

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

**FAIROAK AND ROCKFIELD NURSERY SCHOOL
CHURCH ROAD
NEWPORT
NP9 7EJ**

SCHOOL NUMBERS: 680/1005, 680/1002

DATE OF INSPECTION: 9-11 DECEMBER 2002

BY

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REGISTERED INSPECTOR: W248/17717**

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

CoP	-	Code of Practice
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
LPSH	-	Leadership Programme for Serving Headteachers
NAfW	-	National Assembly for Wales
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Fairoak and Rockfield Nursery School is located on two sites situated about a half a mile apart. The two nurseries were merged in April 1994 and have since been managed as one unit. The school mainly serves the children who live on the eastern side of Newport, not far from the town centre. The area from which the children are drawn is described as neither prosperous nor economically disadvantaged. The intake represents the full range of ability. At present there are 102 part-time children on roll, 68 on the Fairoak site and 34 at Rockfield. Around 3% are of ethnic minority background. The seven adults employed at the school include three full-time teaching staff and three full-time and 1.5 support assistants.

The school's priorities, which are identified in the SDP, are to develop strategies to improve speaking and listening skills, develop a healthy school initiative and take part in a recycling project.

The aims of the school include providing a happy, secure and stimulating environment, developing each child's individual potential socially, emotionally, physically and intellectually, providing opportunities to develop children's listening and communication skills, providing a rich variety of experiences, facilitating a happy and easy transition from home to nursery and working in partnership with parents.

The aims are reflected in the school's mission statement which states "We strive to nurture our children in a caring and stimulating environment to have varied rich experiences for their continued interactive learning."

The school was awarded the Basic Skills Quality Mark in Summer 2002; it was last inspected in July 1966.

2. MAIN FINDINGS

The main findings of the report

Fairoak and Rockfield Nursery School provides enriching experiences within a stimulating environment. The very good standards achieved reflect the high expectations of staff, good team spirit, effective organisation and very effective leadership. Children are excited by the opportunities provided for them to explore, experiment and discover for themselves; they are happy and confident individuals.

- The educational provision for the under fives, taken overall, is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.
- Standards are good or better in all lessons observed, including 70% that are very good.

- Standards in the six areas of learning are as follows:

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

- Standards in key skills are very good in listening, speaking and numeracy; they are good in reading, writing and the use of ICT.
- Spiritual, moral social and cultural development is very good. Children are made to feel part of a caring, sharing environment. They know the difference between right and wrong. They begin to appreciate the diversity of the world, while becoming aware of their own national culture and the importance of their community.
- Children’s behaviour and attitudes are very good; the school has good strategies for behaviour management.
- Attendance levels are satisfactory; they are significantly higher than during the last inspection. During the first part of the current term they have improved further. Punctuality at the start of the school day is satisfactory, but a small number of children arrive late, causing some disruption. The school’s registration procedures do not comply with statutory requirements, as registers were not marked at the beginning of sessions at either school site.
- Teaching is good or better in all sessions observed, of which 66% is very good. All staff have a secure knowledge and understanding of the Desirable Outcomes for Children’s Learning and provide multi-sensory learning experiences, suited to children’s different abilities and developmental needs. A very good range of teaching techniques and organisational strategies, including very effective intervention, are used for different activities and purposes.
- The quality of assessment, recording and reporting is very good. Entry screening assessments and ongoing observations ensure that staff know children well and are fully aware of their abilities and difficulties.
- The curriculum is broad, balanced and relevant and successfully promotes the Desirable Outcomes for Children’s Learning. Provision is of a high quality and the curriculum is often enriched by visitors to the school. The cwricwlwm Cymreig is well represented in the school’s curricular provision; opportunities, however, are sometimes lost for creating bilingual displays and for making use of Welsh language patterns that children already know from songs.
- The school’s provision for support, guidance and welfare of all children is good. The environment provided is a safe and happy one; there are a few safety issues, however, which were discussed with the head and nursery management group during the inspection.

