

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

***GRANGETOWN NURSERY SCHOOL
GRANGETOWN
CARDIFF***

School Number: 681-1003

Date of Inspection: 11-13 November 2002

by

***Mrs M E Evans
Registered Inspector***

Date: 7 January 2003

Under Estyn Contract Number: CT11/02P

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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 (KS) 1 of the National Curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Grangetown Nursery School is a local authority maintained school which serves the community of Grangetown in Cardiff. The school is a nursery for children aged three and four and there are currently 80 children on roll; 40 attend the morning session and 40 the afternoon session. Children are admitted to the nursery at the beginning of the year in which they are four. The numbers of children on roll for the last three years have remained constant. The school is oversubscribed and there is a long waiting list. Approximately half the children are from English speaking homes and half are from ethnic minority groups in which a language other than English is spoken. There are no children from Welsh-speaking homes and Welsh is taught as a second language. The school's shared vision is to create an ethos where children are valued and respected equally, regardless of gender, culture or individual needs. The school aims to create a rich, stimulating environment where children are happy to learn and encouraged to develop their full potential, educationally, socially and emotionally.

The school considers its catchment area to be partly economically disadvantaged. The nature of the intake is neither advantaged nor disadvantaged and comprises the full range of ability. Currently there are six children on the school's special educational needs (SEN) register; there is one child with a statutory statement of SEN. Baseline assessments are undertaken on entry to the school and results indicate a below average attainment for many children.

The school was last inspected in the summer term 1997 and has met the targets set in its post-inspection action plan to improve the educational provision and children's standards of achievement. Some of the targets in the current school development plan (SDP) have already been met. The focus for the year will be to:

- complete the implementation of the self-evaluation action plan;
- raise parents' awareness of assessment procedures;
- continue to improve the quality of teaching and learning;
- further improve the quality of provision for children with English as an additional language (EAL).

An analysis of school-based assessments is the basis for target setting to improve standards.

2. MAIN FINDINGS

The main findings of the report

Grangetown Nursery School is a very good school with some outstanding features. The staff and governors are highly committed to improving curricular provision in order to raise standards, especially for children with low attainment on entry and those with EAL. The high expectations of children's personal and social development contribute to the school's success. The headteacher provides very efficient, caring leadership in supporting the staff who work effectively as a team.

Educational standards achieved by children

- The educational provision is very good and successfully promotes the Desirable Outcomes for Children's Learning. Children's standards of achievement are very good

overall; they are making very good progress in all the areas of learning. They make considerable progress towards attaining the learning outcomes by the time they leave the nursery.

- Children's standards of achievement were very good in 43 per cent of the sessions observed, good in 47 per cent and satisfactory in the remaining 10 per cent.
- 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 are very good overall in language, literacy and communication skills. Children make very good progress in developing their speaking skills. Their listening skills are very good and they listen attentively to the staff and other children. They achieve very good standards in early reading skills which are supported by parents through the home/school library scheme. Their early writing skills are developing well. All children make very good progress towards achieving the learning outcomes in these areas.
- Children's personal and social development is very good. They make rapid progress in gaining confidence and independence; they are always purposefully employed in a range of activities and show sustained concentration when engaged in tasks. They establish effective relationships with other children and adults. They use their imagination creatively during play activities and co-operate well when working in pairs or as part of a group.
- Standards are very good in mathematical development and children successfully use mathematics as an integral part of a range of activities, which are effective in consolidating mathematical language and understanding of concepts.
- Standards in knowledge and understanding of the world are very good and children are becoming more aware of their environment through the high quality provision in this area.
- Children's physical development is very good. They show confidence and enjoyment in a wide range of daily outdoor activities. Their physical mobility and control are developing well towards increasing their gross motor skills. Very good progress is made in developing fine motor skills as children skilfully handle a range of materials and tools.
- Children make very good progress in their creative development. They enjoy musical activities and confidently play a range of instruments to create their own music. They use a variety of materials and equipment to explore and create effective art and craft work.
- Children's overall standards and progress in the key skills across the curriculum are very good and are used in many aspects of their work in all the areas of learning. Standards achieved in literacy and numeracy skills across the curriculum are very good. Children make very good use of a range of information and communications technology (ICT) for different purposes.

