

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

**Cogan Nursery School
Cawnpore Street
Cogan
Penarth
CF64 2JU**

School Number: 6731011

Date of Inspection: 23 – 24 January 2007

by

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Cogan 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 Cogan Nursery School took place between 23/01/07 and 24/01/07. 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	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

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Context

The nature of the provider

1. Cogan Nursery serves a wide area on the outskirts of Penarth and feeds a number of local primary schools. It caters for children aged three to four years. Children attend the nursery, on a part time basis, from the day after their third birthday. This follows the Local Education Authority (LEA) guidance for admission into a nursery class. Most children live within walking distance of the school but a number travel from outside the catchment area. Children enter the nursery with an average level of academic achievement. The full range of ability is represented. The school opened in 1976. During the inspection, there were 52 children attending part-time, 29 of whom were girls and 23 boys. They are organised in two classes; 32 attend the morning session and 20 the afternoon session. All the children come from English speaking homes and Welsh is taught as a second language. At present, five per cent of the children who attend nursery come from ethnic backgrounds. There are no "looked after" children and no exclusions in the past year. In line with local trends, the school population is decreasing. An acting head teacher has been seconded to the post.
2. The catchment area is neither economically advantaged nor disadvantaged. The surrounding housing is mainly owner occupied or local authority and housing association accommodation. There were four children on the Special Educational Needs (SEN) Register at the time of the inspection and five children receiving support for learning English as an additional language (EAL). Baseline assessments are undertaken during a child's first two weeks in nursery.
3. Since April 2006 the school has established a Governing Body and is now responsible for a delegated budget. The school building stands in its own attractive grounds opposite a park.
4. The school was last inspected in January 2001. Since then, there have been various improvements made to the grounds, where an outdoor play area has been created to support the areas of learning. The present acting head teacher has been in post since September 2006 and has implemented the mission statement, "We are all friends at Cogan Nursery School".
5. The school has received the Basic Skills Agency's Early Years Quality Mark Awards.

The school's priorities and targets
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6. The school states it aims to promote the education of the “whole” child by developing skills for:
 - social development
 - emotional development
 - physical co-ordination
 - aesthetic awareness
 - intellectual development
 - multicultural understanding and bilingualism.

7. The school states its priorities, as out-lined in the School Development Plan for 2006-2007, are to:
 - evaluate and amend curriculum documents in preparation for the Foundation Phase
 - evaluate and amend planning documents in preparation for the Foundation Phase
 - evaluate and amend assessment documents in preparation for the Foundation Phase
 - ensure the provision of basic skills and key skills within each area of the curriculum
 - continue to ensure the professional development of staff
 - keep abreast of developments in Early Years Education
 - continue to develop the outdoor area
 - continue to develop the school's commitment to sustainable development
 - develop the role of the Governing Body.

Summary

8. Cogan Nursery is a good school that sets high standards for all children in its care. The school's Self Evaluation Report matches the findings of the inspection team in six out of seven key questions. Many of the issues highlighted by the inspection team are already priorities in the School Development Plan. The acting head teacher and newly established governing body are already preparing strategies to ensure these issues are addressed. These actions are specifically designed to raise future standards of achievement and provision.
9. The baseline assessment indicates children enter the school with an average level of achievement but a significant minority have personal and social problems. The school is beginning to consider evaluating on-entry assessment information to identify trends in achievement, such as the results of the boys compared to that of the girls, and take appropriate action.
10. Overall children, including those at either end of the academic scale and those with SEN and EAL, make good progress in acquiring new knowledge and skills in relation to their prior attainment.
11. School assessment information indicates all children make good progress in their knowledge and understanding of skills related to the Desirable Outcomes for Children's Learning. Individual learning targets focus the children's learning needs and allow them to extend their knowledge of the learning process to an age appropriate level.
12. 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.

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?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	1

Subjects and/or 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	2
Creative development	2
Physical development	1

13. Standards of achievement in 100 per cent of lessons observed were good or better, being above the Welsh Assembly Government (WAG) all-Wales target for 2007 for at least 65 per cent of lessons to be grade 1 or grade 2.
14. The school has made good progress in maintaining the high standards of achievement since the last inspection.
15. The school's assessment information indicates that there has been a trend of rising standards of achievement and attainment over the past three years as the children acquire new skills, knowledge and understanding.
16. Children make good progress in developing the key skills of reading, writing and speaking across the curriculum. They make outstanding progress in listening. They make good progress in developing their numeracy skills and outstanding progress in their Information and Communication Technology skills.
17. They make good progress in developing their bilingual skills and have good understanding of Welsh. They are beginning to use both English and Welsh vocabulary naturally throughout the day.
18. Overall the children have good creative skills with no important shortcomings. Problem solving and decision making are very good throughout the school.
19. A strength of the school is that, regardless of their social, ethnic or linguistic background, children succeed. No groups of children are disadvantaged.
20. All children enter the nursery confidently and quickly settle to the activities provided. Most are highly self motivated, have a very positive attitude to learning and make good use of their time in school. A significant number of children know their strengths and weaknesses and are aware of their own potential as they are introduced to new skills that prepare them for the next stage of learning. They develop a sound foundation for lifelong learning based on the principles of good early year practice. Some children are beginning to review their own work, understand how well they are progressing and what they need to do to improve.
21. Overall pupils are very well behaved, show exceptional respect for each other and concentrate for long periods of time. The youngest children quickly learn routines and are developing self confidence and independence; they are beginning to take responsibility for their own actions.

22. The average rate of attendance for the three terms prior to the inspection was 89 per cent. The level of attendance is adversely affected by the susceptibility to illness of the very young children in the nursery and by family holidays in term time.
23. A strength of the school is the very good progress the children make in their personal, social, moral and wider development. They play alongside each other in peace and harmony and are tolerant of their peers. During pastoral sessions they show great respect, care and concern towards each other. The children quickly develop their spiritual and moral values. They are able to use appropriate quiet moments throughout the school day to reflect.
24. The quality of the appreciation the children have for equal opportunities, diversity and racial issues within the context of the school setting is very good. They are developing an appropriate awareness of the culture and traditions of Wales and beyond for example, when they study the customs relating to the Chinese New Year and Divali.
25. The children identify with and have a good sense of belonging to their locality and are developing a good awareness of the working world.