- Provision for children with SEN is very good. Significant features of the teaching support are teachers' response to individual needs and the whole school commitment to the provision of a broad and balanced curriculum for children with SEN.
- Partnership with parents and community, schools and other institutions is very good; this enhances the quality of children's education and personal development.
- Partnership with industry is good and this enables children to learn about the world of work around them.
- The quality of self-evaluation and planning for improvement is very good. The school's SDP is clear in identifying priorities and reviews have outlined achievements, progress and difficulties in detail. Staff evaluate their own performance and the motto "good teachers getting better" reflects a whole school philosophy of analytical self-evaluation.
- The quality of leadership and efficiency is very good. The head's commitment to nursery education is reflected in all aspects of the work of the school. Aply supported by a committed staff, she provides purposeful leadership and a clear educational direction for the school. She monitors effectively on a day to day basis, although this process has not been formalised.
- Staffing and learning resources are very good, accommodation is good overall. All adults are suitably qualified and experienced and serve the school well. Both sites are very well resourced with a wide range of educational equipment, which help to make the classrooms attractive and colourful. Very effective use is made of the accommodation on both sites.
- Progress since the last inspection is very good. The school offers very good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Children achieve very good standards in all six areas of learning.

- Standards are good or better in all lessons observed including 70% that are very good.
- Standards achieved are a direct result of a very good range of well planned enriching experiences, which ensure progress and achievements.
- The wealth of support provided for pupils across all areas of learning and teachers' sound knowledge of how children learn best are key factors in the high standards achieved.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards are very good in listening speaking and numeracy; they are good in reading, writing and the use of ICT.

- The school does not include key skills specifically in its planning; however the very detailed planning for all sessions ensures that they are addressed consistently.
- In activities across all six areas of learning, children listen attentively. They respond well to questions that incite extended answers in relevant and appropriate language. They are eager to express their opinions and discuss aspects of their play and they make appropriate comments during role play. They handle books confidently. Pre-writing skills are nurtured in all role play areas.
- Children's use of mathematical language is very good and opportunities to extend their skills in numeracy are well exploited.
- Children use the computer and listening stations well to support their linguistic and mathematical development.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Spiritual, moral, social and cultural development is very good.

- The school has a most supportive and inclusive ethos where the children are made to feel part of a caring, sharing and stimulating environment. Spiritual awareness is evident throughout the daily life of the school. It is carefully developed through a wide range of activities that enable children to appreciate the diversity of the world around them. They observe with awe the wonders of the nursery's living and growing areas.
- Children know the differences between acceptable and unacceptable standards of behaviour. Values, such as fairness, sharing and honesty are actively encouraged. Circle time allows children opportunities to talk about their feelings. They show pride in their school.
- Social development is encouraged particularly through role play opportunities and small group activities when children co-operate very well with others. They feel confident and secure to try new experiences and they are encouraged to display their own efforts, in particular, in the writing area.
- Very good provision is made for cultural development. Children are given opportunities to celebrate different festivals throughout the year, including St. David's Day. Visitors and parents, wearing traditional dress, are invited into school to help celebrate various festivals and enhance the understanding of the diversity of other cultures. Children are aware of those less fortunate than themselves and are encouraged by the school to be tolerant of race and colour.

4.2 Behaviour and Attitudes

Children's behaviour and attitudes are very good.

- The school has very good strategies for behaviour management and staff have been properly trained. Satisfactory records of disciplinary matters are kept and parents are properly informed if their child misbehaves.
- As part of the reward system staff praise children and give them stickers for good work and behaviour, kindness and helpfulness. Both children and their parents value this system.
- Children have good relationships with each other and with all members of staff.
- No children have been excluded in the past 12 months.
- The school's good quality discipline policies provide sound procedures for handling any instances of bullying or racism, none of which was seen during the inspection.

4.3 Attendance

Attendance levels are satisfactory,

- Figures averaged 91.5% during the previous year; this is significantly higher than attendance levels at the last inspection. Attendance during the first part of the current term has improved further and remains satisfactory.
- The school has good procedures for contacting parents and encouraging them to inform the school of the reasons for their child's absence.
- Children's punctuality at the start of the school day is satisfactory, but a small minority of children arrive late causing some disruption to the learning of others.
- The school's registration procedures do not comply with the requirements of NAFW Circular 3/99 since registers are not marked at the beginning of either the morning or the afternoon sessions at either school site.

5. QUALITY OF EDUCATION

5.1 Teaching

During the inspection, judgements on the quality of teaching were made from observations of two qualified teachers and nursery nurses teaching a group of children across the areas of learning. The quality of teaching was judged to be good or better in all sessions observed, of which 66% was very good.

