in 1973 and serves a wide area in the Ely district of Cardiff. The school is situated on the edge of a large housing estate in an area of social disadvantage which has been designated as a Community First Area. The majority of children live in close proximity to the school but a significant number (38 per cent) travel from other catchment areas. A minority of children come from private housing with the majority living in accommodation rented from a housing association or the council. 96 per cent of children come from English speaking homes and Welsh is taught as a second language. Ninety two per cent of children are from Welsh backgrounds and eight per cent are from various ethnic groups. A significant number of children entering the nursery are not toilet trained, have delayed social and communication skills and a variety of Additional Learning Needs.
2. The nursery caters for eighty children aged between three and four years, on a part time basis, from the start of the term following their third birthday. This follows the Local Education Authority (LEA) guidance for admission into a nursery class. The three year olds attending the provision are funded according to criteria established by the Welsh Assemble Government (WAG). 40 children currently attend the morning session and 40 the afternoon. There is a long waiting list for places. There are 52 boys and 28 girls organised into one group per session. There are currently no "looked after" children registered with the school or any with physical disabilities. There are however a significant minority who have minor disabilities requiring extra care and attention. The nursery specialises in dealing with children on the autistic spectrum. One child has a statement for Additional Learning Needs and there are 22 children (30 per cent) on the Additional Learning Needs register. At the time of the inspection four children require support with English as an Additional Language. The nursery admits children from a full range of abilities.
3. The current head teacher was in post when the school was last inspected in July 2001. Since then improvements have been made to the inside accommodation, storage facilities and the outside play area.
4. The school has been awarded the Basic Skills Early Years Quality Mark Award and has the Green Flag status.

The school's priorities and targets

5. Caerau Nursery School's ethos is encapsulated in the maxim that they teach the children;

"Everyday in our play we are caring, sharing and learning".
6. Caerau Nursery aims to provide a safe, warm, welcoming environment in which the children can thrive and develop. The nursery aims to give equal opportunities and access to the curriculum regardless of race, background, gender or stage of development. The ethos encompasses close relationships with parents, the community and neighbouring schools.
7. The nursery states its priorities, as out-lined in the School Improvement Plan for 2006-2007, are to:
 - to continue to develop the foundation Phase throughout the school to ensure provision meets the requirements/ proposals
 - to further enhance the opportunities for mathematical development
 - to further develop strategies to keep parents informed of their child's progress
 - to ensure standards are maintained across the whole school
 - to continue to develop the school's Multi-cultural and Inclusion Policies
 - to continue to develop the school's five year information communications technology (ICT) plan
 - to develop smooth transition policies from nursery to reception
 - to develop the new governing body
 - to further develop speaking and listening
 - to improve attendance.

Summary

8. Caerau Nursery is a good school with many outstanding features. The manner in which the education provided by the school meets the needs of the whole range of children is extremely good and the school contributes exceptionally well to the well-being of all the children in its care.

Standards

Table of grades awarded

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

Standards in the areas of learning for under-fives are as follows:

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

Grades for standards in areas inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	76%	0	0	0

9. Standards of achievement in lessons observed are considerably higher than the WAG all-Wales target of at least 65 per cent of lessons to be good (Grade 2) or better (Grade 1) by 2007.
10. Children enter Caerau Nursery with ability levels considerably lower than the LEA average. An outstanding feature of the school is the progress made by the children in the nursery year in their acquisition of knowledge, skills and understanding, regardless of their background. They achieve good standards. Overall children successfully achieve their set targets.

11. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
12. Children with additional learning needs, those who are learning English as an additional language and those requiring challenge, achieve good standards in relation to their age and abilities.
13. Children achieve a good standard in their use of key and basic skills. The children's listening and information technology skills are excellent. The remaining communication skills, bi-lingual skills and those relating to mathematical development are good.
14. Overall the children's creativity and problem solving skills are good. Children have good, appropriate knowledge of the heritage and culture of Wales.
15. Despite the fact that on entry scores are some of the lowest in the LEA, the school's assessment information indicates that, during their nursery year, standards of achievement within the group are slowly rising.
16. With guidance most children have an age appropriate understanding of how they are progressing and what they need to do to improve their work. A very good feature of the school is the excellent progress children make in moving towards their potential. They are well prepared for the next stage of their education.
17. The development of the children's personal, social and learning skills is excellent. Most children have a very positive attitude to every aspect of school life. The behaviour of most children is very good.
18. Despite the school's persistent efforts to improve attendance the average rate for the three terms prior to the inspection was 86.00 per cent. This is low and mainly due to an increasing number of family holidays in term time and the persistent absences of a small number of children. This has a negative impact on their learning.
19. Overall children have a very high self esteem and most take responsibility for their own actions. They show exceptional respect for each other and understand what is expected of them throughout the school day. Many children are developing the ability to work independently. This is a strength of the school.
20. The children are very caring, sensitive to the needs of others and courteous to all visitors. They are establishing good healthy living skills that include valuing their physical and emotional well-being.
21. The children's age-appropriate wider development is good. They have an ingrained understanding of equal opportunities and respect for diversity. They recognise the support of the community to their well-being. Most do not yet

fully understand the concept of living in a multi-cultural society. They are beginning to act as responsible citizens.

Quality of Education and Training

22. The quality of teaching, in the lessons observed, was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	73%	0	0	0

23. These figures compare well with the figures in the Chief Inspector of Schools Annual Report for 2005 – 06 when the quality of teaching throughout Wales was a grade 2 or better in 79 per cent of lessons.
24. The school has made good progress in maintaining the high level of teaching established at the last inspection and all staff promote outstanding equal opportunities for all in their care.
25. Where lessons were judged to be outstanding, features include the use of a range of multi-sensory strategies to help children progress and develop their enthusiasm for independent learning.
26. In lessons that display good features staff use praise and encouragement consistently to raise self esteem and confidence. They implement a variety of strategies to support all learners, have high expectations and promote positive attitudes to work and play.
27. Minor shortcomings in lessons include sessions that do not allow the children sufficient time to interact with peers and adults.
28. The commitment, effort and enthusiasm of the teachers and support staff have a positive and significant impact on the standards achieved by children.
29. Incidental Welsh is used appropriately to reinforce skills in the language and children's bilingual skills are promoted well across all areas of learning.
30. The quality of assessment is excellent and its use in helping to raise standards across the areas of learning is outstanding. All procedures meet statutory requirements. Reports to parents are comprehensive and linked to the Desirable Learning Outcomes.
31. Most children are able to discuss their targets with known adults. The school has a great deal of success in meeting the needs of autistic children.
32. The curriculum is broad, balanced and sufficiently flexible to reflect the needs and interests of individual children including those with Additional Learning Needs and English as an Additional Language.
33. The provision of opportunities provided by the school to extend the early years curriculum through close links with the community and the outdoor classroom

are outstanding features that impact strongly on the standards achieved by the children.