The quality of teaching and training

26. During the inspection the quality of teaching in the lessons observed was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	79%	0%	0%	0%

27. The quality of teaching is good or better in 100 per cent of lessons observed. This compares well with the national picture reported by Her Majesty's Chief Inspector in her 2005 report which stated "Nationally, the quality of teaching is good in 79 per cent of lessons, with 18 per cent of lessons having outstanding features".
28. The school has made good progress at maintaining the high level of teaching established at the last inspection.
29. In lessons, which have outstanding features, staff:
- demonstrate excellent relationships with the children
 - use the resources well to allow the children access them independently
 - have very good knowledge and understanding of the Desirable Outcomes for Children's Learning and the principles of the forthcoming Foundation Phase.
30. In lessons, which have good features, staff:
- impart high expectations of children's performance
 - Plan work that is very exciting and challenging and offer a broad and balanced curriculum to all

- give clear explanations so children fully understand what they have to do
 - ensure that the pace of the lesson is good
 - deliver work that is at the right level for children of all abilities
 - incorporate good questioning techniques and provide experiences that are interesting and stimulating
 - manage challenging behaviour well, cater for the needs of children with SEN and EAL and display good use of appropriate praise.
31. Teachers and support staff work as a dedicated and well trained team of facilitators constantly striving to enhance the teaching and learning; this is a strength of the school.
 32. The quality of the teaching and learning is good as staff use a variety of good strategies to engage, motivate and involve the children. They are beginning to plan well together, understand the learning outcomes and what is expected of them each session. They plan a good range of creative, experimental and investigative work. Staff prepare and maintain a vast supply of resources to stimulate and engage the children.
 33. Staff promote *Y Cwricwlwm Cymreig*, allowing children to have a good understanding of Welsh culture and traditions. The teaching of bilingual skills is well developed and staff are confident in using incidental Welsh in all areas of learning.
 34. The school's arrangements for reviewing, recording and reporting the progress of children with SEN and EAL are in line with the Code of Practice.
 35. The quality of assessment and its use in helping to raise standards is good. Staff regularly assess learners achievements, and progress with growing formality. Children are assessed during their first two weeks in school and all legal requirements are met.
 36. Staff have an accurate picture of each child's standards and achievement. They identify any problems early and intervention is swift. At times, however, assessment information relies too much on informal methods of recording
 37. Although staff discuss the work with the children they do not always evaluate early assessment information sufficiently to identify groups of children who may need additional support to extend their learning and take appropriate action.
 38. Staff deliver two interim and one annual written reports to parents each year which are informative and linked to the areas of learning.
 39. 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. The school bases its provision on the principles of good early years practice and is adequately prepared for the forthcoming Foundation Phase.

40. All children have equal access to a relevant curriculum, which is broad and balanced and successfully supports the Desirable Outcomes for Children's Learning. The curriculum is often very well differentiated to meet the needs of less able or EAL children. It is firmly based on the principles of active learning and exploration and appropriate emphasis is placed on the benefits of learning both indoors and out.
41. Planning for promoting the key skills of literacy, numeracy, ICT and bilingualism across the areas of learning is generally developing well. Curricular provision fully meets the statutory requirements of the Welsh Assembly Government.
42. The school has a supportive ethos and children are made to feel part of a caring community, with learning experiences successfully promoting pupils' spiritual, moral, social and cultural development. Personal and social education is given a high priority in the school and it keenly promotes good manners, care and respect for others. Children's spiritual awareness is developed well and there is good provision made for their cultural development, for both the culture of Wales and of the wider world.
43. Partnership with parents/carers is good. The school has developed a number of good links with the local community and these often impact positively on children's learning. Children are extending their understanding of the world of work from visitors and out of school visits.
44. The school is successful in developing the bilingual competence of pupils through their widespread use of incidental Welsh. It provides many good opportunities to extend these skills throughout the day.
45. Cogan 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 backgrounds, gender, disability or ethnicity are positively included in all activities. The school has a comprehensive plan to enable access for those with physical disabilities.
46. The school is beginning to encourage an age appropriate understanding of sustainable development. However extended opportunities to develop this concept further are limited. The children are encouraged to learn the value of money and firmly develop their entrepreneurial skills through role play and fundraising activities.
47. Learning experiences enable children to acquire valuable skills for lifelong learning. The school takes due care to reflect national priorities and community regeneration at an appropriate level.
48. The level of individual support and guidance given to all learners is an outstanding feature of the school. The school has excellent personal and social education practices that are integrated into all aspects of the school's activities.

49. Teachers know children and their parents very well and have developed effective partnerships with parents and the community. This is a strength of the school. Transitional arrangements from home to school are carefully planned and implemented. Admission arrangements are flexible and all children settle quickly into routines. There are well-established links with the receiving primary schools and children are well prepared for the next stage of their education.
50. There are very good, effective policies and procedures in place to monitor children's attendance and inappropriate behaviour. Children's performance is tracked throughout the school.
51. The provision for children with special educational needs is good. The provision for pupils identified with behaviour problems is outstanding. The school fully meets the requirements of the Code of Practice for Wales.
52. Children with additional needs are identified early and monitored closely through appropriate assessment procedures.
53. There are clear and very well documented policies and procedures for assuring children's well-being and health and safety when in the school's care. Risk assessments are carefully carried out. The school provides a safe and secure environment for work and play.
54. All adults in the school are well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies.
55. There is an effective policy and good procedures for Child Protection. The school has very effective procedures in place for dealing with appeals and complaints.

Leadership and management

56. The acting head teacher provides highly effective, caring leadership and ensures a sense of purpose and clear direction in the work of the school. The school provides a welcoming, inclusive and secure environment where children feel valued. Policies include clear aims and objectives, which show a commitment to equality of opportunity for all. These values are fully understood and implemented by all, including parents and children.
57. The school pays good attention to national and local priorities. Links with local schools and close working partnerships with other nurseries in the LEA are mutually supportive.
58. Staff performance is continuously monitored. There are full arrangements to promote both teaching and non teaching staff's professional development which are closely linked to the School Development Plan. The school sets whole school and individual targets that are appropriately linked to teaching and learning.

59. The Governing Body was established in April 2006, is very enthusiastic, supportive and works well with the acting head teacher. It is quickly developing its strategic planning role and already makes a good contribution to the leadership.
60. The governors are beginning to take appropriate steps to raise standards, improve the quality of provision and fulfil their regulatory legal requirements. As yet they have not been fully involved in target setting but are beginning to monitor provision.
61. The school has developed good self-evaluation procedures. Staff regularly review performance, monitor progress and set targets for improvement which are closely related to children's learning. From this analysis clear areas for improvement are incorporated into the School Development Plan. All stakeholders are consulted throughout the process. Overall the self evaluation report is a good working document.
62. The School Development Plan is a working document that is used by all to evaluate progress and is reviewed at regular intervals. The targets in the School Development Plan are effective in moving the school forward. The governing body supports the priorities in the School Development Plan by allocating sufficient resources to fund them.
63. In most respects, the inspection team agreed with the school's identification of its strengths and areas for improvement. The team agreed with the judgements made by the school in six out of the seven key questions. Where there was a difference of judgement the inspection team awarded a higher grade in one key question. The discrepancy is due to the school's underestimation of the effectiveness of its teaching and assessment processes.
64. As far as the school is able, it has successfully addressed the three key issues from the last inspection.
65. The range, quality and appropriateness of the learning resources and the effective use made of these to stimulate and enhance the quality of the teaching and learning is an outstanding feature of the school. The development of the outdoor classroom also has an outstanding impact on the raising of standards across the six areas of learning.
66. There are sufficient, very well qualified teachers and support staff to deliver the early years curriculum. There is a developing system of appraisal in place for all the staff, which includes professional and personal developmental needs and is linked to priorities in the School Development Plan. The school has implemented the principles of work force remodelling and appropriate Performance Management procedures and practices have been introduced. All staff are given Planning, Preparation and Assessment time. This has had a very good effect on the teaching and learning and is a strength of the school.