- All staff have a secure knowledge and understanding of the Desirable Outcomes for Children's Learning and they set high expectations to develop children's skills, knowledge and understanding.
- A stimulating environment is created within which staff provide multi-sensory learning experiences suited to children's different abilities and developmental needs.
- Adult relationships are very good and very good support is provided by the nursery nurses; this greatly enhances the overall quality of teaching.
- Interaction between adults and children is very good and shows that all staff know children very well and are sensitive to their needs. They monitor their progress very well and give constant praise.
- Staff's questioning techniques are skilful and stimulating. Children are encouraged to explore, show initiative, take responsibility for their own learning and to become increasingly independent.
- Where teaching is very good, teachers have clear learning objectives and high expectations of children's achievement. They provide a variety of stimulating materials and activities, which are suitably challenging and well matched to the different levels of ability. Lessons have a crisp start, proceed smoothly and offer appropriate pace and challenge. A very good range of teaching techniques and organisational strategies are used for different activities and purposes. Presentations are clear and successfully sustain children's interest and attention.

5.2 Assessment, Recording and Reporting

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

- All staff know their children very well and are fully aware of their abilities and difficulties.
- There is a purposeful and manageable set of procedures in place for recording and assessing children's progress and achievements.
- A baseline assessment is carried out on entry; the school has also introduced a useful pre-school assessment booklet, which parents complete before their child starts at the nursery.
- Entry screening assessments, on-going observations, teachers' informal notes and individual profiles are used to document children's achievements and progress. An 'evidence book', including samples of children's own work and photographs of their involvement in various activities, is kept throughout the year. By the end of the year these have become informative and useful records showing children's achievement and progress.
- Upon entry the head assesses every child individually, sets them short and memorable targets and then tracks their progress individually over a period of time.

- The school has implemented strategies for the early identification of more able pupils; the head then extends these children individually using the programme of work which she has developed.
- Portfolios containing annotated samples of children's pre-writing and pre-numeracy skills are kept; the samples are useful exemplifications of how young children learn and develop emergent writing and numeracy skills.
- The school has an open door policy for parents to discuss their child's progress at any time; furthermore, two formal parent consultation meetings are held during the year.
- Good quality written reports are provided at the end of the year; these reports outline children's achievements in all areas of learning and indicate the way forward.

5.3 Curriculum

The curriculum is broad, balanced and relevant and successfully promotes the Desirable Outcomes for Children's Learning.

- The curriculum is taught through effective structured and unstructured play activities, which provide children with exciting, enriching and stimulating experiences.
- There are effective policies and schemes of work for each area of learning which provide good support for teachers' planning. They are clear and comprehensive and are reviewed regularly. Short-term planning is effective and clearly develops learning objectives.
- Additionally, there are 'vehicles for learning' which enable the cross-curricular nature of the curriculum to be more secure across all areas of learning and help to ensure meaningful links for children in the experiences and activities in which they are involved.
- The high quality of curriculum provision is reflected in the displays around the classrooms on both sites.
- Visitors to the school greatly enhance curriculum provision. These include parents and members of the community, who both help and share expertise. The cwricwlwm Cymreig is well represented in the school's curricular provision and children are given enriching experiences. Opportunities, however, are sometimes lost for creating bilingual displays and making further use of Welsh language patterns that the children already know from songs.
- The weekly focus sheet, displayed in the reception area, is a valuable learning tool as it lists points for discussion, the language used and things for parents to reinforce with their children at home.

5.4 Support, Guidance and Pupils' Welfare

Support and guidance are good.

- The school provides a safe and happy environment; children work and play amicably together.
- All children have a profile which records their academic and personal achievements.
- The school has published a satisfactory child protection policy and staff are aware of the procedures to be followed.
- Emergency exit doors are satisfactory and fire extinguishers are within their specified test period.
- The half-termly fire drills are properly recorded.
- The school has a range of policies to ensure pupils' health and welfare, which include a racial equality policy.
- Health visitors attend regularly to discuss children's welfare.
- There are five qualified first aiders on the staff.
- Children are given opportunities to exercise minor responsibilities, such as distributing milk and fruit, taking messages and tidying up.
- Three safety issues were discussed with the head and management group during the inspection.

5.5 Provision for Pupils with SEN

Provision for children with SEN is very good.