Ethos of the school

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- Provision for children's spiritual, moral, social and cultural development is very good and reflects the caring ethos in the school. Children have made very good progress in the time they have been at the nursery, especially in the development of social skills.
 - The quality of children's behaviour and attitudes to work are very good. The school makes every effort to promote and praise good behaviour, which has a positive impact on children's learning and progress.
 - Levels of attendance are satisfactory. The school emphasises to parents the necessity of ensuring their children attend regularly, and for the whole session. This is particularly important as demand for places consistently exceeds the school's capacity, thus creating a waiting list. Punctuality throughout the day is good.

The quality of education

- The quality of teaching was very good in 28 per cent of the sessions observed, good in 62 per cent and satisfactory in 10 per cent. Staff have a secure knowledge and understanding of the Desirable Outcomes for Children's Learning and provide very good support for the children to develop their skills, knowledge and understanding in the six areas of learning. They have high expectations and set challenging and interesting tasks to promote children's learning. Teaching strategies to promote speaking skills are being targeted in order to develop children's responses and language interaction.
- Procedures for assessing, recording and reporting children's achievements and progress are very good. Effective use is made of assessments to set targets for improvement and to inform future planning. Reports to parents are of a high quality and parents appreciate the detailed information and the helpful suggestions for ways they can help their children.
- Curricular provision is of very good quality and successfully promotes the Desirable Outcomes for Children's Learning. There are effective curriculum documents for each area of learning. The quality of curriculum planning is very good and learning objectives are clearly focused for each activity.
- The quality of the provision for the support, welfare and personal guidance for children is very good. All members of staff give high priority regarding the well-being of each child. Procedures for promoting the health and safety of children are very good and there are appropriate policies and procedures in place.
- The quality of the provision for children with SEN is very good and complies with the new Code of Practice. Children respond very well to the support provided and make very good progress in line with the targets set in the individual education plans (IEPs).
- Partnerships between the school and parents, the community, schools and other institutions are very good and have a beneficial impact on children's learning. Parents receive very good quality information about the school's activities and are very supportive of the school. The school's partnership with industry is good.

Management

- The quality of self-evaluation and planning for improvement is very good. There is a very effective system for evaluating teaching and learning and planning future developments.
- The quality of leadership and management of the school is very good. The school's shared vision statement, aims and values, include a commitment to inclusion and equality of opportunity for all. They promote a caring ethos and high standards and they give a clear sense of purpose and direction for the school.

- The monitoring and self-evaluation procedures are effective in identifying areas for development and the training needs of staff.
- Resources are managed efficiently and finances relate to the school's educational objectives and its priorities, expressed through the targets in the SDP. The school provides very good value for money.
- There is a good number of experienced and well motivated staff who are effectively deployed. All staff work very well together as an effective team.
- The school has sufficient, but not generous space for the number of children currently on roll. The inside and outside of the building are well maintained and provide a very attractive learning environment. Good use is made of all available space, both inside and outside, to enhance children's experiences.
- The very good quality displays celebrate children's achievements and provide a lively, colourful background to the environment. The provision of resources is very good and they are of high quality; effective use is made of all available books, materials and equipment.

School improvement

- Since the last inspection, the school has made very good progress in meeting the targets set in the action plan which address the key issues from the previous inspection report. These include:
 - (i) improving assessment and record keeping procedures;
 - (ii) improving punctuality;
 - (iii) continuing to provide good quality education.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Children's standards of achievement were very good in 43 per cent of the sessions observed, good in 47 per cent and satisfactory in the remaining 10 per cent.

- Standards of achievement are very good overall and children make very good progress towards achieving the Desirable Outcomes in all the areas of learning. They are confidently developing their skills, knowledge and understanding, especially in personal and social development. They make considerable progress towards attaining the learning outcomes by the time they leave the nursery.
- Standards are very good overall in language, literacy and communication skills. Children listen very well to instructions and respond appropriately. They listen with interest and concentration during oral sessions and listen carefully to the views of other children. Children make very good progress in developing their speaking skills. Children are becoming familiar with Welsh vocabulary and enjoy repeating phrases in stories and songs. They make very good progress towards the development of reading skills, supported by the use of the home/school library system. Children enjoy books, handle them carefully and readily share them with others. They understand that words and pictures carry meaning and can recognise some familiar words and letters. Their emergent writing skills are developing well. Many children can recognise and write their own name by the time they leave the nursery.