67. The part-time clerk provides effective administrative support and the school runs smoothly. It is maintained to a high standard by the caretaker and cleaner.
68. Resources are of a high standard and are appropriate to deliver the Desirable Outcomes for Children's Learning. They are monitored regularly and easily accessed by the children. Resources and their use are a strength of the school. Purchase of resources is linked to priorities in the School Development Plan. There is full disabled access to all facilities.
69. The school is purpose built for nursery children and it provides very good indoor accommodation to support appropriate learning. It serves the needs of the children on roll. The outdoor accommodation provides an outstanding, safe, secure area for enthusiastic play, experimentation, investigation and quiet reflection.
70. In this first year of financial delegation effective and very efficient use appears to be made of all available resources. The school provides very good value for money.

Recommendations

In order to improve the school and raise standards, the staff and governing body need to:

- R1. further develop existing good practice in all areas of learning to reach the standards achieved in Physical Development and Personal and Social Development*
- R2. refine existing assessment arrangements to form a more comprehensive whole school process to raise standards*
- R3. build on the existing good practice to further develop the strategic role of the acting head teacher and governing body.*

The inspection team recognises the quality and quantity of the progress made since September 2006.

- * These aspects have been identified as ongoing priorities for the new governing body and head teacher.

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 with no important shortcomings

71. The findings of the inspection team match the judgement made by the school in its self evaluation report.
72. Children enter the school with an average level of achievement, but a significant minority have communication, personal and social problems. However, there is no comparative benchmarking information available. The school is beginning to consider evaluating on-entry assessment information to identify trends in achievement, such as the results of the boys compared to that of the girls in order to take appropriate action.
73. Overall children, including those at either end of the academic scale and those with SEN and EAL make good progress in acquiring new knowledge and skills, in relation to their prior attainment. There is no significant difference in the progress made by the above group of children, to that of others in the school.
74. School assessment information indicates all children make good progress in their knowledge and understanding of skills related to the Desirable Outcomes for Children's Learning. Many are beginning to develop their own ideas and transfer skills readily from one area of learning to another. Individual learning targets focus on the children's learning needs and allow them to extend their knowledge of the learning process to an age appropriate level.
75. 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.

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	2
Creative development	2
Physical development	1

76. During the inspection, standards in the lessons/sessions observed were as follows:

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

77. Standards of achievement in 100 per cent of lessons observed were good or better. This is above the Welsh Assembly Government (WAG) all-Wales target for 2007 stating that at least 65 per cent of lessons should be grade 1 or grade 2. The school has made good progress in maintaining standards since the last inspection.
78. The school's assessment information indicates that there has been a trend of rising standards of achievement and attainment over the past three years.
79. Children make good progress in developing the key skills of reading, writing and speaking across the curriculum. They make outstanding progress in listening; they listen very attentively to adults and other children both formally and informally, show good understanding and respond appropriately. They make good progress in developing their numeracy skills and outstanding progress in their Information and Communication Technology (ICT) skills. The children use computers and the whiteboard frequently and effectively to support their work in all areas of learning.
80. They make good progress in developing their bilingual skills and have good understanding of Welsh. They are beginning to use both English and Welsh vocabulary naturally throughout the day.
81. The children have good creative skills with no important shortcomings.
82. A strength of the school is that, regardless of their social, ethnic or linguistic background, children succeed. No groups of children are disadvantaged.
83. A significant number of children know their strengths and weaknesses and are aware of their own potential as they are introduced to new skills that prepare them for the next stage of learning. They develop a sound foundation for lifelong learning based on the principles of good early years practice.
84. Through constructive discussions with staff, some children are beginning to review their own work, understand how well they are progressing and what they need to do to improve. These skills are extended as they discuss their personal targets within their pastoral group. Most ask for help if required and many are ready to move onto full time education.
85. Overall pupils are very well behaved and show exceptional respect for each other. The youngest children quickly learn routines and are developing self confidence. Children of a very young age respond well to responsibilities for example they "tidy up" with enthusiasm at the end of sessions and are eager to help look after the pets. Relationships are very good. Children work and play well together. They take turns and share willingly. Parents and

governors at the pre- inspection meetings say that children are happy in school. They know the school motto “We are all friends in Cogan Nursery” and often repeat it at home.

86. The average rate of attendance for the three terms prior to the inspection was 89 per cent. The level of attendance is adversely affected by the susceptibility to illness of the very young children in the nursery and by family holidays in term time.
87. Most work independently concentrating for extended periods of time such as when they construct models from natural resources foraged from outside. They are able to make informed choices.
88. Problem solving and decision making is very good throughout the school as the children work together in self appointed teams to build houses and bridges in their “builder’s yard”. They extend these skills as they re-enforce learning in the outside classroom. Many are beginning to appreciate the process of learning as well as valuing the end product for example as they independently make and test boats from junk, following a basic technology process.
89. Most of the children are very self motivated and make good use of their time in school to reinforce acquired skills in the stimulating indoor and outdoor environments. They have very positive attitudes to learning. This is a strength of the school.
90. All enter the nursery confidently and quickly settle to the activities provided. They are happy to come to school, concentrate well on their learning and change activities in a calm and orderly manner.
91. The children respond well to adults who lead and direct them and confidently suggest topics that interest them, for example a topic was spontaneously developed as result of a child’s interest in dinosaurs.
92. Children make very good progress in their personal, social, moral and wider development and this is a strength of the school. They play alongside each other in peace and harmony and are tolerant of their peers. During pastoral sessions they show great respect, care and concern towards each other as they readily discuss their feelings of fear, excitement and sadness.
93. The children further extend their personal and social skills as they thrive in an ethos that values the individual, promoting honesty and fairness in all it attempts. During “Together Time” the children further develop their spiritual and moral values as they discuss such topics as ‘friendship’ and the needs of those less fortunate than themselves. They are able to use appropriate quiet moments throughout the school day to reflect as they take time out for quiet prayer between activity sessions.
94. A strength of Cogan Nursery is the children’s appreciation of equal opportunities, diversity and racial issues within the context of the school setting. They are developing an appropriate awareness of the culture and

traditions of Wales and beyond for example, when they study the customs relating to the Chinese New Year and Divali.

95. The children identify with and have a good sense of belonging to their locality as they visit the park and attend functions at the local school and church. They involve themselves in community events such as bulb planting and have won a number of awards in the local "Best Kept Village" competition. They are developing a good awareness of the working world through visits to appropriate places and visitors from the community.

The quality of education and training

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

Grade 2: Good features with no important shortcomings

96. The findings of the inspection team do not match the judgements made by the school in its self-evaluation report of a grade 3, as the quality of their teaching and assessment is good with no important shortcomings.

97. During the inspection the quality of teaching in the lessons observed was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	79%	0%	0%	0%

98. The quality of teaching is good or better in 100 per cent of lessons observed. This compares well with the national picture reported by Her Majesty's Chief Inspector in her 2005 report which stated "Nationally, the quality of teaching is good in 79 per cent of lessons, with 18 per cent of lessons having outstanding features".