- The head, who is the SENCO, effectively leads the SEN provision in the school. The nursery assistants, who have particular responsibilities for children with SEN, work closely with the head and all are full aware of procedures. The nursery management group is well informed of provision.
- There are no statemented children at present, but the rigorous assessments used when children are admitted identify problems at an early stage. The school responds immediately to any concerns.
- Significant features of the teaching support are teachers' responses to individual needs and the whole school commitment to the provision of a broad and balanced curriculum for children with SEN.
- A group of children identified early as needing extra attention are provided with very effective support. A number of more able children have been identified; they are ably supported by the head and their progress is tracked.

- Records of progress for children with SEN are very detailed and all staff are aware of individual progress; achievements are celebrated by all adults concerned. IEPs are detailed and clearly show the way ahead.
- Relationships with outside agencies involved with SEN are good; many have given valuable ideas on strategies for individual children.
- Relationships with parents are very good; they are kept fully informed and are treated as partners in their children's development and progress.
- The school is responding to the revised CoP for SEN.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Partnership with parents and community, schools and other institutions is very good.

- Partnerships generally enhance the quality of children's education and their personal development.
- About half the parents completed the pre-inspection questionnaire and a very large majority of their responses expressed support for the school. These views were confirmed by further brief discussions with parents during the inspection. A very high percentage of parents attended the pre-inspection meeting.
- The school operates an open door policy and has published a useful handbook for parents and a good quality school/home/community policy. A monthly newsletter keeps parents well informed.
- The 'Coping with Kids' workshops, which provide support for parents, are well attended. Parents can obtain additional help by attending the Sure Start groups based at the school.
- There is an active friends group that raises significant funds to help the school, particularly with environmental projects. About four parents and one grandparent regularly help in class.
- There are good relationships with the nearby Church-in-Wales church and Baptist chapel. Their ministers regularly talk to children about religious matters, and children visit the church at the times of Christian festivals.
- There are good links with the unitary authority and local medical services. Health visitors monitor children's general health.
- There is a good relationship with local playgroups and the nearby infant and primary schools. Teachers and children exchange visits to ensure that transfer is as smooth as possible.
- Several students from local comprehensive schools and colleges come to the nursery for their work experience or training.

5.7 Partnership with Industry

Partnership with industry is good.

- The school has a good partnership with local businesses which enables children to learn about the world of work around them.
- The school has published a document entitled ‘Links with the wider community’, which includes details of its business links.
- Fifteen local shops and businesses support the school through the donation of money and/or materials. A local water supply company has recently donated a computer and is currently helping to fund the provision of additional roofing for the school’s external areas.
- Many people from local companies and agencies have recently visited the school to talk to children about their jobs, as part of the ‘people who help us’ programme. These include several nurses, a postman, a school caretaker, a bus driver and the lollipop lady.
- There are also regular visits from the local fire brigade, ‘Mrs Tufty’ and the police, including a member of their dog-handling team.
- Following the head’s recent attendance at an LPSH course, a link with the ‘Business in the Community’ programme is being developed.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self evaluation is very good.

- The action plan following the last inspection was a very detailed and informative document showing a very structured and positive response to key issues identified.
- Succeeding SDPs have identified priorities for further improvements, actions, success criteria and resources needed. Reviews have outlined achievements, progress and difficulties in detail.
- An analysis undertaken as part of the self review document shows a clear view of the school’s strengths and weaknesses.
- Staff have many opportunities to evaluate their own performance in comparison to others, in particular when visiting other settings. The motto “good teachers getting better” reflects a whole school philosophy of analytical self-evaluation by individual teachers. Continuous professional development has a high priority.

6.2 Leadership and Efficiency

The quality of leadership and efficiency is very good.

- The head's commitment to nursery education is reflected in all aspects of the work of the school. Aply supported by a committed staff, she provides purposeful leadership and a clear educational direction for the school, ensuring that all adults involved have a sound knowledge of the theory and practice of early years' education. Her time is used wisely between both sites; her teaching commitments are focused and are a key factor in the high standards.
- Staff on and across both sites work closely together as a team; they create a positive and caring ethos in both venues. This reflects their commitment to high standards and a culture of challenge, inclusion and progress for all children. The school has a sense of purpose and fully reflects its mission statement.
- Lines of communication are clear and staff meet informally on a regular basis. Formal staff meetings are held regularly; the content of the meetings are planned well ahead.
- All staff employed know their roles well and consequently day to day routines are very well established. Job descriptions for non- teaching staff are detailed; they are generic for temporary teaching staff. The school has a clear programme for performance management.
- The open nature of the classrooms ensures that effective monitoring by the head occurs informally on a day to day basis; it is yet to be formalised.
- Resources at both sites are managed efficiently and effectively. The administrative assistant makes a valuable contribution to the running of the school.
- The nursery management group is very supportive of the school; it consists of members with varied interests and expertise that are of value to the school.
- The school provides very good value for money.