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- Children’s personal and social development is very good. They make rapid progress in gaining confidence and independence and establish effective relationships with other children and adults. They show sustained concentration when engaged in tasks and are always purposefully employed, independently, in pairs or as part of a group. Their behaviour is very good; they take turns, co-operate well and share fairly. They have very positive attitudes to their work.
 - Standards are very good in mathematical development. Children successfully use mathematics as an integral part of their activities, for example, playing in the home corner, cooking, building with bricks and constructional equipment, and in sand and water play. They can count accurately to five, some to 10, recognise and name numbers to five and sort by colour, shape and size. Some can recognise and accurately name 2-D shapes.
 - Standards in knowledge and understanding of the world are very good. Children benefit from the high quality provision in this area, which has a very positive impact on their understanding of the world around them. They are becoming familiar with the local environment and people who work in the community. They know their way around the school and are especially proud of their multi-sensory room. They are willing to take part in role-play activities and make good attempts to explain what they are doing. They make very good progress in using a range of ICT to support their learning.
 - Standards in physical development are very good and children’s physical mobility and control are developing well through a wide range of daily outdoor activities. They thoroughly enjoy the outdoor play activities and make good use of the variety of play equipment and wheeled toys. Their gross motor skills of climbing, sliding, balancing, swinging and landing are developing very well as they confidently move over and around a range of climbing equipment. They make very good progress in the development of fine motor skills.
 - Standards in creative development are very good. Children enjoy musical activities and confidently play a range of instruments to create their own music. They select a range of materials and equipment to explore and create effective art and craft work.
 - All children make good progress towards the targets for improvement set by the school in relation to assessment criteria. The targets are based on the effective assessment of children’s achievements as well as baseline assessments. Children with EAL are very well supported and make very good progress in all the areas of learning. Those with SEN make very good progress towards the targets set in the IEPs.

3.2 Standards Achieved in Key Skills across the Curriculum

Children’s overall standards of achievement and progress in key skills across the curriculum are very good. Standards achieved in language, literacy and communication skills are very good overall. The use of numeracy skills across the areas of learning is very good. Children’s use of a range of ICT for different purposes is very good.

- Children make very good use of key skills in many aspects of their work in all the areas of learning. They benefit from the strong support provided to help them to concentrate and listen with interest. Children make very good progress in developing their speaking skills. The use of role-play activities is effective in developing children’s language and social skills to play and work co-operatively. Children are encouraged to look at a variety of books and enjoy listening to the stories whilst following the illustrations. They make effective use of their early reading and writing skills across the curriculum.

- Children's use of numeracy skills across the curriculum is very good and they are an integral part of many activities across the areas of learning. They consolidate their knowledge of mathematics through counting, sorting, ordering and matching activities as well as through scientific and technological investigations. They make good use of their knowledge of number whilst playing in the home corner.
- Children's use of a range of ICT across the curriculum is very good. They confidently operate a listening centre in order to listen to tape recordings. They use computer equipment confidently in order to enhance their learning. They are familiar with a keyboard and most can control a mouse successfully to select and move items on the screen.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The provision and expectations of standards for the spiritual, moral, social and cultural development of children are very good. Children have made very good progress during the half term they have been in school, and standards are very good.

- The development of an awareness of the self, of others and the world is highlighted in the good quality document for personal and social development. It highlights the importance of the value of example and through the ethos of the school. This is carried out effectively. Relationships are good and the caring and respectful ethos makes a valuable contribution to the development of spiritual awareness.
- The recently constructed multi-sensory room makes a significant contribution towards children's spiritual development. The variety of static and moving light sources, the gentle music and the sensory displays provide an awe-inspiring area of calm within the busy nursery. Children move in and out of this area absorbing the atmosphere to work at the light table or when they want to spend a few moments in a quiet environment.
- Parents are pleased with the attitudes and values taught by the school. All staff set high standards for the values that are acceptable and they provide good role models as they listen to and respect contributions from each other and from the children. They expect the same courtesies to be applied by the children.
- Solid foundations for the development of personal and social skills are laid. Children behave very well, know the difference between right and wrong and understand the consequences of undesirable behaviour.
- Children work happily alongside each other at their tasks while older children collaborate in pairs or larger groups. The school is successful in its aims to teach children to be tolerant and to develop self-control.
- The school is very effective in its promotion of equality for all within the nursery. The policy for the promotion of equal opportunities is of good quality with clear aims and guidance for a variety of circumstances including, for instance, racial equality and dealing with harassment.
- Children are made aware of others less fortunate than themselves through regular contributions towards a variety of charities, such as Operation Christmas Child, Marie Curie and the Royal National Institute for the Blind (RNIB).
- The curriculum successfully reflects the culture and heritage of Wales. The school celebrates St David's Day and some children know they live in Cardiff and that Cardiff is