34. The school attends exceptionally well to national priorities for life long learning and community regeneration. Parents and children acquire valuable learning skills through initiatives such as family learning weeks.
35. The overall provision for the development of children's spiritual, moral, social and cultural development is excellent.
36. Partnership with parents, the local community and the school are outstanding. The school very successfully promotes the awareness of sustainable development and global citizenship and has gained the Green Flag status. The school makes suitable arrangements for the children's personal and social education including developing a healthy lifestyle.
37. The school provides a happy, supportive, caring and safe environment for children to learn. There is a strong, well structured system of support and guidance for every child. The school makes an excellent contribution to the well being of pupils. This is an outstanding feature. The school is strongly committed to providing exceptional provision to meet the needs of all children including those with significant additional needs and providing invaluable support to all families.

Leadership and Management

38. Caerau Nursery has very clear aims and values which are reflected in the ethos that percolates through all aspects of school life.
39. The quality of leadership and management shown by the very experienced head teacher is outstanding. She is dedicated to raising the standards of both teaching and learning and committed to the well being of the children. She is extremely successful in involving the parents and the community in supporting their education.
40. All members of staff, governors and parents play important roles in ensuring the school continues to maintain the high standards established during the last inspection. They all work very well together as a strong, forward looking team. They take very good account of national priorities.
41. The new Governing Body is supportive, active, effective and well informed about issues that affect the nursery. It is developing firm procedures for monitoring standards and provision.
42. The school's self-evaluation processes are good with outstanding features. They are comprehensive and fully involve the first-hand experience of all stakeholders. The recent self-evaluation report, supporting documentation and resulting action plan are outstanding. The report is clear and honest in its judgements and acts as a firm base for the School Improvement Plan. It is detailed and accurate in its assessment of strengths and area for improvement

and matches the judgement made by the inspection team for five out of the seven key questions. The school has made excellent progress in addressing the two key issues identified in the 2001 Estyn inspection.

43. The subject co-ordinators evaluate their areas of learning and express a clear but sometimes informal way forward to raise standards.
44. The quality and quantity of learning resources is outstanding and contributes substantially to the progress made by the children during their nursery year. All resources, including staff, are constantly reviewed by leaders and managers.
45. The school gives very good value for money.

Recommendations

46. In order to improve the school and raise standards, the staff and governing body need to:
- R1 Raise the standards in the areas of learning where minor shortcomings have been identified;
 - R2 Extend the existing good practice in the quality of teaching;
 - R3 Continue to address the level of attendance of a small minority of children who do not attend with sufficient regularity.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

47. The findings of the inspection team match the judgements made by the school in its Self-Evaluation Report. However the grade awarded for this key question differs from the grade given for key question 5. This is because as a direct result of the procedures, structures and resources put in place by the management of the school the team judged standards to be good and the individual progress made by the children during the year in acquiring new knowledge and skills as outstanding compared to their low level on entry.
48. Overall children enter Caerau Nursery School with achievement levels that are considerably lower than those attending similar LEA schools. Many children have limited communication and personal and social skills. On entry assessments taken during their first few weeks in school indicates that, overall, standards on entry are not as high as they were four years ago. However, assessment evidence indicates that during their time in the nursery they achieve good standards regardless of their background. This reflects the high level of individual progress made by each child in acquiring new knowledge. There has been a trend of rising standards of achievement and attainment over the past few years and most children reach their set learning targets and goals. Children at either end of the academic scale and those with Additional Learning Needs and English as an Additional Language achieve good standards relative to their age and ability.
49. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
50. Children's standards of achievement in the lessons observed in the areas inspected are as follows:

Table of grades awarded

Areas of learning for under-fives

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

Grades for standards in areas inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	76%	0	0	0

51. Standards of achievement in lessons observed are considerably higher than the WAG all-Wales target of at least 65 per cent of lessons to be good (Grade 2) or better (Grade 1) by 2007. Taken alongside the low entry level, this reflects the maintenance of the high standards noted in the previous inspection
52. During their time at Caerau Nursery children make very good progress in acquiring new knowledge, understanding and skills which they readily transfer between areas of learning. This is a strength of the school. Individual or group learning targets help focus children's learning to an appropriate level and keep the children working on task at pace. Above half are able to discuss their work with staff and a few are able to review their strengths and weaknesses. They are beginning to be aware of their potential as they are introduced to new skills that prepare them for the next stage of their learning. Some children are beginning to understand how they are progressing and all are highly motivated during activity sessions. With guidance, some are also beginning to understand what they need to do to improve. Most ask for help when required as they move on to full time education.
53. Children are beginning to apply their thinking skills, persevere and concentrate for longer periods of time for example, as they listen to stories during small group time.
54. The development of the key skills is good. Key skills are promoted well through structured play experiences across all areas of learning and the development of communication skills and personal and social skills are given a high priority. Children's listening skills are exceptionally good and standards of speaking, reading and writing are good, despite the fact that the majority of children start school with low baseline scores. They make good progress when using and applying their mathematical skills, especially when undertaking practical tasks. Their ICT skills are consistently very good and children use computers very well to support language, mathematical and creative development; this is an outstanding feature.
55. They have a good understanding of Welsh greetings and phrases, and know numerous Welsh songs and prayers. Their bilingual competence shows good progress, and they follow aspects of the curriculum successfully using both Welsh and English.
56. A great strength of the school is that, regardless of their social, ethnic or linguistic background, all children succeed. No group of children are disadvantaged. The school evaluates assessment information carefully, looks at trends in achievement over a number of years and takes appropriate action. The introduction of the "Talking-Teddy" programme is an example of how the school addresses the problem of declining speaking and listening skills. The

result of this can be seen in the good progress made by children in these areas. Information gathered indicates that there is no significant difference in the levels of achievement in varying groups of children such as boys and girls or various ethnic groups.

57. The children's personal and social skills are outstanding in quality, with children behaving extremely well, working well with others, and being exceptionally respectful and courteous towards each other and towards adults. This has a very beneficial effect on learning and progress. Children's problem-solving skills and creative skills are good. They settle quickly at the start of each session and work with great enthusiasm, both individually and in groups. They complete suitable activities that meet their needs and establish firm relationships with peers and adults based on trust and respect. They enjoy learning. The older children are confident in discussion, work independently as they experiment and make choices such as when building make-shift constructions in the garden. They display a positive attitude to learning and have growing self esteem.
58. Pupils with Additional Learning Needs make very good progress towards the targets set for them in their individual education plans. The specialist help they receive, particularly with speaking and listening skills, improves their progress and boosts their confidence. This is a great strength of the school.
59. Children enjoy each others company and willingly take on responsibility such as helping at snack and tidy up time.
60. The average rate of attendance for the three terms prior to the inspection was 86.00 per cent. The level of attendance is adversely affected by the susceptibility to illness of the very young children and the serious medical conditions of some children in the nursery. For example children have suffered epidemics of chicken pox and viral infections. However, an increasing number of family holidays in term time and the persistent absences of a small number of children have a serious negative impact on the overall rates of attendance and on the children's learning.
61. Overall children make outstanding progress in their personal, moral, social and wider development as they work well together in an ethos that values individuals and promotes honesty and fairness. They show care, respect and concern for others and they willingly discuss their hopes and fears during circle time. They have a sincere regard for the views of others. They have a strong sense of what is right and wrong and are able to reflect sensitively on a wide range of age appropriate issues such as what makes them frightened or upset. During whole group time the children contribute to prayers. As yet most do not reflect at any time during the day. They are establishing good healthy living skills that include valuing their physical and emotional well-being.
62. Children are developing a responsible approach to life in school and the wider community. They are treated equally regardless of their background or circumstance; this is an outstanding feature of the school. This sense of

responsibility helps develop a good understanding of equal opportunities and nurtures a healthy respect for the diversity of beliefs, attitudes and cultural traditions which helps form today's modern society. They are beginning to act as good citizens and recognise the role the community plays in their well-being.