6.3 Staffing, Accommodation and Learning Resources

Staffing and learning resources are very good; accommodation is good overall.

- The school is appropriately staffed for the number of children on roll; all staff are suitably qualified. The five support staff are very experienced.
- The two sites occupy very different buildings; the Fair oak site, recently extensively refurbished, has spacious, airy and light rooms with high ceilings, whilst the Rockfield site consists of just two small teaching areas. However, full and very effective use is made of the limited space at Rockfield and imaginative use made of the Fair oak site.

- Classrooms are attractive and colourful and children's work is celebrated in a number of motivating and stimulating displays, which enhance the school environment. Activities are very well presented in colourful and inviting work areas and interest corners.
- Standards of cleanliness both inside the buildings and outside are good; a cleaner in charge and caretaker/cleaner ensure high standards in hygiene and cleanliness.
- Both buildings are surrounded by colourful and stimulating outside play areas, which provide a large variety of rich and purposeful learning experiences for children; the attractive playgrounds and gardens, with the provision of tables and chairs, do, in essence, become outdoor classes in good weather.
- Both sites are very well resourced with a wide range of educational equipment suitable to the needs of the under-fives; these resources make an important contribution to standards achieved by children.
- The book/toy lending library, which the school offers to parents is well used and further extends children's learning at home.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Language, literacy and communication skills

Standards are very good.

Good features

- Stimulating experiences in all aspects of language development provide children with opportunities to listen intently for sustained periods. Stimulating story telling experiences consolidate listening skills.
- Children are eager to contribute to dialogues about their experiences and give sensible justifications and reasons for their choices. In line with their ability, they make very good progress in their use of language when giving predictions and when describing significant events in their lives. Their use of syntax and correct forms of language model closely the language of teachers who, are good linguistic role models.
- Children are visibly enthralled with the stories that are read to them by teachers. They begin to realise the difference between narrative and dialogue and are confident when taking on the speaking parts of the story; they improvise well.
- Children enjoy browsing in books and many know how books work. They handle them well and follow the correct direction of the story; many realise that the cover and pictures can offer them significant cues about a story.

- Many children recognise their full names and are already imitating handwriting; a number are able to form letters and can write their own names.
- Children begin to realise that language has many purposes and audiences, for example when engaged in tasks while playing in Santa's office. Their emergent writing develops well when they write and post Christmas cards and letters to Father Christmas.
- Children know a number of Welsh greetings and phrases in songs they have learnt.

Personal and social development

Standards are very good.

Good features

- Children are happy, secure and confident. They work and play contentedly on their own, in pairs and in small groups. They conduct themselves very well in whole class situations.
- Stimulating and exciting learning opportunities ensure that children have an overwhelming desire to explore, experiment and learn. They have a positive attitude to all that happens during the school day.
- Children are able to make sensible choices in general play activities, in role-play situations and when engaged in creative and physical activities.
- Children are aware of their own personal responsibilities in classroom organisation and are eager to take messages between adults and tidy up after their activities.
- Children are aware of the importance of conforming to class routines. They show respect for adults and peers: they take turns readily and respond very well to instructions and guidance.
- Children know what is expected of them and consequently have high expectations of themselves. They are very eager to show their awareness of classroom rules and to adhere to them.
- The need for personal hygiene is understood by children and they become aware of the need for healthy eating and looking after the environment.

Mathematical development

Standards are very good.

Good features

- Children are able to use mathematical language relating to colour, shape, position, size and quantity, and they apply this very well in practical activities and computer games.