in Wales. The use of incidental Welsh throughout the day provides children with an awareness of the language and a Welsh teaching session is planned each week.

- Half the children who attend the nursery are from ethnic minority groups. The school acknowledges and celebrates the variety of faiths in the community by commemorating major festivals. The school has appropriate resources, which include costumes, books, dolls, jigsaws and cooking utensils that reflect other cultures.

4.2 Behaviour and Attitudes

Children's behaviour is very good and is a significant factor in contributing to the very good quality of life in the school as well as having a positive impact on the children's learning and progress. Their attitudes to learning are very good.

- The school is an orderly community and standards of behaviour and the attitudes of the children at work and at play are a particular strength of the nursery; they have a positive effect on the quality of life in the school.
- Staff follow the guidelines detailed in the school's Behaviour Management Policy, and have developed and encouraged positive behaviour and attitudes to learning. Children respond positively to the staff who deal promptly and sensitively with early signs of inappropriate behaviour.
- The children, who are drawn from a range of ethnic and cultural backgrounds, have settled in quickly and have integrated well; they have established close interpersonal relationships. Children benefit greatly from being in the pastoral care of one particular adult.
- Whether at work or at play children respect each other, share resources, take their turn and generally interact well. They respond positively to instruction from staff, and are given minor responsibilities.
- Children show interest in their work, they persevere and show very good levels of sustained concentration. The nursery has an air of orderliness and purpose about it which provides for a warm, caring and secure environment in which to work, learn and play.

4.3 Attendance

Attendance levels are satisfactory. Punctuality throughout the day is good.

- The average attendance figure over the three previous terms is 83.4 per cent. Much of the absence is medically related and attributed to viral type illnesses. There are a few cases where children are removed from school for long periods in order to visit their home countries.
- The school emphasises to parents the necessity of ensuring their children attend regularly, and for the whole session. This is particularly important as demand for places at the nursery consistently exceeds the school's capacity, thus creating a waiting list.
- The majority of parents co-operate by notifying the school by telephone or in writing, of reasons for their child's absence.
- Registration is carried out appropriately at the beginning of each session and attendance is monitored regularly by the headteacher and the home/school community officer, who works closely with the school to improve attendance. Appropriate action is taken in the event of concern about an individual's attendance.

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- The great majority of pupils are brought to school on time, allowing morning and afternoon sessions to begin promptly.
 - Punctuality has improved since the last inspection. The security system is set to allow parents free access to the school at the start and end of each session, ensuring the daily time-table is not compromised, and sessions begin on time.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was very good in 28 per cent of the sessions observed, good in 62 per cent and satisfactory in the remaining 10 per cent.

- The overall quality of teaching is very good and enables the children to make substantial progress across the areas of learning. The staff have a secure knowledge and understanding of the Desirable Outcomes for Children's Learning and provide very good support for the children to develop their skills, knowledge and understanding in the six areas of learning. Staff intervention during practical sessions is of high quality and is successful in promoting children's learning, including for those with EAL.
- Weekly and daily planning is effective and clearly identifies learning objectives, linked to the Desirable Outcomes. Staff evaluate the teaching and learning and plan the next stages in the children's learning. Activities often consolidate previous learning and encourage children to participate through practical exploration and investigation. Staff have high expectations and set challenging and interesting tasks to develop children's learning.
- Work is well matched to children's needs, with exciting activities planned for them to work as individuals or groups. Children are encouraged to choose their own learning activities and to tidy up after each session, thus promoting independence. They are provided with very good support, including those with EAL who make very good progress in their learning. Those with SEN are very well supported and their needs are addressed in line with the targets in their IEPs.
- Activities are very well organised and resources are easily accessible to children. Staff manage the children well and have very good relationships with them. They use effective strategies to promote good behaviour and encourage positive attitudes amongst the children to their work. A good range of teaching techniques and organisational strategies is used effectively for different activities and purposes. The group time sessions are particularly effective and are used well to develop personal and social skills. Teaching strategies to promote speaking skills are being targeted in order to develop children's responses and language interaction.
- The assessment and recording procedures are very good and assessment opportunities are used well to monitor progress and plan for future developments.