99. The school has made good progress in maintaining the high level of teaching established at the last inspection.

100. In lessons which have outstanding features, members of staff:

- demonstrate excellent relationships with the children, creating an ethos where learning is nurtured and children feel able to suggest areas of learning that interest them personally
- use the resources well to allow the children to access them in order to extend their learning and encourage them to make informed choices
- have very good knowledge and understanding of the Desirable Outcomes for Children's Learning and the principles of the forthcoming Foundation Phase; they seek to involve children productively.

101. In the lessons which have good features, members of staff:

- impart high expectations of children's performance and give a lively and energetic delivery in the lessons in an effort to challenge learners to achieve excellence
- plan work that is very exciting and challenging; they give children many opportunities to develop their independent learning skills, by experimentation and investigation, thereby promoting lifelong learning skills; they offer a broad and balanced curriculum for all
- give clear explanations so children fully understand what they have to do and use appropriate praise effectively
- ensure the lesson moves at a good pace and no learning time is wasted
- deliver work that is at the right level for children of all abilities based on a secure knowledge of the learning processes of the under-fives

- deploy classroom assistants well to support in lessons resulting in a positive impact on children's learning
 - incorporate good questioning techniques, which extend and challenge children's learning
 - provide experiences that are interesting and stimulating
 - manage challenging behaviour very well and cater for the needs of children with SEN and EAL.; staff help the children to understand the principles of equal opportunities by regularly emphasising its importance
 - make work more interesting by providing relevant links between areas of learning
 - plan lessons that build on previous knowledge and skills and continually reinforce learning.
102. In those lessons, which have some minor shortcomings, members of staff do not use their questioning techniques sufficiently to engage children.
103. Teachers and support staff are equally committed and well trained. With the support of the acting head teacher and new governing body, they have quickly developed into a devoted 'whole school' team of facilitators constantly striving to enhance the teaching and learning. Overall they challenge and stimulate the children towards excellence.
104. The quality of the teaching and learning is good as staff use a variety of good strategies to engage, motivate and involve the children which helps them to extend and enjoy their learning. The staff progress through the daily routines with a lively sense of humour which enables the children to feel confident and secure in their learning and willing to ask for help if required.
105. Staff are beginning to plan well together, understand the learning outcomes and what is expected of them each session. They carefully explain these to the children at an age appropriate level. Weekly plans highlight objectives, key questions, resources, assessment opportunities and differentiation.
106. They plan a good range of creative, experimental and investigative work, such as using a metal detector to discover magnetic "treasure" and move lessons on at a brisk pace. They make good use of the local park and ensure that all newly acquired skills are reinforced though both indoor and outdoor activities. Staff allow time in the curriculum to include child initiated activities. Staff prepare and maintain a vast supply of resources to stimulate and engage the children.
107. Staff promote *Y Cwricwlwm Cymreig*, allowing children to have a good understanding of Welsh culture and traditions. The teaching of bilingual skills is well developed and staff are confident in using incidental Welsh in all areas of learning.
108. The school's arrangements for reviewing, recording and reporting the progress of children with SEN and EAL are in line with the Code of Practice.

109. The quality of assessment and its use in helping to raise standards is good. Staff assess learners achievements and progress regularly with growing formality. Extensive daily assessments are recorded and transferred to individual assessment booklets, which go with the children to the various on-going schools.
110. Children are assessed during their first two weeks in school using the local LEA assessment profile which the school has extended to give a broader picture of each child's levels and needs. All legal requirements are met.
111. Staff have an accurate picture of each child's standards and achievements. They identify any problems early and intervention is swift. Results of daily ongoing assessments are incorporated into planning in an informal manner to enable them to immediately provide work that is at the right level for each child. At times, however, assessment information relies too much on informal methods of recording
112. Staff discuss the work with the children. Their comments are positive and encouraging and help the children to understand what they need to do to improve. Staff set various individual targets for improvement, and encourage the children to discuss these regularly.
113. Staff do not always evaluate early assessment information sufficiently to identify groups of children who may need additional support to extend their learning and take appropriate action. For example, the difference in levels of achievement between boys and girls.
114. Staff deliver two interim and one annual written reports to parents each year which are informative and linked to the areas of learning. They inform the parents/carers of the child's achievements and progress. There are three formal parents 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 SEN.

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

Grade 2: Good with no important shortcomings

115. The findings of the inspection team match the judgement made by the school in its self evaluation report.
116. 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. The school bases its provision on the principles of good early years practice and is adequately prepared for the forthcoming Foundation Phase.

117. The curriculum is broad and balanced and successfully supports the Desirable Outcomes for Children's Learning.
118. All children have equal access to a relevant curriculum, which meets the needs of pupils of all abilities, giving balanced attention to the six areas of learning. Children experience interesting and varied learning opportunities, which are clearly focused on learning and carefully structured to encourage every child's all round growth and development.
119. The curriculum is firmly based on the principles of active learning and exploration. Appropriate emphasis is placed on the benefits of learning both indoors and out.
120. A strength of the provision is the way staff work very effectively as a team. The curriculum is often very well differentiated to meet the needs of less able or EAL children. They provide for the long, medium and short term, based on the skills and knowledge and understanding required in the Desirable Outcomes for Children's Learning. Their developing plans and schemes of work include continuity and progression across the six areas of learning.
121. Planning for promoting the key skills of literacy, numeracy, ICT and bilingualism across the areas of learning are generally developing well. The school has received recognition from the Basic Skills Agency for its work. Curricular provision fully meets the statutory requirements of the Welsh Assembly Government.
122. The school has a supportive ethos and children are made to feel part of a caring community, with learning experiences successfully promoting pupils' spiritual, moral, social and cultural development. Personal and social education is given a high priority in the school and it keenly promotes good manners, care and respect for others. Children are taught to share and take turns. They are encouraged to collect money for different charities such as Marie Curie and Tŷ Hafan.
123. Children's spiritual awareness is developed well through frequent daily prayers and there are opportunities for reflection in class discussions on emotive issues. At times, children reflect with awe and wonder in their study of wildlife. There is good provision made for cultural development, both for the culture of Wales and of the wider world. They are given the opportunity to celebrate different festivals throughout the year including St David's Day, Divali and the Chinese New Year.
124. Partnership with parents/carers is good. Positive relationships are enhanced by an open door policy, which encourages daily verbal contact, as well as weekly newsletters, curriculum information and regular meetings. The school makes further efforts to involve the home in the children's education by offering courses for parents in school time. Consequently parents have a good understanding of classroom curriculum and regularly undertake shared tasks at home as well as ensuring their children make good use of story sacks and the library.