63. Children develop a very good age appropriate understanding of their place in the local community and the working world through visits to appropriate places and community visitors to the school. They also participate in community events such as Ely/ Caerau Festival Week and the Cardiff in Bloom competition.
64. Many are beginning to appreciate the process of learning as well as the end product, for example as they independently construct houses from junk. They are quickly developing a very positive attitude to learning that will maintain lifelong learning.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

65. The findings of the inspection team match the judgement made by the school in its Self-Evaluation Report.

66. The quality of teaching, in the lessons observed, was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	73%	0	0	0

67. The quality of teaching is good or better in 100 per cent of lessons observed. This compares well with the figures in the Chief Inspector of Schools Annual Report for 2005 – 06 when the quality of teaching throughout Wales was a grade 2 or better in 79 per cent of lessons.

68. The school has made good progress in maintaining the high level of teaching displayed during the last inspection.

69. Staff form very good relationships with the children, based on mutual respect. This is a consistent feature of teaching throughout the school. The commitment, effort and enthusiasm of the teaching and support staff have a positive and significant impact on the standards achieved by the children. All staff work well together as a well established team.

70. In lessons which have outstanding features, members of staff use a range of multi-sensory strategies to help children progress and develop their enthusiasm for independent learning. They display good intervention techniques and skilfully use higher order questioning to extend the children's learning skills.

71. In lessons that have good features staff offer appropriate challenges to all children, including those with Additional Learning Needs and English as an Additional Language. They use a variety of strategies including group, class and individual teaching to support the individual needs of all children in developing excellence and reaching their potential. Overall lessons are well managed and children are motivated to work at a good pace and remain on task.

72. A system of classroom rules ensures a common code of behaviour that permits children to work without hindrance. Staff use appropriate praise and encouragement constantly to raise the children's self esteem and confidence. Staff deal with issues such as gender, disability and race in a sensitive manner, act as very good role models and offer good quality support for those who have difficulty in achieving.

73. In lessons that have minor shortcomings staff do not always explain the purpose of the activity clearly or fully engage the children throughout the lesson.
74. Teachers show a very good subject knowledge based on the Desirable Outcomes for Children's Learning, the principles of the forthcoming foundation phase, and the personal and social educational framework. They enthusiastically teach the basic principles of healthy living and issues related to the future well-being of all.
75. They are competent in teaching the common requirements and show a familiarity with recent developments in their field.
76. Staff plan work well based on the children's previous knowledge and skills in order to reinforce learning. There are clear objectives for each session, based on the Desirable Outcomes for Children's Learning. These are understood by all adults and often explained at an appropriate level to the children. Lessons are differentiated to cater for individual needs.
77. Each lesson is evaluated and the information used to affect future planning.
78. Staff plan a good range of creative, experimental and investigative work. Much of this is linked to the outdoor classroom and exploration of the environment, such as the recent visit to Cardiff Bay to investigate the variety of building types. They ensure all newly acquired skills are enforced in an inside and outside learning environment.
79. All support staff are involved in all aspects of the children's education and are suitably deployed. They have a very positive impact on the learning particularly when dealing with children with Additional Learning Needs and English as an Additional Language.
80. In general, teachers use a good range of teaching methods and resources to involve the children actively in their learning.
81. Overall they ensure children understand what they are doing and employ sturdy classroom routines which supply a secure environment for learning to flourish and positive interaction between staff and children to take place.
82. All teachers and other adults in the school successfully promote equality of opportunity. This is an outstanding feature of the school. They actively challenge stereotypical views such as children's perceptions about suitable jobs for men and women.
83. Teachers meet the English language needs of children well by providing a language-rich environment to support children's learning. Incidental Welsh is used appropriately to reinforce skills in the language and children's bilingual skills are promoted well across all areas of learning.

84. Teachers plan to meet the needs of all children in a flexible manner and monitor and review their progress regularly through a comprehensive system of whole school tracking. Staff set individual or group targets for improvement which are generally shared with all interested parties. These are reviewed and evaluated regularly. All staff know the children and their needs well.
85. The schools arrangements for reviewing, recording and reporting the progress of children with Additional Learning Needs and English as an Additional Language are in line with the Code of Practice and satisfy statutory requirements. All staff are knowledgeable and work though the targets set in the Individual Education Plans and linking Individual Behaviour Plans. Staff have had a great deal of success in raising the levels of achievement of children on the autistic spectrum.
86. Teachers assess children's achievements and progress fairly, accurately and regularly. This is a great strength of the school as all responsible for moving the education of the children forward are fully informed at all times of their current needs. The school has well established assessment practices and procedures which are used to gather information and overall affect future planning and raise standards
87. The staff have devised a system of on entry-assessment which covers all six areas of learning; all legal requirements are met. Staff are aware of each child's standards and achievement. Problems are identified early and intervention occurs immediately.
88. Informal daily assessment is used immediately to provide work at an appropriate level for each child. On-going assessment evidence is paced in a profile book which transfers with the children to the various on-going settings. This is also has part ownership with the parents/carers who are able to contribute to the assessment process on a daily basis. This is an outstanding feature.
89. Staff spend time discussing the work in a positive manner with the children. With staff guidance, about half are able to understand what they need to do to improve and a few are beginning to assess their own work and that of others.
90. All statutory requirements are met and staff inform all those with a legitimate interest about the children's progress and achievement. The quality of the formal and informal reporting procedures is a very good feature of the school.
91. Staff deliver an annual written report to parents which is informative, comprehensive and linked to the areas of learning. They inform the parents/carers of the child's achievements and progress. There are two formal parent's evenings per year for parents/carers to comment and discuss their child's progress. The school also operates an open door policy and staff are available to discuss progress on a daily basis. There is a good flow of information between school and the parents of children with Additional Learning Needs.

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

Grade 1: Good with outstanding features

92. The findings of the inspection team match the judgement made by the school in its Self-Evaluation Report.
93. The provision of opportunities provided by the school to extend the early years curriculum through close links with the community and the outdoor classroom are outstanding features that impact strongly on the standards achieved by the children.
94. The school responds very well to children's learning needs. The curriculum is accessible to all children including those with Additional Learning Needs and English as an Additional Language and provides very good opportunities for them to experience a broad and balanced range of activities and topics and enables them to learn successfully. The curriculum is flexible enough to meet children's individual needs and interests. It takes very good account of what they already know and their next steps in learning. The school meets all legal and course requirements. The education provided by the school meets the needs of the full range of children exceptionally well.
95. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. The curriculum is interesting, motivating and involves whole class, group and individual activities.
96. The school bases its provision on the principles of good Early Years practice and is adequately prepared for the coming Foundation Phase. It also pays due regard to establishing healthy living routines by providing many opportunities to extend the children's understanding of what constitutes healthy eating and drinking. For example healthy snacks are supplied during each session and all children are encouraged to independently use the cold water drinks dispenser throughout the day. The school provides many good opportunities to develop a healthy life style in partnership with home. These arrangements are also very good and reviewed regularly.
97. The school's provision for the development of key and basic skills is robust and there are planned opportunities for children to transfer skills across all curriculum areas. The school has been awarded the Basic Skills Agency Quality Mark Award for its work in this area.
98. Excellent opportunities are provided for children to further broaden and enrich their experiences with many, many school trips each year covering places of interest throughout South Wales. All children visit the local building site as part of their topic on "Homes and Buildings" as well as the soft play park in Penarth and the Brecon Santa Express. Specialist and community visitors further enhance the curriculum. Their problem solving, decision making and

independent learning skills as well as their knowledge and understanding are enhanced as they work and play in the extensive outdoor facilities. These are outstanding features of the school's provision and result in a greater personal independence and improved self confidence