5.2 Assessment, Recording and Reporting

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

- The school has been very successful in its efforts to improve the method of recording children's achievement since the last inspection when it was a key issue for development. The school's model is included as an exemplar in the local education authority's (LEA) guidelines for assessment in the early years.

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- The system is manageable and provides a good record of children's achievements.
 - The good quality policy has appropriate aims, is detailed and gives clear, precise guidelines for implementing the assessment procedures. Time is set aside each week for staff to assess children's achievements.
 - During the first half term of entry, the school undertakes its own baseline assessments which are useful in identifying early concerns. Children are assessed at the end of their time in the nursery with another assessment which covers the learning outcomes in the six areas of learning.
 - Children with SEN are identified early and careful records of their progress are kept.
 - Members of staff note observations of significance that are later transferred into 'Pink Books' which have a section for each child divided into the six areas of learning. These observations build up to provide a good record of progress.
 - Assessments and on-going observations are used effectively to plan appropriate activities and extra support for individuals. Regular evaluations of children's responses to the activities of the previous week feed into planning sessions. Activities and experiences are then planned taking these observations into account. For example, staff noted that a good number of children did not know the names of colours, so they changed the wall displays and planned activities with this in mind.
 - Arrangements for consultation with parents are appropriate. Parents receive two written reports each year. The first follows the initial baseline assessments and the second is at the end of the school year before the children go to the receiver schools. The reports are detailed and include the way forward and helpful suggestions for ways in which parents can help their children.
 - During a self-evaluation exercise, the school realised that some parents were not aware of the processes involved in assessment. As a consequence, a target was set in the SDP to raise parents' awareness of assessment procedures.

5.3 Curriculum

The quality of the curriculum is very good.

- The curriculum is broad and balanced and successfully promotes the Desirable Outcomes for Children's Learning.
- There are effective curriculum documents for each area of learning which ensure progression and continuity for the development of skills, knowledge and understanding in each area. The quality of curriculum planning is very good and clearly focused on the learning objectives towards achieving the Desirable Outcomes in each area of learning.
- A very good range of stimulating experiences and practical activities is organised for children which successfully promote their skills of enquiry and exploration, ensuring that they gain confidence to learn.
- Personal and social development is well integrated through the curriculum and is a strength of the school. Parents confirm that their children respond very well to this aspect and appreciate the school's success in increasing children's confidence.
- Good use is made of home/school tasks to consolidate and extend children's learning. Parents are encouraged to support their children with the tasks and through sharing books which they choose at the weekly library session.

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- The curriculum is planned and organised around a topic, through a range of activities within each area of learning, which effectively promote and develop children's independence, ability to take responsibility and to use personal initiative. Key skills are planned for each area and succeed in promoting the skills of literacy, numeracy and ICT across the curriculum.
 - The quality of curriculum planning is very good. Teachers and nursery nurses share the responsibilities for the three pastoral groups. The staff work very effectively as a team to evaluate the previous week's work, including children's assessments. Results of evaluations are carefully analysed and information is fed back into the planning.
 - The *Cwricwlwm Cymreig* is successfully promoted across the curriculum such as through the use of incidental Welsh, the planned weekly Welsh session and an understanding of Welsh culture, as in the celebration of St David's Day. The curriculum is enriched by opportunities for children to undertake educational visits both locally and further afield.
 - Curriculum provision is effective in ensuring that all activities are socially inclusive and that there is equality of access and opportunity for all children.

5.4 Support, Guidance and Pupils' Welfare

The quality of provision for the support, guidance and welfare of children is very good. All members of staff give the well-being of each child a high priority.