125. The school has developed a number of good links with the local community and these often impact positively on children's learning. The school welcomes visitors such as a community art worker, the Groundwork Trust and the Health Visitor. Children are developing a good understanding of the world of work from some of these visits. It has also developed links with the church and the residents of the nearby sheltered accommodation. The school works effectively with local schools and nurseries as well as health and education professionals who are frequent visitors. Students from the local secondary schools undertake work experience. The school provides valuable work experience and training for child care students and benefits from donations from a good number of local businesses.
126. The school is successful in developing the bilingual competence of pupils through their widespread use of incidental Welsh. It provides many good opportunities to extend these skills throughout the day.
127. Appropriate provision is made for work related education. Children are given opportunities to engage in work related scenarios such as building sites and offices.
128. Cogan 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 backgrounds, gender, disability or ethnicity are positively included in all activities. There are no children with physical disabilities currently attending the school. The school has a comprehensive plan to enable access for those with physical disabilities.
129. The school is beginning to encourage an age appropriate understanding of sustainable development and how to care for their environment. However, extended opportunities to develop this concept further are limited. Children, parents and the community are involved in recycling and composting projects. Children grow vegetables in "grow bags" to provide, fresh food for their snack, as part of the nursery's healthy eating initiative. Firm plans are in place to pilot the recycling of milk cartons and develop the growing area.
130. The staff are beginning to promote the concept of global citizenship when they talk about people of different cultures and how their lives and needs differ.
131. The school encourages the children to learn the value of money and develop their entrepreneurial skills through role play and fundraising activities. They help make decisions on how money raised through sponsored events should be spent.
132. Learning experiences enable children to acquire valuable skills for lifelong learning. The nursery organises family learning courses such as Number and Play and Language and Play. Children work with child care students to help them see adults as lifelong learners. The school takes due care to reflect national priorities and community regeneration at an appropriate level.

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

Grade 1: Good with outstanding features

133. The findings of the inspection team match the judgement made by the school in its self evaluation report.
134. The level of individual support given to all learners is an outstanding feature of the school. The school has excellent personal and social education practices that are integrated into all aspects of the school's activities.
135. Pupils are cared for guided and supported very well in a very supportive and happy environment. The school has a very positive ethos and every pupil is valued and included. Staff liaise effectively with a wide range of support services. Planned programmes are drawn up and parents and carers are fully involved in discussions about the care of their children.
136. Teachers know children and their parents very well and have developed very effective partnerships with parents and the community. This is a strength of the school. Parents' views are sought through regular questionnaires. Communication with parents is very effective. At the pre-inspection meeting parents said they value the approachability of staff and the excellent daily informal contact. Regular newsletters and "special letters" keep parents well informed about school life and address any immediate concerns. The school works very hard to involve parents in the education of their children. Parents particularly value the "train" that provides useful information about topics being taught and home/ school tasks. Parents praised the school for the good quality education provided for their children including those with additional needs.
137. A small number of adults provide valuable support in the classroom and with out of school activities. Parent governors provide a useful link between home and school.
138. Transitional arrangements from home to school are carefully planned and implemented. Admission arrangements are flexible and all children settle quickly into routines. Suitable arrangements are made for children who join later. In their responses to the pre inspection questionnaire parents say they are "one hundred per cent confident at leaving their children in school". There are well-established links with the receiving primary schools and children are well prepared for the next stage of their education.
139. There are very good, effective policies and procedures in place to monitor children's attendance and inappropriate behaviour. All staff have high expectations and apply positive behaviour strategies consistently: Children's attendance and punctuality are very carefully reviewed. The school operates a second day response to absence and works closely with the education welfare officer (EWO) on the very few cases that give concern. Children with 100 per cent attendance are rewarded at the end of each term.

140. Children's performance is tracked throughout the school. Children ask for help from known adults whenever there is a need, reflecting their trust and confidence in the staff.
141. The provision for children with special educational needs is good. The provision for pupils identified with behaviour problems is outstanding. The school fully meets the requirements of the Code of Practice for Wales.
142. Children with additional needs are identified early and monitored closely through appropriate assessment procedures. The expertise of the SENCo and some non teaching staff ensures that good quality, well matched support is available promptly in the school. Well developed links with the educational psychologist and the speech therapist, generally results in children with more complex difficulties being fully assessed by the appropriate specialist staff at an early stage. Good links with receiving schools ensure that children's needs are highlighted on transition.
143. The Learning Support Assistant gives valuable support to small groups identified with the greatest need. Children enjoy and benefit from these daily sessions, which are well planned and closely linked to their learning needs.
144. Children make good progress towards the targets set for them in their Early Years Action Plan. Targets set are specific, reviewed regularly and well matched to children's needs. One of the strengths of the provision is the way the school works very closely with parents. They are not only fully involved in their children's individual learning plans but also help them practically with specific tasks at home.
145. Children identified as having behavioural difficulties make good, and sometimes very good, progress due to very well developed strategies put in place by the school. These children benefit from the expertise provided by the SENCo that ensures pupils with more complex behaviour problems make very good progress. This is an outstanding feature of the provision. The strong ethos of mutual respect and the very good relationships enjoyed by all members of the school community contribute significantly to children's achievement in this area.
146. There are clear and very well documented policies and procedures for assuring children's well-being and health and safety when in the school's care. Risk assessments are carefully carried out and are systematically approached. The school provides a safe and secure environment for work and play.
147. All adults in the school are well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies such as how to help pupils with identified allergic reactions. Procedures for first aid, medical support and for contacting parents in emergencies are well known to all staff. This is a strength of the school. The school is in its first year of the Healthy Schools scheme.

148. There is an effective policy and good procedures for Child Protection. The acting head teacher is the nominated person and the class teacher is her deputy. Teachers and support staff are fully aware of their responsibilities and there is a trained, named link governor. The school has very effective procedures in place for dealing with appeals and complaints.
149. The school has very good and relevant policies and in place to support and guide children. These take into account their social, educational, ethnic and linguistic backgrounds as well as their physical capabilities. Policies and practices positively promote gender and race equality and are effective in eliminating oppressive behaviour, racial discrimination, bullying and all forms of harassment. These are implemented in all areas of the school's provision within a totally inclusive ethos that encompasses diversity of all kinds.
150. The school is fully accessible to all disabilities and reflects the requirements of the LEA accessibility audit recently undertaken.

Leadership and management

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

Grade 2: Good with no important shortcomings

151. The findings of the inspection team match the judgement made by the school in its self evaluation report.
152. The acting head teacher provides highly effective, caring leadership and ensures a sense of purpose and clear direction in the work of the school. In a short time she has made good progress in ensuring that all staff work as an effective team. Along with the governors, she is highly committed to improving pupils' standards of achievement and the quality of provision.
153. The school provides a caring, inclusive and secure environment where children feel valued. Policies include clear aims and objectives, which show a commitment to equality of opportunity for all. These values are fully understood by all including parents and children.
154. The school pays good attention to national and local priorities. It has successfully planned strategies to develop children's bilingual skills. Children are also encouraged to be aware of the importance of looking after themselves through the Healthy Schools initiative. Links with local schools and close working partnerships with other nursery schools in the LEA are mutually supportive.
155. Through their consistent monitoring of their own areas of responsibility, teaching staff have a very good idea of the provision and standards in their areas of learning. Staff input is continuously monitored. There are full arrangements to promote both teaching and non teaching staff's professional development which are closely linked to the School Development Plan. The school sets whole school and individual targets that are appropriately linked to teaching and learning.
156. The Governing Body was established in April 2006, is very enthusiastic, supportive and works well with the acting head teacher. It is quickly developing its strategic planning role and already makes a good contribution to the leadership.
157. The statutory committees are in place and their findings reported to a full Governing Body meeting. The health and safety and curriculum committees are particularly effective. These meetings occur regularly and are well documented.
158. The governors are beginning to take appropriate steps to raise standards, improve the quality of provision and fulfil their regulatory legal requirements.