99. All staff plan well together from agreed schemes of work, with the support of curriculum leaders, although some activities are selected by the children. This provides for continuity and progression through and across the six areas of learning. Planning for the long, medium and short term is good and teachers constantly evaluate the success of their lessons.
100. Overall the school's promotion of children's spiritual, moral and social development is good with outstanding features. Provision for the children's cultural development is in the process of being consolidated. Acts of whole group worship make a good contribution to children's understanding of moral issues and help them to respect truth and fairness when dealing with their peers. The staff create effective opportunities to further children's spiritual development during circle time as they encourage the children to articulate on such important issues as feelings and varying emotions. The children experience awe and wonder as they work in the school garden and learn to care for the school flowers, plants, guinea pig and goldfish.
101. Teachers successfully encourage positive moral values and this is a further strength of the school. There are good opportunities provided for children to show kindness and consideration to each other. Registration time helps foster the children's personal development and recognises their achievements very well.
102. All traditions are valued and racial harmony is promoted well. Inclusion is an integral part and a strong feature of the group and discrimination or stereotyping is not tolerated in any form. The school continues to work effectively to raise children's cultural awareness.
103. The school has outstanding links other agencies, parents and the community; links are good with other schools and colleges. Parent's responses to the pre-inspection questionnaire indicates their delight with the information provided by the school, including an informative website. They are fully supportive of every action taken by the school and state their children make very good progress whilst they are at Caerau Nursery. They are very appreciative of the dedication of the staff and the work done with home to involve parents in the education of their children; for example the "Headstart" programme and "Talking Teddy".
104. The small but very active Parent Teacher Association is very supportive and raises substantial funds for the school. Since the previous inspection they have raised £10,000 towards the cost of the new annex, and further monies in sponsorship for large amounts of outdoor and computer equipment. This is a further strength of Caerau Nursery.

105. Role play, educational visits and visitors from the community help to raise the children's awareness of the working world very well at an appropriate level and further strengthen the nursery's links with the community. For example, children visit the local shops and neighbouring building site. They work with "people who help us" such as the emergency services and school nurse as well specialists such as storytellers and musicians. They participate in road shows and cook with a chef in the Famous Five Cookery Road show. The quality and quantity of this appropriate work related provision is very good.
106. The nursery benefits from local donations such as materials for role play areas and the garden as well as raffle prizes.
107. As yet no staff have participated in industrial placements to enhance their teaching and management skills.
108. Provision for the *Cwricwlwm Cymreig* is good, ensuring that children have a sound knowledge of their Welsh heritage and traditions. The use of incidental Welsh in daily routines is good and the bilingual labels around the school, together with the development of bilingual skills in various curricular contexts, promote children's ability to work in both languages.
109. The nursery strongly promotes equality of access and opportunity for all and is robust in its efforts to tackle social disadvantage. Children irrespective of their social background, gender, disability or ethnicity are positively encouraged in all activities. This is a strength of the school.
110. The nursery has gained Green Flag status and as a result children have an excellent knowledge of how to care for their environment, the effects of litter and the need to conserve water. They plant, sow, harvest and eat fruit and vegetables from the garden. Parents and children are involved in recycling and composting schemes. These are outstanding features in the learning experiences provided for the children. The nursery effectively promotes children's early awareness of global citizenship through fundraising events.
111. Children's entrepreneurial skills are developed through practical activities such as fundraising and role play in the shop, café and the outdoor building site construction area.
112. The school attends exceptionally well to national priorities for lifelong learning and community regeneration. Parents and children acquire valuable learning skills through initiatives such as family learning weeks and language, number and play courses that have run for many years. As a consequence several parents including former pupils gain qualifications and employment in the nursery and other schools. Children in turn see adults as life long learners. This is an outstanding feature. In line with the recent WAG initiative, the school makes a very good contribution to the well-being of the children.

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

Grade 1: Good with outstanding features

113. The findings of the inspection team match the judgement made by the school in its Self-Evaluation Report.
114. Outstanding features include the depth of support and guidance given to all children at Caerau Nursery and particularly to those with Additional Learning Needs. The partnership arrangements with parents and carers also have an outstanding impact on standards achieved by the children.
115. Children are cared for guided and supported very well in an exceptionally supportive and happy environment. The nursery has a very positive ethos and every child is valued and included. Staff liaise very effectively with a wide range of support services and professionals. Planned programmes are drawn up and parents and carers are fully involved in discussions about the care of their children.
116. Teachers and support staff know the children and their families very well and have developed very effective partnerships with parents, carers and the community. Parents' views are sought in a variety of ways including a questionnaire at the year-end. They evaluate initiatives and courses throughout the year and have very recently been involved in the Effective Early Learning Evaluation report. This is a strength of the school.
117. Communication with parents is very good. There is very good daily informal contact. In discussion during the inspection and in their responses at the pre inspection meeting parents say "lots of news is shared" with them.
118. Induction arrangements to admit children into the nursery are extremely well organised and children quickly settle into school routines. Arrangements to settle children who join at a later stage are equally effective. All children have an age appropriate understanding of their rights and responsibilities and soon become aware of what is expected of them during their time in school.
119. Staff know the children well and offer very high quality, individual structures and strategies to support and guide the children through to the next step in their education. They successfully identify the pupils' needs and effectively track their progress. Children say there is always someone to turn to if they need help, feel secure in school and acknowledge that their views are valued. Relationships between children and adults working in the school are very good. It is these outstanding relationships which underpin the school's work and increase the confidence and self esteem of the children.
120. The personal and social education is developing very well throughout the school and is an integral part of each area of learning. Circle time and group gatherings are used to address any concerns the children may have and general moral issues, such as making new friends or respect for others and

their property. There are well established links with the general community, the police, health care professionals and other relevant agencies that very successfully help the school support and guide the children in their care; healthy living is also encouraged by these supporting professionals.