- Children recall a wide repertoire of number rhymes, songs and counting games, often related to their theme work.
- Children develop a very good understanding of number; they count to 10, recognise and name numerals to at least five and begin to understand terminology such as more, less and same. They develop a good understanding of ordering numbers and when using a carpet line they estimate before counting the number of places jumped. They know and understand nearest and furthest.
- Sorting and matching skills are well developed and children demonstrate understanding of one to one correspondence in practical activities. They begin to show an awareness of number operations and become familiar with the language of addition and subtraction.
- Children can identify and name a range of shapes and recognise some of their properties.
- During role play, children use money and can identify some of the values.
- Children develop a good understanding of length, weight and capacity in practical situations and begin to use the language of comparisons accurately, for example longer, heavier, more than, less than.
- Children are beginning to use their developing mathematical understanding to solve practical problems when, for example, they discuss how to distribute fairy decorations on Christmas trees. These skills are further developed when they choose the appropriate size of wrapping paper corresponding to various sized objects.

Knowledge and understanding of the world

Standards are very good.

Good features

- Children talk confidently about their homes and some aspects of their local community, for example, they recall their recent visit to the park and the route they followed to collect the school's Christmas tree.
- Children know where they live; they look at aerial maps in order to recognise some of the local landmarks. They draw simple maps of the school gardens and follow trails looking for hidden objects within the gardens. Children have a good awareness also of countries further afield, such as India, and appreciate that some people have different eating habits and customs.
- Children experience awe and wonder when using the digital microscope; they hold minibeast safaris and participate in planting activities in the school gardens. They are aware of care needed for the school's goldfish, gerbil and snail.
- Children know that materials change, for example when they observe ice melting.
- Daily events and children's own experiences are used purposefully to learn about the passage of time, and role play, stories and visits are used constructively to teach about similarities and differences between the past and present.

- Children become familiar with a range of materials from which they select items for different purposes, such as making 'new' paper from recycled bits. They explore and experiment with reclaimed materials and are introduced simply to elements of sustainable development.
- Children use a variety of information sources confidently and independently, for example the listening centre and computer.

Physical development

Standards are very good.

Good features

- Children benefit greatly from having purposeful and attractive outdoor play environments which provide very good opportunities to promote and develop their physical skills.
- Children are keen to take part and show confidence and enjoyment in physical activities.
- Children demonstrate very good spatial awareness, balance and co-ordination as they move with increasing control during physical activity sessions indoors. They respond appropriately to instructions to run, jump, walk on tiptoes, hop and skip.
- In the outside play area children show confidence in the skills of climbing, crawling, pushing and pulling in relation to large equipment. They display very good control of themselves when running and when balancing on climbing apparatus.
- Children use wheeled vehicles sensibly and give due attention to their own safety and that of others. They avoid obstacles well and are able to steer and manoeuvre their equipment with skill.
- Children's fine motor skills are well developed and they handle small equipment well when engrossed in table-top activities.
- Large and small building blocks are handled skilfully in construction play and tools and equipment are used with good control in activities such as woodwork, cutting, painting, drawing and writing.
- Children demonstrate good manipulative skills when handling clay and dough for modelling and when using the computer; they have good control of the mouse.
- Children benefit from regular coaching sessions in ball skills, provided by professionals who visit the school.

Creative development

Standards are very good.

Good features

- Children use a wide variety of media for drawing, painting and printing. They make appropriate choices in the media used for creating cards and calendars.
- Children develop an awareness of colour and tone as they paint with brush and fingers. They use a range of colours when painting and see that colours change when mixed.
- Children create individual panels using felts that are made into a quilt; they work together effectively under the guidance of a local artist to make attractive wall hangings portraying mini-beasts.
- Children work in clay and create attractive objects such as Diwali lamps which they decorate attractively.
- Children show a vivid imagination when engaged in role play in the exciting play situations provided for them. They enjoy dressing up and relate very well to characters in popular children's stories and the story of Christmas.
- Children listen to, and move very well to, a variety of music including traditional Welsh and eastern music. They sing tunefully showing an awareness of rhythm and pitch. They have a wide repertoire of songs, including seasonal carols and nursery and number rhymes. They sing in both English and Welsh.
- Children can name and handle a range of percussion instruments and can describe the actions needed to play them; they use the instruments well when they create an accompaniment to their favourite stories.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The report following the last inspection in July 1966 identified five key issues. Progress in addressing all key issues has been very good.