- The school is organised in three pastoral groups so that each child belongs to one of these, under the supervision of an adult. They come together at different times for a variety of purposes, such as snack time, music making and listening to stories. These groups give children a sense of security and belonging by having a particular adult to whom they can turn to in times of need.
- All staff members uphold high expectations of good behaviour and respect for all. This principle ensures a calm atmosphere that is conducive to learning.
- Arrangements for the support of children when they start school are good. Interviews with parents are held to ensure that particular needs are fully understood and, if necessary, staff attend training to help them understand more about a particular medical condition a child may have. Parents are very pleased with the level of care that the nursery gives to their children.
- The school has very good procedures for measuring progress. A baseline assessment, undertaken during the first few weeks of entry, and weekly staff meetings to review achievement and difficulties, are used effectively to ensure individual children's needs are met. Another assessment at the end of the child's time in the nursery shows attainment in relation to the Desirable Outcomes for Learning and indicates the level of progress made during their time in the nursery. Individual record books and teachers' notes in their 'Pink Books' provide a good ongoing record of achievement and progress.
- The school gives close attention to the medical needs of children. There are notices of individual children's requirements, records are kept and first aid is administered and recorded with parents being informed of any mishaps. Staff are suitably trained.
- There are close links with external agencies. For example, the community attendance officer, the educational psychologist and health workers make regular visits.

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- Appropriate Child Protection procedures are in place and the headteacher is the designated responsible teacher. All members of staff have received relevant training and know the course of action to follow if there is cause for concern.
 - The monitoring of attendance is good. The school makes every effort to encourage parents to bring their children to school regularly and is concerned about the level of attendance. Parents are aware of the need to inform the school of non-attendance.

5.5 Provision for Pupils with SEN

The quality of provision for children with SEN is very good.

- The SEN policy is very comprehensive and complies with the requirements of the new Code of Practice. It gives clear guidance to all those involved in the SEN procedures and contains information about the school's provision for equality of opportunity and inclusion.
- There are currently six children on the school's SEN register, two are at early years action of the graduated approach and three are on early years action plus, two of whom are in the process of being assessed for statutory statements. There is one child with a statement of SEN for hearing impairment who receives very good specialist support from an SEN support assistant. There are appropriate annual review procedures and parents are involved at each stage.
- The headteacher is the SEN co-ordinator (SENCO) who successfully monitors the implementation of the policy and children's progress. There is a named governor for SEN who provides good support to the SENCO and takes a special interest in developments.
- The IEPs are appropriate and have achievable targets. Children respond very well to the support provided and make very good progress towards the targets set in the IEPs. There are very good systems for identifying and assessing the needs of children with SEN, including the results of baseline assessments. The school has a 'worry list' which identifies early concerns about individual children. Meetings are held on a regular basis to review the 'well-being' of all children.
- All children with SEN, including those with disabilities, are provided with equal access to the curriculum. Tasks are differentiated to cater for the needs of individual children. Targets in the IEPs are reviewed every four weeks and detailed records are kept of children's progress. A full-time teachers' aide is employed to work with children with SEN and provides very good support for them. Parents are kept informed of procedures and are encouraged to support their children's learning.
- There is effective liaison between the SENCO, the staff and outside agencies. The school is making good progress in developing expertise for children with hearing impairment in consultation with the appropriate agencies.

5.6 Partnership with Parents and Community, Schools and Other Institutions

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

- A clearly written and easy to read handbook for parents provides much useful information about the school. Letters and notices distributed to parents, as well as those on the school notice board, help keep parents in touch with developments. There are some very good quality books and files of children's work available in the front entrance,

which are effective in providing parents with information about the curriculum and children's learning outcomes.

- Parents make a very valuable contribution to school life. The school encourages parents to help by working with the children, and some do by assisting with cookery sessions, using the listening centre, by helping to run the school library and by reading to children through the 'share-a-story scheme'. The home/school tasks are well supported by parents and the library initiative is particularly successful in promoting children's early reading development.
- Parents also involve themselves in a number of fund raising activities which provide a welcome addition to the schools' income. The school supports a number of charities at home and abroad, including 'Operation Christmas Child'.
- Children are made aware of the community by visiting local shops, the post office and the leisure centre. The community policeman visits the school from time to time and has established a very good rapport with the children. Visits to places of interest and visitors to school make a valuable contribution to children's learning. Strong links have been established between the school and the daily lunch club which takes place on the school premises and provides a valuable social session for children.
- Links are well established with the three main primary schools to which the children normally transfer at the end of their time at the nursery. Arrangements for transfer of children to receiving schools are sound, and ensure a smooth transition.
- There are very good partnership arrangements with initial teacher training colleges which have a positive effect on children's learning experiences. The school assists student teachers with their training by providing practical work experience. Training placements are provided for nursery nurses from further education establishments and also work experience for secondary school students.