121. There are good, effective policies and procedures in place to monitor children's attendance, punctuality, behaviour and performance. All adults apply positive behaviour strategies consistently and are very good role models. Parents support the Golden Rules and accompanying strategies and many carry them through from school to home to help in their dealings with their children. All parents sign the home/school agreement.
122. Pupils' attendance is carefully monitored and the school works closely with the Education Welfare Officer and other agencies with the number of families that give concern. However despite the school's best efforts a small number of children have been removed from the roll because of their persistently poor attendance.
123. A strength in the school is the emphasis it places on healthy living. The school offers a constructive plan to encourage and enable learners to be healthy and take part in the Healthy Schools Initiative (sixth year). Healthy snacks are available during each session. Staff work closely with parents to ensure a healthy lunch box is provided and children are rewarded for making healthy choices. Children's physical development is enhanced through weekly dance sessions taught by a specialist teacher and the use of the soft play area in the leisure centre.
124. Suitable Policies and procedures are established to ensure the health, safety and welfare of all stakeholders. Risk assessments are carefully carried out and systematically approached. As far as possible the school provides a safe, secure environment in which young children can learn and play.
125. The adults in the nursery are well aware of children with particular needs. This is an outstanding feature. They are very knowledgeable about procedures in the event of accidents and emergencies and know how to help children with identified medical conditions because specialist nurses talk to them. Procedures for first aid, medical support and for contacting parents in emergencies are well known to all staff.
126. There is an appropriate policy and sound procedures for child protection. The head teacher is the nominated person. The senior class teacher is her deputy and there is a named governor. Teachers, support staff and mid day supervisors are fully aware of their responsibilities.
127. The provision for children with Additional Learning Needs, English as an additional language and those identified with behavioural problems is very good and an outstanding feature of the school. There is a comprehensive policy for children with Additional Learning Needs, which complies with the requirements of the Code of Practice. It gives clear guidance to all who are involved with procedures and practices. The school has a very positive

attitude to inclusion and supports all children to fully access the curriculum. The school is particularly successful in meeting the needs of children on the autistic spectrum and is used by the LEA to place such vulnerable young people. This is a further strength of the school.

128. The school successfully identifies and assesses the needs of children with additional needs at the earliest possible opportunity. They are very well supported by dedicated and effective staff. This support is also given to children with physical disabilities. Both classroom and external support are of a high standard and are managed very well by the special educational needs co-ordinator (SENCO). This is a strength of the school. Support agencies include speech therapy, behavioural support and education psychology.
129. The staff work closely together to ensure that individual programmes match the needs of the children. Individual provision is appropriately differentiated and each child's progress is very well tracked. The learning support assistants give very valuable support to small groups and individuals identified with the greatest need. Children benefit from these sessions, which are well planned and closely linked to individual learning needs. The school makes effective use of specialist services and maintains close contact with parents. This is a strength of the school. There are good links with the receiving schools to ensure that children's needs are highlighted on transition. The needs of children in school at the time of the inspection with minor physical difficulties are readily met in an ethos of total inclusion.
130. Provision is very effective as teaching is focused on targets identified in the Individual Educational Plans and the linked Individual Behaviour Plans; children make very good progress against these targets. These are monitored and reviewed regularly and involve the parents/carers and the children. The school fully meets the requirements of the Code of Practice for Wales.
131. Children identified as having behavioural problems make very good progress as a result of well developed strategies put in place by the school. The strong ethos of good behaviour and mutual respect that surrounds the school community, contributes significantly to the children's achievements in this area and this is an outstanding feature.
132. There are four children in the school, at the present, who have needs relating to learning English as an additional language. Effective Strategies are in place for them to receive support relevant to their individual needs
133. In providing support and guidance for the children, the school takes very good account of equal opportunities. The qualities of fairness and opportunity for all are implicit in all aspects of the school life.
134. Children appear to have sufficient confidence in the staff to feel that any problems will be sorted out immediately. The effective system of praise and rewards is strictly enforced by all members of the school community.

135. Very good policy monitoring and evaluation is an on-going process at the school, in order to provide effective support and guidance. Policies and practices effectively challenge stereotypical views as well as recognising the diversity of children's backgrounds. Boys and girls play equally with all resources and take part in all activities regardless of gender. This is a strength of the school. The school successfully promotes good race relations and monitors this aspect of its work well.
136. Very appropriate procedures are in place such as Max the persona doll to prevent oppressive behaviour and bullying. This is a further strength of the school.
137. There are currently no children in the school with mobility disabilities but the nursery has a disability access plan that takes account of the site and building. Children with restricted mobility and wheel chair users have previously coped well in the nursery. The school has taken all reasonable action to ensure that disabled children do not suffer from less favourable treatment. The school is beginning to plan an Equality Scheme with a resulting action plan.
138. The school's inclusive ethos totally encompasses diversity. Discrimination of any form is not tolerated. All children regardless of age, ability, linguistic background, disability and ethnicity have full access to all curricular and other provision at the school.

Leadership and management

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

Grade 1: Good with outstanding features

139. The findings of the inspection team differ from the school's Self-Evaluation Report, which awarded a Grade 2 for this key question. This is because outstanding features in the quality of leadership and strategic management provided by the head teacher have led to rapid individual progress of the children who enter the school with low baseline scores. Procedures, structures and resources introduced by the management have resulted in children making very good progress throughout the year in acquiring new skills and knowledge when viewed alongside their level on entry. This is also the reason for the grade for this key question differing from the Grade 2 awarded to key question 1.
140. The head teacher provides outstanding leadership, clarity of educational direction and a sense of purpose. She is very committed to the well being of the children and is extremely successful in involving parents and the community in supporting their education. She co-ordinates the efforts of the teaching staff and the newly appointed governors very effectively, giving the school's work a clear sense of direction. Common values are shared about learning, behaviour and relationships, and very appropriate aims and policies concentrate on the needs of the learners. All members of staff show total commitment to the school's vision statement and the head teacher and staff work together very effectively to create an atmosphere that is industrious and happy.
141. All children, regardless of background, are fully included in all aspects of school life. Every child, including those with Additional Learning Needs, is made to feel important and receives very good support to make progress.
142. An outstanding feature is the attention the school gives to national and local priorities. For example, it is preparing very well for the introduction of the Foundation Phase and has attained the Basic Skills Agency's Quality Mark twice. The school has gained a Green Flag under the Eco-Schools Initiative and participates in the Healthy Schools Project. This includes developing a healthy eating and drinking policy and procedures. It has successfully completed, for the third time, the evaluation phase of the Effective Early Learning Project.
143. The school has put in place well-organised and effective arrangements to provide teachers and support staff with appropriate time to plan, prepare and assess. This has had an outstanding impact on the standards of teaching and learning.
144. The school's policies and procedures impact very positively on raising standards. Participation in the Effective Early Learning Project led to an

assessment of the quality of the provision. Statistical analysis shows that the school is moving forward in meeting its objectives. As a result, further effective strategies have been established for setting whole school targets which are appropriate in terms of challenge. Effective processes have also been established to help children reach individual targets.

145. Very effective performance management arrangements identify targets for individual staff in order that they can improve their teaching competence and skills. Continuous professional development needs are closely linked to priorities identified in the School Improvement Plan and to the needs of individual members of staff. Effective appraisal helps teachers evaluate and improve their practice. The appraisal of support staff is not yet fully refined.
146. Governors are dedicated, enthusiastic, supportive and work well with the head teacher and staff. They are justly proud of the recent achievements of the nursery. The relatively new governing body is developing its strategic planning role and makes increasingly effective contributions to the leadership. They are well informed about issues that affect the nursery and are developing effective procedures for monitoring performance. Governors take appropriate steps to maintain the standards and provision and are beginning to link with each curriculum area and Additional Learning Needs.
147. The governing body fulfils its regulatory and legal requirements and all governors clearly understand their roles and responsibilities. It is beginning the process of setting rigorous quantitative targets to enable them to further evaluate the impact of their actions to raise standards.
148. All statutory committees are in place and their findings reported to full governing body meetings which occur regularly and are well documented. The school's complaints procedures are effectively established.