159. The governors understand their roles and responsibilities and are firmly guided by the acting head teacher. They review all policies and are involved in the construction of the new School Development Plan and the Self Evaluation Report. As yet they have not been fully involved in target setting but are beginning to monitor provision.
160. The school's complaints procedures are effectively established.

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

Grade 2: Good with no important shortcomings

161. The findings of the inspection team match the judgement made by the school in its self evaluation report.
162. The school has developed good self-evaluation procedures. These are well implemented by both teaching and non teaching staff. All stakeholders are involved in collecting first hand evidence of where the school stands at the present. The role of the acting head teacher and other staff in monitoring the quality of provision is well developed. They regularly review performance, monitor progress and set targets for improvement, which are closely related to children's learning. Regular monitoring by teaching staff constantly ensures the quality of the curriculum and resources. This, combined with the growing depth of evaluation of assessment information, contributes to a good understanding of the school's strengths and shortcomings. From this analysis, clear areas for improvement are incorporated into the School Development Plan.
163. Parents are consulted regularly and their views are taken into account. Support staff confirm their involvement and contribution to the on going development of the school. Members of the new governing body visit the school regularly and are beginning to make effective contributions to the self evaluation process as they gain first hand experience of the provision.
164. The School Development Plan is a working document that is used by all to evaluate progress. The targets in the School Development Plan are effective in moving the school forward. The resulting action plans have clear targets, resource implications, responsibilities, monitoring opportunities, evaluations and time scales. Measurable and quantitative targets have been set to improve the quality of teaching and learning in order to raise standards of achievement. The School Development Plan is reviewed at regular intervals.
165. Overall, the self evaluation report is a good working document that feeds into the School Development Plan. It clearly addresses each of the seven questions of the inspection framework. It identifies strengths and areas to improve. It provides details of where evidence can be found and it identifies areas for development. It reflects the depth of knowledge held by the staff of all aspects of the teaching and learning.

166. In most respects, the inspection team agreed with the school's identification of its strengths and areas for improvement. The team agreed with the judgements made by the school in six out of the seven key questions. Where there was a difference of judgement the inspection team awarded a higher grade in one key question. The discrepancy is due to the school's underestimation of the effectiveness of its teaching and assessment processes.
167. The acting head teacher and the newly elected governing body display a good awareness of how the school is performing. The governors receive regular updates and are kept fully informed by the acting head teacher. Key areas for improvement are identified from the self evaluation process. The governing body supports the priorities in the School Development Plan by allocating sufficient resources to fund them. For example recent investment in ICT has made a significant impact on children's learning.
168. As far as the school is able, it has successfully addressed the three key issues from the last inspection.

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

Grade 1: Good with outstanding features

169. The findings of the inspection team match the judgement made by the school in its self evaluation report.
170. The range, quality and appropriateness of the learning resources and the effective use made of these to stimulate and enhance the quality of the teaching and learning are outstanding features of the school. The development of the outdoor classroom also has an outstanding impact on the raising of standards across the six areas of learning.
171. There are sufficient, very well qualified teachers and support staff to deliver the early years curriculum. There is a good balance of experience and expertise and the staff are deployed and managed effectively to the benefit of the children's learning. The acting head teacher and the class teacher are both experienced and knowledgeable early years practitioners.
172. Teaching in the school is well supplemented by visitors such as the fire brigade, police and a paramedic. A system of pastoral leaders for designated groups of children is designed to strengthen relationships between adults and children, provide consistency and continuity and help focus on the children's individual developmental needs.
173. There is a developing system of appraisal in place for all the staff, which includes professional and personal developmental needs and is linked to priorities in the School Development Plan.

174. The school has implemented the principles of work force remodelling and appropriate Performance Management procedures and practices have been introduced.
175. All staff are given Planning, Preparation and Assessment time, allowing all those involved with the children to take part in all aspects of the education process. This has had a very good effect on the teaching and learning. Consequently teachers and support staff work very well together preparing, discussing and evaluating activities and assessing aspects of the children's development. This is a strength of the school.
176. The school has recently concentrated on implementing the principles of the forthcoming Foundation Phase; the monies invested in the development of the outdoor classroom indicates their commitment to the venture.
177. The part-time clerk provides effective administrative support and the school runs smoothly. It is maintained to a high standard by the caretaker and cleaner.
178. Resources are of a high standard and are appropriate to deliver the Desirable Outcomes for Children's Learning. They are easily accessed by the children to enable them to exercise independence when making choices. Resources and their use are a strength of the school. Purchase of resources is linked to priorities in the School Development Plan. There is full disabled access to all facilities.
179. The school is purpose built for nursery children and it provides very good indoor and outdoor accommodation to support appropriate learning. The space is organised very well to maximise the potential of the building and enhance the teaching and learning. It serves the needs of the children on roll.
180. Each area of learning has an appropriate resourced indoor and outdoor section of the accommodation. There is a good selection of well used books and the children enjoy using a range of suitable programmes on the computers.
181. The imaginative artwork and displays of natural objects in the sensory area all contribute to an excellent stimulating learning environment.
182. The outdoor accommodation provides an outstanding, safe, secure area for enthusiastic play, experimentation, investigation and quiet reflection. It is very well equipped and makes very good use of natural features. The children are provided with waterproof clothing and enjoy outdoor learning in all weathers.
183. Staff effectively audit and monitor the use and condition of the resources regularly. Budgeted expenditure appears to be managed effectively with the support of the LEA finance officer and the governing body. Spending decisions are related to agreed priorities in the School Development Plan. Additional sources, such as local sponsorship are used to supplement income

to purchase further resources such as the climbing frame and whiteboard.
Management of resources is a strength of the school.

184. In this first year of financial delegation effective and very efficient use appears to be made of all available resources. The school provides very good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills

Grade 2: Good with no important shortcomings

Good features

185. Children of all ages and abilities are developing very good listening skills. The youngest children pay very good attention when being taught specific listening skills with “Lola” the leopard. All children respond confidently to staff questions, demonstrating good understanding of what they hear, with many replying at length. They listen well to other children and answer their questions or comments with high levels of understanding. They listen well to instructions in Welsh and demonstrate good levels of understanding when carrying them out. They enjoy listening to stories and follow audio instructions on the computer or whiteboard very well.
186. Children of all abilities speak readily. When discussing the story of “The Tiger who came to Tea”, children contribute enthusiastically, often speaking with expression and using full sentences. They project their voices and some are beginning to compare opinions. When speaking formally about their “News” children speak clearly with expression and address the rest of the group with confidence. Children use a growing vocabulary when speaking informally whilst undertaking activities or role play, with many talking about their experiences coherently, with enthusiasm. Children are building and enjoying using a good basic vocabulary in Welsh. They pronounce well when answering questions about the weather.
187. Children’s early reading skills are developing well. They respond well to stories and rhymes and enjoy sharing books with others. All children enjoy looking at books; they handle them carefully and talk about the pictures. Children hold the book the right way up, start at the beginning, turning the pages correctly. Older children retell the story in appropriate language with children enjoying “reading stories” to others in the role play areas. More able children read a few familiar words such as “rain” in their class weather poem.
188. Children make good progress in their early writing skills; they begin to understand that written symbols have sound and meaning. They make good attempts to experiment with emergent writing, using drawings and symbols. They enjoy writing a shopping list and some recognise and make good attempts at writing their own name. Children enjoy basic writing experiences when mark making in the sand trays or using crayons, pencils and paint.