- 1. Continue creating schemes of work for all areas of learning so that planned activities clearly promote continuity and progression in the development of skills and key experiences.**

Schemes of work in each area of learning were produced which addressed and reflected the six areas; they identified learning objectives and promoted continuity and progression. Current schemes of work are of a very high quality.

- 2. Achieve whole school consistency in assessment and recording procedures, and ensure that they are manageable.**

Much work was undertaken to achieve whole school consistency by raising awareness of assessment and the need for it to inform planning. Formal assessment procedures on entry

are followed by an agreed manageable system of recording and a consistent approach based on observations, which are shared consistently with other staff.

3. Make more purposeful use of observations and assessments to plan suitably differentiated activities that match the needs and stages of developments of all pupils.

The needs of individual children have been more clearly addressed. Baseline and 'Teaching Talking' assessments have been used to target concerns identified in individual children. The school is also introducing a tracking system for able children in order to set targets and provide work matched to their individual needs.

4. Adopt approaches which enable the head teacher to spend time monitoring teaching and learning directly influencing the work of the pupils

The present head is directly involved in the teaching and learning of the children on both sites on a regular basis and spends a great deal of time teaching individuals and assessing their learning. Although monitoring of teaching does not occur formally, the open nature of the teaching areas means that this is happening throughout every day.

5. Consider with the LEA ways of improving the efficiency of administering Fair oak and Rockfield nursery.

Administrative efficiency has been improved by appointing a school clerk to be responsible for both sites so that procedures are consistent. Teachers and support assistants rotate between both sites, so that they all have first hand knowledge of the teaching strategies needed in both. Although the two sites are some way apart and are very different buildings, they operate efficiently as one school.

8.2 Key Issues for Action

The school needs to:

- maintain the very good standards achieved in all six areas of learning:
- provide children with more opportunities to make use of Welsh and see Welsh more visibly displayed around the school:
- formalise procedures for monitoring the quality of teaching:
- comply fully with statutory requirements for registering children.

Key issue 4 was instantly corrected during the inspection

Three safety issues were discussed with the head and the nursery management group during the inspection.

The inspectors would like to thank the head, staff, children, parents and management group of the school for their welcome and co-operation during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Fairoak and Rockfield Nursery
School type	LEA maintained
Age -range of pupils	3-4
Address of school	Church Road Newport
Post-Code	NP19 7EJ
Telephone Number	01633 259415

Headteacher	Mrs Jyoti Mathkar
Date of appointment	September 1991
Chair of Governors	Clr Mrs L Al-Nuaimi
Registered Inspector	Mrs Eleri Betts
Dates of inspection	9-11 September 2002

B. School Data and Indicators

<i>Number of pupils in each year group</i>		
Year group	N (fte)	Total
Number of pupils	51	51

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	0	3

<i>Staffing information</i>	
Pupil : adult (fte) ratio in nursery classes	10:1
Teacher (fte) : class ratio	1.5:1

<i>Percentage attendance for three complete terms prior to the inspection</i>		
	N	Whole school
Term 1	89.9	89.9
Term 2	91.0	91.0
Term 3	91.3	91.3

Number of pupils excluded during 12 months prior to inspection.	0
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C. The Evidence Base of the Inspection

- The school was inspected over a period of two and a half days by a team of three inspectors. The registered inspector and the other professional inspector were there for two and a half days and the lay inspector for one.
- Detailed attention was given to school documentation prior to the inspection.
- 46 lessons, parts of lessons and activities were observed.
- Formal interviews were held with staff members who had curriculum and management responsibilities.
- 37 parents were present at the pre-inspection meeting; 56 questionnaires were returned and 93.8% of responses were positive.

D. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	AREAS OF LEARNING
Mrs E Betts	1. The school and its priorities 2. Main Findings 3.1 Standards achieved in subjects and areas of learning 3.2 Standards achieved in key skills across the curriculum 5.5 Provision for pupils with SEN 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 Key issues for action	Language, literacy and communication skills Personal and social development Creative development
Mr S Page	4.2 Behaviour and attitudes 4.3 Attendance 5.4 Support, guidance and pupils' welfare 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Mrs S Barr	4.1 Pupils' spiritual, moral, social and cultural development 5.1 Teaching 5.2 Assessment, recording and reporting 5.3 Curriculum 6.3 Staffing, accommodation and	Mathematical development Knowledge and understanding of the world Physical development

	learning resources	
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