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

Grade 1: Good with outstanding features

149. The findings of the inspection team differ from the judgement of grade 2 made by the school in its Self-Evaluation Report. This is because the school was over-modest in its evaluation of its effectiveness in monitoring performance and planning for improvement.
150. The quality of self-evaluation in judging the school's performance and the quality of education it provides is good. In general, leaders and managers are well informed about performances in the areas for which they are responsible. For example, members of the governing body have areas of responsibility so that they can monitor standards effectively. Subject co-ordinators play an effective role in looking at standards in their subject areas, though their assessment of the learning is not always sufficiently formal. All evidence and

information is used to support the identification of priorities within the School Improvement Plan.

151. Although the school's judgement in its Self-Evaluation Report differs from the inspection team's findings in two of the seven key questions, there are no important shortcomings in its procedures. The school had understated the quality of its leadership and management.
152. The school has an excellent, well-established cycle and culture of self-evaluation, with all members of staff participating in the monitoring and evaluation processes, to explore the strengths and determine the future needs of the school. This is a strength of the school. The school is very well supported by the LEA link advisor in its evaluation process. Self-evaluation procedures draw on first-hand evidence from many sources, including children's work, lesson observation and Effective Early Learning Project observations. All information is shared with governors, who also contribute to the Self-Evaluation Report.
153. Leaders and managers set clear priorities and actions to bring about improvement. The Self-Evaluation Report includes clear, honest judgements, with both strengths and shortcomings identified and is used most effectively as the basis for the School Improvement Plan. This, combined with the action plan for the Effective Early Learning Evaluation Project, provides the school with a clear, measurable way forward and is an outstanding feature. The School Improvement Plan is an extremely useful working document which gives a clear direction to the school's development.
154. Leaders and managers steadfastly ensure that there are adequate and appropriate resources to implement the priorities. This is a strength of the school.
155. Excellent progress has been made in addressing the two key issues identified in the 2001 Estyn report. Good and very good standards have been maintained in the six areas of learning. Also, the accommodation has been extended, so that more indoor activities are provided for children, and parental involvement has been increased.

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

Grade 1: Good with outstanding features

156. The findings of the inspection team match the judgement made by the school in its Self-Evaluation Report. However, the grade for this key question differs from the Grade 2 awarded to key question 1 as the resources introduced by the management have considerably enhanced the progress in acquiring new knowledge and skills made by the children throughout the year when viewed alongside their level on entry.

157. The school is very well staffed and employs a sufficient number of qualified and experienced teachers and support staff. Teachers have the necessary knowledge and expertise to teach the full requirements of the Desirable Outcomes for Children's Learning. In addition a peripatetic dance teacher visits the school once a week and children benefit greatly from her visits; the impact on their physical development is a strength of the provision.
158. Support staff make an outstanding contribution to the quality of learning, and work very effectively with teachers to plan, teach and record children's progress.
159. The part-time clerk and caretaker/cleaner make an important contribution to the smooth day-to-day running of the school. All staff have clear job descriptions which are reviewed regularly during appraisal sessions.
160. The quality and range of learning resources is outstanding for example, the numerous attractive story sacks and the sheer variety of outside play equipment. Children have limitless opportunities to access materials and equipment, both indoors and outdoors. The effective use of ICT resources has a positive impact on standards.
161. The accommodation is in good condition and provides a safe and secure environment. Lively displays and photographic records on walls create a warm and welcoming atmosphere, and are valuable learning resources. Full and highly effective use is made of the limited space to provide a wealth of opportunities for children and parents. Outstanding use is made of the new extension, built with the help of money raised by parents and the community, and of the outdoor classroom. Recent reorganisation of the use of teaching areas ensures attractive spaces where children with Additional Learning Needs can receive individual support. However, despite considerable efforts, the school has been unable to find the finance to renovate the disabled toilet.
162. The large outdoor area is an outstanding feature of the provision and has been developed over recent years to provide an exciting working space, with grassed areas, a sensory garden, hard playing area, bicycle track, flower garden, trees, a shed and many other features. It is a wonderful, stimulating and attractive place for children to investigate and explore all learning areas and is used constantly for child-and teacher-initiated activities.
163. At present, there is a high ratio of staff to children. In general, teachers and support staff are deployed, managed and developed effectively. The good effect of training is evident in teaching and learning, for example, in Welsh. Arrangements for teachers and support staff to have time for planning, preparation and assessment are good. Valuable cover for colleagues during these sessions ensures progression and continuity in children's learning.
164. Resources are managed very effectively to achieve value for money. The school budget is monitored regularly and is used wisely to provide the most effective and suitable resources. It is managed well by the head teacher, with

the support of a new finance committee, and overseen by an LEA finance officer.

165. The school's spending decisions are closely linked to the priorities and objectives in the School Improvement Plan. The head teacher and Governing Body regularly review and evaluate spending decisions. The school gives very good value for money.

Standards achieved in subjects and areas of learning

Under 5s

166. Overall standards in the six areas of learning are Grade 2; Good features and no important shortcomings. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

167. Children are developing excellent listening skills. They listen attentively to their teachers, to other children and when using the listening centre. Most listen carefully to questions and respond confidently, illustrating a sound understanding of the spoken word. Most are able to follow instructions clearly and accurately, in sequence. Although many children enter school with poor communication skills they develop good oral skills within a short space of time. They speak confidently in a variety of situations, using a growing vocabulary with increasing competence. One or two children articulate very well and use extended sentences.
168. Children's reading skills are developing well and their phonic knowledge is good. They recognise several letters and read their name cards correctly. They handle books well, often using pictures to gain an understanding of the story; all enjoy sharing a book and understand that words carry meaning. They predict sensibly, sequence events correctly when retelling stories, and describe favourite characters well. They readily recall their favourite stories such as "The Three Little Pigs" and "Lumpty".
169. Children's early writing skills are developing well. Many make good attempts at writing their names, and all children make effective use of a large variety of writing materials to practise their writing skills. They show a good understanding of the functions of writing when role-playing, sending messages to other children, or designing a poster. The majority of children are able to underwrite and overwrite accurately and to copy their names. A few children write their names independently.
170. Children understand many Welsh greetings, phrases and sentences. They count in Welsh regularly and know the names of colours. They enunciate well when singing Welsh songs and reciting prayers in Welsh.

Shortcomings

171. Although there are no important shortcomings, a small minority of children lack the necessary vocabulary and sentence patterns to express themselves effectively.

Personal and social development

Grade 1: Good with outstanding features

Outstanding features

172. From very low individual levels on entry, the children make outstanding progress in acquiring appropriate personal and social skills during their year in Caerau Nursery. The consistency with which they apply these skills across all six areas of learning is also outstanding. This is particularly reflected in the outstanding manner in which the children work together to complete tasks and the depth of care concern and respect given by individuals to their peers.