Shortcomings

189. There are no significant shortcomings.

Personal and Social Development

Grade 1 Good with outstanding features

Outstanding features

190. The children show outstanding care, tolerance and respect for each other and quickly achieve a very high level of collaborative play as they react positively to new experiences. The way the children automatically organise themselves into working teams has an outstanding impact on their development in all areas of learning. Their level of independent working also has outstanding features.

Good features

191. The children settle well at the start of each session as they purposefully select their first activity. They happily form relationships with the staff and peers. A strong daily routine helps create a warm, caring, welcoming atmosphere in which the children gradually develop the skills required to take risks and show tolerance. They learn to share with each other and understand the difference between right and wrong.

192. They communicate with their peers very well and play happily together. They readily take turns in shared activities such as "Floor Dominoes" or watering the plants. Most are very sensitive to the needs of other children, especially when someone is distressed. They naturally approach known adults if they require help and move confidently from one activity to another. Most are able to initiate new ideas and attempt to solve problems with increasing skill as they as they build houses and dens in the outdoor classroom. Their independent working skills are of a high level.

193. Most children display a good sense of self-control and adhere to class rules; overall those that do not are aware of the consequences of their anti-social behaviour. These children are beginning to take responsibility for they own actions as they show contrition and try to amend their body language.

194. Many concentrate for long periods of time as they carefully listen to stories, or to the many visitors that come into school. All the children show a good level of respect for other people and their belongings and readily tidy up after each activity. Most listen very well to the views of others and happily give praise for good work or behaviour.

195. Most are clearly able to make independent choices about which activity group to join. They regularly re-enforce the skills associated with making resource choices during group activity sessions. The children enthusiastically explore and experiment new learning opportunities for example as they sort, match and investigate a collection of gloves or experiment with the new whiteboard. All children confidently work in groups and as individuals.

196. The children treat living things with care and respect as they learn how to take care of the nursery gerbils and pet African snail. Most are developing a practical awareness of basic health, hygiene and safety rules and are

beginning to appreciate the need to eat healthily. The majority quickly develop the ability to dress themselves for appropriate activities. They are particularly adept at dressing for outdoor play in cold, wet weather.

197. The children respond positively to a range of cultural experiences when they enthusiastically take part in the celebrations of various festivals such as the Chinese New Year and Divali. They understand a range of simple Welsh words. The children are developing an age appropriate knowledge of the culture and traditions of Wales.

Shortcomings

There are no important shortcomings.

Mathematical Development

Grade 2: Good features with no important shortcomings

Good features

198. Most children confidently count and understand numbers to 10, in English and Welsh. They engage in a wide range of appropriate number recognition activities. The more mature children count to 10 and beyond and are beginning to match sound to symbol with growing confidence.
199. The children competently sort and match according to size, shape and colour as they explore the small play animals or investigate the woodland area outside. They use sets successfully as part of their integrated topic work such as, when they seek out different kinds of waterproof materials. The more able confidently sort using two criteria. They enthusiastically order and sequence as they thread beads and sequence events from their favourite stories.
200. The children enthusiastically recall number songs, stories and counting rhymes such as "One Little Elephant" and "Five Speckled Frogs". All confidently recognise and create basic patterns and make increasing and decreasing patterns using multi-link and counting bricks. They are particularly adept at completing mosaic tasks and repeating pebble patterns. With help, the children are beginning to construct and understand very simple graphs such as those representing their favourite fruits. The children readily re-enforce number concepts in the extensive outside classroom and role play areas. They are good at using positional vocabulary as they undertake major constructions in the "Builder's Yard".
201. The children are rapidly developing their skills relating to weight and capacity as they play in the sand and water or bake biscuits for their snack time. Most readily use age appropriate mathematical language. The more able accurately use comparative vocabulary such as more than/less than and full/empty. They extend their understanding of measurement as they take the measurements of various classroom areas in standard and non standard units. They are able to confidently transfer many number skills to other areas of learning.

202. The children are steadily becoming familiar with two-dimensional and three-dimensional shapes as they experiment with junk modelling and play shape board- games. They further extend their knowledge and understanding as they take part in a “Shape Walk” and by constructing a three dimensional scene of their local street.
203. They are gradually beginning to understand the use of money as they take part in role play activities in the toyshop and the home corner. Most sort and match coins to 10 pence and use appropriate money vocabulary. They are able to transfer these skills to the florist shop and post office areas.
204. Firm daily routines have helped the children develop a practical understanding of the passage of time.

Shortcomings

There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good with no important shortcomings

Good features

205. Children have a good knowledge and understanding of their local environment, animals and living things. They are curious and keen to observe the world about them. Their understanding of the needs of plants and animals is developing well through activities such as planting and watering bulbs and looking after the class gerbil. They know that plants need sun and water to grow. They know what kinds of waste make compost and collect leftover fruit and vegetable peel and put it in the correct bin.
206. Their knowledge and understanding of their homes and where they live is good and extended through walks and observations in the locality. They can describe their homes, the streets they live in and the local supermarket in detail. They draw a recognisable, simple route map. They become aware of different cultures through celebrations such as Divali when they recall appropriate songs well and can accurately describe how to make a Divali Lamp.
207. Children are developing a good awareness of different materials in their investigations into the properties of materials. They are developing a good awareness of the need to question and to wonder. Children are beginning to explain outcomes as in their floating and sinking experiments as well as in their construction and testing of their model boats. In their outdoor building site they confidently draw a plan of the house they are going to build. They work together very successfully selecting appropriate bricks and other building materials; indicating a good understanding of the basics of building walls.
208. Children are developing a good idea of the world of work particularly from their building site work. They know about the work of people in the community

such as police, the fireman and the green grocer. They have a good idea of the purpose and use of money. They use real money confidently to buy tickets for the train station. They notice the passage of time, and discuss the differences between night and day well.

209. Through their topic on weather they are developing good observational skills and discuss changes in the weather. Outdoor activities throughout the year ensure that children have a good idea of the appropriate clothes to wear in various weather conditions. They know that they need waterproof material for a raincoat.
210. Children are developing an outstanding range of skills in their use of a wide variety of information and communication technology. Pupils demonstrate very high levels of independence in using technology. They use computers and remote control devices such as a programmable toy to follow a route very confidently. They use the mouse competently to manipulate a paint program or the "Simple City" program to plant a garden. They print their work quickly and without help. They use the whiteboard for a range of activities, using the "information technology pencil" to make music or for sorting and naming shapes. Children of all abilities use the digital camera independently to record their work.