Good features

173. They gradually concentrate for lengthening periods of time as they nurture the plants in the garden and begin to understand how to maintain the cycle of growth. Most acknowledge the need for help and feel sufficiently confident to seek it from known adults when required such as when building a wall from sand, cement and bricks in their builders yard. They are beginning to show perseverance in completing a task as they work towards solving set problems in the water play area. The enthusiasm and self motivation the children give to their learning is good.
174. Children are comfortable, happy and confident in the nursery environment. They respond positively to the warm affection extended to them by the known adults and as a result, the quality of relationships within the group is very good.
175. Children also relate well and show a great sensitivity towards each other as they learn to implement the school motto "Every day in our play we are caring, sharing and learning". They hold hands contentedly as they move from the inside to the outside areas, collaborate to collect twigs from the garden and work harmoniously alongside each other to complete group projects such as baking cakes for snack time. Some of them are beginning to initiate and develop ideas together, for instance, in role play or imaginative play with small toys. Most readily take turns and show patience with others as they wait to use the outdoor equipment or woodwork bench. Inclusion is an integral part of their play ethos.
176. They are developing their learning skills well as they take part in the daily routines which combine opportunities for making independent choices and co-operating in small and large groups.
177. Children listen very well to the adults leading them and are eager to take part in activities. They explore and experiment confidently with new learning opportunities for example, with magnifying lenses to help identify insects found in the outside area. Most of them remember to help tidy things away responsibly.
178. In general, the children are capable of managing their personal hygiene with growing independence and the minimum of fuss. They quickly acquire the

skills to use the toilet and wash their hands independently. They make very good efforts to manage their coats by themselves and most are able to put on painting and woodwork aprons independently.

179. Overall the children are capable of very good self-control and this contributes greatly to their ability to progress with their learning. Most are beginning to take responsibility for their own actions and adhere to group rules. Those that do not, are beginning to control their body language. They clearly understand and respect the expectations set for acceptable behaviour; at snack time for example they learn to show good manners and behave appropriately when singing a prayer.
180. The positive ethos of the nursery supports the children in developing excellent attitudes of care, respect and concern for others. The children immediately help others who are distressed and empathise with those less fortunate than themselves as they discuss their emotions and illustrate what makes them happy and sad during circle time. They enjoy caring for Max the persona doll and many feel able to “talk” to him about issues that trouble them. The children display great patience and control when dealing with their peers, recognise acceptable social practice and are beginning to imitate good social skills. They show great tolerance with the less able and younger members of the group. Their positive attitudes extend to a developing understanding of the need to lead healthy lives. They are beginning to link diet, growth, exercise and rest to their well-being.
181. Through their outdoor activities children are able to extend these responsible attitudes to the environment and the natural world. They clearly understand that all living things should be treated with care and respect. They readily understand and appreciate the differences between various living things as they tend the birds, fish and guinea pig in the school garden. They are also steadily developing an understanding of the need to take care of their future environment as they enthusiastically recycle most appropriate waste.
182. Children respond very positively to the experience of learning Welsh and to the opportunities they have to learn about different cultures.

Shortcomings

183. A small minority of children are, as yet, unable to reflect.

Mathematical development

Grade 2: Good features with no important shortcomings

Good Features

184. The children are beginning to confidently use the appropriate mathematical language of shape, position, size and quantity across the six areas of learning.
185. The children make good progress in their mathematical learning. All children love counting activities and know a range of number songs and rhymes well

such as "Five Little Ducks". Most can competently count up to 10 in English and Welsh and enthusiastically take part in counting games for example hop-scotch and indoor floor games that specifically link with their topic. The more confident can count up to 10 and back and beyond; they are beginning to link number sound to symbol. The children further develop and apply these early number skills as they explore the locality and enjoy such activities such as spotting car number plates and bus numbers.

186. The children sort and set objects correctly by colour, size and shape and successfully identify, follow and repeat patterns using linking camels and coloured blocks. The children enthusiastically sequence as they thread beads and describe a sequence of events from a favourite story. Most can order, match and compare with confidence.
187. The children are beginning to gain a comprehensive knowledge of the mathematical concepts of weight and capacity as they complete activities in the sand and water play areas and bake buns for their snack. During this activity they are able to weigh and measure with non-standard units and follow instructions in sequence.
188. Their knowledge of shape is extended as they study windows types in Cardiff Bay as part of their building project. Most are familiar with two and three dimensional shapes as they play with the construction apparatus and make houses from junk as part of their home/ school task. These concepts are extended as they use "Brio Mec" to make picture frames. Most understand the basic concept of measurement as they begin to measure materials for their woodwork tasks in non-standard units and compare their height to that of their peers.
189. They readily develop money handling skills and concepts as they buy goods from the shop in the role play area.
190. Their concepts of size, shape, weight and measurement are further extended to an appropriate level through their topic work and creative play activities as they transfer their mathematical skills across other areas of learning. For example they re-enforce their understanding of size as they observe and compare the growth of a variety of plants in the garden area and extend their knowledge of shape during creative projects such as constructing "Lumpy's Wall".
191. The children's use and understanding of correct comparative mathematical language is very good, for example heavier than/lighter than as they take part in their dance sessions and active outdoor play.
192. The children are slowly beginning to understand the concept of time as they learn the daily routines of the group and clearly recognise that different clothing is worn when they play outside at various times of the year.
193. With help the more able can enthusiastically construct a pictogram depicting eye colour and interpret the information at an appropriate level.

Shortcomings

194. There are no important shortcomings.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Outstanding features

195. Children have an excellent knowledge and understanding of the world through their investigations, observations, explorations and discussions, both indoors and outdoors. Their knowledge and understanding of the work of the builder is outstanding. As a result of visits to a local building site, children understand very well how houses are built, what materials are used and the names of tools. In the outdoor area they role play most effectively in their own building site, using appropriate terms for tools and materials.

Good features

196. The children enthusiastically discuss their exciting experiences when making cookies and their investigations into flowing water. They willingly discuss their homes and families and enthusiastically describe their home/school projects. They know the names of many fruit and vegetables, and have a very good knowledge about the sources of some foods. They clearly know that living creatures need special conditions to survive. They have a great deal of knowledge about the life cycle of a frog and talk extensively and knowledgeably about the plants and their needs in the school garden.

197. They have a growing awareness of the work people do and know that some people, such as the fireman and policeman carry out important work to help us lead a healthy life-style. They further develop their problem solving and decision making skills as they as they test a variety of materials for their strength.

198. As a result of visits to Castell Coch, St Fagans and Cardiff Bay as part of their recent topic on "Buildings", children can distinguish between buildings of today and long ago. Their descriptions of things seen on their visit, both natural and man-made, are excellent.

199. They know it is important to take care of the environment and have a good understanding of the principles of recycling, at an age appropriate level. They have a very good knowledge about seasonal changes based on the cycle of natural events in the outside classroom.

200. Children use the computer very competently. They know how to control the cursor using the mouse, and how to move through a simple programme. They produce lively pictures on the computer using an art package, and make excellent use of the digital camera to record each other participating in various activities.

Shortcomings

201. There are no important shortcomings. However the children's understanding of the wider world and its lands is slightly underdeveloped, to an age appropriate level, amongst the older members of the group.

Physical development

Grade 1: Good with outstanding features

Outstanding features

202. An outstanding feature of the children's physical development is the confidence and daring they exhibit when playing outdoors with big wheeled vehicles. Their gross motor skills have developed to such a fine level that they control their bikes, wheelbarrows and scooters in an outstanding manner. They display very good body control and co-ordination as they climb, slide and balance on the large equipment. Their ball-handling skills are excellent and they show very good awareness of space and safety factors. Their use of positional vocabulary such as under/over and in front of /behind is very good as they move around the outdoor classroom.

Good features

203. Children handle varying sized paint brushes, pencils and crayons with increasing control. They use small equipment such as wooden spoons, gluing equipment, sticky tape dispensers and building blocks particularly well. They handle spanners, toy pneumatic drills and building equipment realistically in the outdoor building site. They manoeuvre gardening tools carefully when gardening. All use saws, hammers and nails confidently to build models from wood with due regard for health and safety.
204. Children extend their skills of squeezing, rolling and moulding as they confidently make magic cakes from play dough and coil pots from clay.
205. In their weekly dance sessions children move energetically and display a very good awareness of body parts. They move around with confidence, are aware of their own position and that of others and can control their body speed well. The children competently demonstrate different ways of moving such as running, jumping and hopping.
206. Children have a very good understanding of health and hygiene. They know that some foods, such as milk and fruit, are good for them, and take care to ensure that their hands are clean before they begin to bake or eat snack. They are acutely aware of the health and safety rules within the nursery and some recognise the effect exercise has on their body.

Shortcomings

207. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

208. Children enjoy musical activities; they know and can recall a good range of songs and rhymes such as “Three Current Buns” and “The Bear Hunt”. They respond well to stimuli with their voices and overall sing sweetly and in tune in English and Welsh. Children recognise the sounds of a number of common instruments. They play them with good control and keep a steady beat. In the music corner children independently or in small groups enhance their music skills, by confidently singing familiar songs from memory or playing and composing simple tunes using percussion instruments or the karaoke machine.
209. They use their listening skills well to pay attention to a range of music played during the day and in dance lessons. In their dance group they follow instructions for action well and perform with enjoyment. Overall their dance skills are very good and some are clearly able to respond with suggestions for a simple dance sequence. They move confidently with good levels of agility and body awareness. All children particularly enjoy the weekly visits of the Rubicon Dance Company.
210. When producing a variety of pictures and paintings they independently choose and use a wide range of materials to create representational images such as pictures, drawings or constructions. They handle a variety of equipment such as scissors and glue sticks with confidence. Painting skills are developing well as they experiment with a variety of different types of paint and size of brush. They carefully choose and name a range of colours as they paint and are beginning to develop their colour mixing skills. Most are able to make independent choices about colour and medium as they paint pictures of themselves and topic related subjects.
211. The children’s observational drawing techniques are of a very good standard as they produce recognisable images of themselves, plants and animals.
212. Children work well in two and three dimensions. They independently select materials from a large bank of resources and some can refine their choice of materials after discussion. They enthusiastically make interesting and colourful collage pictures on subjects that offer personal interest. They use play dough, sand and clay successfully and talk enthusiastically about how they produced their work. Some children are able to appreciate the work of others.
213. Children are beginning to respond to role play activities in the home corner or with puppets.

Shortcomings

214. In some cases the younger children's skills in creative drama and imaginative play are underdeveloped and lack spontaneity.
215. A significant minority of children do not always have the self confidence in this area of learning to apply their own creativity to their projects.

School's response to the inspection

The Head teacher, Staff and New Governing Body were delighted to receive the inspection findings, which paint a very positive picture of the school. We are very proud that the Inspection report recognises that Caerau Nursery School “is a good school with many outstanding features”, and that the outstanding features include “the progress made by the children in the nursery year in their acquisition of knowledge, skills and understanding, regardless of their background”.

The School believes that this report is an accurate analysis of its strengths and of areas where further development can be made. We are very pleased that the report highlights that the quality of provision for pupils with special needs is a strength of the school, and recognises the importance that the head teacher and staff place on the care and well being of the children at the school. Also that this is enhanced by the close links we have with governors and parents.

At Caerau Nursery School, there is a genuine feeling of pride in all that we do. The inspection has given the school the opportunity to take a detailed look at all aspects of its life and work, and to note all the school’s achievements to date. The inspection has reinforced our strengths and has clearly identified the areas where further development is possible.

The School is pleased the progress made since the last Inspection has been recognised, along with the development of the quality of its teaching which exceeds the Welsh Assembly Government figures. It is also pleasing the findings in the report highlight that the ‘quality of assessment is excellent and its use in helping to raise standards across the areas of learning is outstanding’.

The School will work on the recommendations of the Inspection Report and an action plan will be put in place to address the recommendations. This will include continuing to maintain and raise standards across the curriculum and to raise levels of attendance.

The Head teacher, Staff and Governors appreciate the professional, supportive and sensitive way in which the thorough inspection of the school standards and achievements was carried out and would like to thank the inspectors for the constructive discussions and feedback.

Appendix 1

Basic information about the school

Name of school	Caerau Nursery School
School type	Nursery
Age-range of pupils	3-5 years
Address of school	Caerau Lane Ely Cardiff
Postcode	CF5 5QZ
Telephone number	029 20597142

Head teacher	Mrs Linda Proctor
Date of appointment	September 1994
Chair of governors/ Appropriate authority	Mr Ian Millward
Registered inspector	Jean Laura Hannam
Dates of inspection	12-13 June 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	40	0	0	0	0	0	0	0	40

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	0	3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	NA
Pupil: adult (fte) ratio in nursery classes	1:7
Pupil: adult (fte) ratio in special classes	NA
Average class size, excluding nursery and special classes	NA
Teacher (fte): class ratio	3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 06	86%	0	NA
Autumn 06	88%	0	NA
Spring 07	85%	0	NA

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

Appendix 3

National Curriculum Assessment Results

Not applicable

Appendix 4

Evidence base of the inspection

1. Three inspectors spent a total of five Inspector-days in the school and met as a team before the inspection.
2. The head teacher was the nominee and played a supporting role throughout the inspection.
3. These inspectors visited:
 - 26 sessions or part sessions;
 - All classes and withdrawal groups;
 - Acts of collective worship;
 - A range of activities.
4. Members of the inspection team had meetings with:
 - Staff, governors and parents before and after the inspection;
 - Senior managers, LEA officers, teachers, support and administrative staff and groups of children during the inspection.
5. The team also considered:
 - The school's self evaluation report;
 - 53 responses to parents' questionnaires;
 - Comprehensive documentation provided by the school before and during inspection;
 - A wide range of children's current work, from across the complete age-range.
6. The inspection team also:
 - Listened to children and observed their behaviour throughout the day;
 - Held discussions with children about their work and play.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jean Hannam Registered Inspector	Key Questions 1, 2, 3 and 4. Personal and Social Education, Mathematical Development and Creative Development.
Zohrah Evans Team Inspector	Key Questions 5, 6 and 7. Language, Literacy and Communications, Knowledge and Understanding of the World and Physical Development.
Caterina Lewis Lay Inspector	Supporting Key Questions 1, 3 and 4.
Linda Proctor Nominee	Supporting all Key Questions

Contractor

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Acknowledgements

The inspection team would like to thank the governing body, head teacher, staff, parents and children for their courtesy and co-operation throughout the inspection.