Shortcomings

There are no significant shortcomings.

Physical Development

Grade 1: Good with outstanding features

Outstanding features

211. The children's gross motor skills are outstanding. They have also acquired sufficient physical self confidence to cope with extended physical challenges ranging from simple balancing tasks to performing complicated manoeuvres in a set sequence. For example as they demonstrate the correct way to move heavy objects or ride a two wheeled bike independently. The children's skills of climbing, jumping and twisting are excellent and are extended well by regular use of the outdoor equipment. The children's balancing skills are outstanding.

Good Features

212. The children take every advantage of the large airy accommodation and a fully equipped outside classroom to move around the ample space with confidence. They are developing a very good awareness of their own bodies as they become involved in physical activities such as team building tasks to build large-scale models. They are constantly aware of the proximity of other children and control their own body speed with ease. On a daily basis they purposefully extend this awareness to improve their physical control, body co-ordination, mobility and manipulative skills.

213. The children have very good control of different mark making implements such as felt tip pens, crayons, chalk and paint brushes as they work independently and in groups. They produce collages and wall displays on such topics as "Winter" and "Under the Sea". They fully extend their skills of squeezing, rolling and moulding as they confidently use playdough and clay to produce individual models, such as thumb pots and gingerbread men. The majority of children have very good scissors control and are aware of the health and safety implications.
214. They are steadily developing their fine motor skills effectively as they complete jigsaws, paint the outside walls with varying sized brushes and play with small world equipment such as play people and the zoo animals.
215. Through their topic on "Ourselves" the children are developing a good understanding of the need to look after their bodies, eat healthily and adhere to basic health and safety rules. For example when they handle sharp tools or use the climbing frame. The children are very knowledgeable about and confidently name the major body parts as they sing along to "Head, Shoulders, Knees and Toes".
216. During physical activity sessions and small group time the children confidently extend their spatial awareness and readily understand positional vocabulary such as under/over behind/in front of. They competently demonstrate different ways of moving such as running, jumping and skipping.
217. Children readily transfer weight from one part of their body to another. They use a variety of small and large equipment with confidence.

Shortcomings

There are no important shortcomings.

Creative development

Grade: 2 Good features with no important shortcomings

Good features

218. Children enjoy musical activities; they recall a good range of songs and rhymes. They know a good number of songs in English and Welsh. Children know the names and recognise the sounds of a good range of instruments. They play them with good control and keep a steady beat. They use Information, Communication, Technology (ICT) effectively to compose and play simple tunes. In the music corner, children independently or in small groups enhance their music skills, by singing familiar songs from memory or playing and composing simple tunes using percussion instruments.
219. They use their listening skills well to pay attention to a wide range of music incidentally throughout the day and in movement lessons. They respond well to the music and demonstrate a good knowledge of the words and actions for a good range of songs. In their dance group they follow instructions for action

well and perform with enjoyment. They move confidently with very good levels of agility.

220. When producing a variety of pictures and paintings they confidently choose and use a wide range of materials. They handle a variety of equipment such as scissors, glue sticks and play dough with confidence. Painting skills are developing well; sometimes children show intense concentration when handling paint. They choose and name a range of colours to paint with and are beginning to develop their colour mixing skills.
221. Children work well in three dimensions. They select materials to make effective models of boats and after testing, refine their choice of materials. They make interesting and colourful tie and dye shapes. They use play dough, sand and clay successfully. They talk enthusiastically about their work.
222. Children are beginning to respond well to role play activities in the puppet theatre. They confidently and easily adopt a role when play acting the story in "Percy's Hut". They enjoy making their own stories and acting them out naturally.

Shortcomings

223. Children's skills in creative drama and dance are only partially developed.

School's response to the inspection

The inspection findings confirm the self evaluation of the school. It recognises that Cogan Nursery School is a good school that sets high standards for all children in its care, with staff who constantly challenge and stimulate the children towards excellence.

We are delighted that the inspectors found the children to show outstanding care, tolerance and respect for each other. The focus on this is integral to the ethos of our school, where every pupil is valued and included in a welcoming, safe, caring and stimulating environment.

The overall standards of achievement and quality of teaching are well above the Welsh Assembly Government Targets. In addition, the skill and dedication of teachers and support staff who work as a well trained team of facilitators is acknowledged to be another strength of our school. Our school is adequately prepared for the forthcoming Foundation Phase and the development of the outdoor accommodation provides an outstanding safe, secure area for enthusiastic play, experimentation, investigation and quiet reflection.

We are pleased that the report recognises the contribution the new governing body makes to the school. It also highlights the fact that in the first year of financial delegation, effective and very efficient use of resources helps to ensure the school provides very good value for money.

The acting head teacher, staff and governors would like to express their thanks to Mrs Hannam and her team for the professional and courteous way in which the inspection was carried out.

Many of the issues highlighted by the inspection team are already priorities in the School Development Plan. The school will ensure all recommendations are addressed in the Post Inspection Action Plan. A copy of the Post Inspection Action Plan will be sent to all parents, and the governor's annual report to parents will indicate the progress being made.

Appendix 1

Basic information about the school

Name of school	Cogan Nursery School
School type	Nursery and Primary
Age-range of pupils	3-4 Years
Address of school	Cawnpore Street, Cogan, Penarth.
Postcode	CF64 2JU
Telephone number	029 20 701193

Head teacher (Acting)	Mrs Pauline Rowland
Date of appointment	September 2006
Chair of governors/ Appropriate authority	Mrs J Griffiths Governing Body/Cogan Nursery School
Registered inspector	Jean Hannam
Dates of inspection	23-24 January 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	51 P/T	1	0	0	0	0	0	0	26 F/T

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0	2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	0
Pupil: adult (fte) ratio in nursery classes	1:6
Pupil: adult (fte) ratio in special classes	0
Average class size, excluding nursery and special classes	0
Teacher (fte): class ratio	0

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	92.5%	N/A	N/A
Summer 2006	87.9%	N/A	
Autumn 2006	88%	N/A	

Percentage of pupils entitled to free school meals	N/A
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 and a peer assessor spent a total of five Inspector - days in the school and met as a team before the inspection.
2. The acting head teacher was the nominee and played a supporting role throughout the inspection.
3. These inspectors visited:
 - 38 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, teachers, support and administrative staff and groups of children during the inspection.
5. The team also considered:
 - The school's self evaluation report;
 - 17 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, 4 and 7. Personal and Social Education, Mathematical Development and Physical Development.
Delyth Parris Team Inspector	Key Questions 3, 5 and 6. Language, Literacy and Communications, Knowledge and Understanding of the World and Creative Development.
Caterina Lewis Lay Inspector	Supporting Key Questions 1, 3, 4, 5 and 7.
Mary Parker Peer Assessor	Supporting all areas.
Pauline Rowland Nominee	Supporting all areas.

Contractor

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Acknowledgements

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