5.7 Partnership with Industry

The school's partnership with industry is good.

- Educational visits to local shops, the post office, a fire station and nearby leisure centre give children a good insight into the world of work.
- Children's understanding of the world of work is broadened by occasional talks and demonstrations given by visiting speakers. Visitors such as a policeman, a dentist, health visitors, nurses, fire fighters, postal workers, RNIB staff and refuse collectors, talk about their work and help children understand the value of their jobs in the community.
- Role-play activities within the nursery such as a shop, café, hospital, hairdressers and building site are effective in raising awareness of the world of work at this early age.
- The school has benefited materially from its links with industry. British Gas assisted with the building of the sculptured wall, local shops provide raffle prizes and the 'Books and Beyond' initiative supported by W H Smith have made a positive contribution to school life.
- The school has begun links with Education Business Partnership in order to enhance the professional development of staff, through the business in the community initiative.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is very good.

- There are very effective procedures for evaluating teaching and learning, and the school carefully monitors the progress made towards achieving targets.
- The self-evaluation system provides a clear framework for evaluating performance and quality and is used alongside monitoring procedures. Key areas for development are identified and built into the self-evaluation action plan and SDP, giving a clear focus for school improvement.
- A data analysis is carried out of baseline and school-based assessments and appropriate targets for improvement are set and incorporated into the action plan and SDP. Measurable and quantitative targets have been set to improve the quality of teaching and learning in order to raise standards of children's achievements.
- The action plans and the targets in the SDP are effective in moving the school forwards. Each action plan has clear targets, success criteria, action to be undertaken, resources required, responsibilities and time schedules. The plans are reviewed regularly by the staff and governors to improve the quality of provision in order to raise standards.
- The school has effective procedures for monitoring the progress made towards achieving its targets through monitoring children's learning and the quality of teaching. Evidence is collected, reports are written and findings are discussed as a staff. Areas for development, including staff training, are identified and incorporated in the SDP.
- Very good progress has been made since the last inspection and the school has met the targets in its post inspection action plan to improve punctuality, assessment and recording procedures and the quality of education.

6.2 Leadership and Efficiency

The quality of leadership and management of the school is very good.

- The school's shared vision statement, aims and values promote a caring ethos and give a clear sense of purpose and direction for the school.
- The aims include a commitment to inclusion and equal opportunity for all, which are successfully promoted by staff and governors. The school succeeds in providing a caring, secure environment in which children feel valued and encouraged to achieve their full potential.
- The headteacher has a full-time teaching commitment and provides very good leadership and support for the staff in improving the quality of teaching and learning. The school has implemented an effective self-evaluation procedure, which includes monitoring to improve the quality of teaching, learning and curriculum provision.
- There is a governing board which comprises of parents and members of the wider school community who are very supportive of the school. They are well informed and understand their roles in supporting the school.
- The school aims to maintain and improve the standards of achievement and the quality of educational provision by setting targets in the SDP. There are effective procedures to

monitor and evaluate progress towards the implementation of targets. The current targets focus on improving the quality of teaching and learning.

- The LEA administers the school's budget and the school has a capitation allowance which is efficiently administered. The LEA's finance department provides appropriate advice and support. Resources are managed efficiently and finances relate to the school's educational objectives and its priorities, expressed through the targets in the SDP. The school provides very good value for money.
- The headteacher and part-time clerk undertake administration tasks to ensure the efficient day-to-day running of the school.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and learning resources are very good overall.

- The school has a good number of suitably trained and experienced staff. All are effectively deployed, well motivated and work together as an effective team. All staff members have detailed job descriptions that include particular responsibilities of the individuals.
- There is effective deployment of all staff, including those from the ethnic minority achievement service (EMAS) with responsibility for children with EAL and those who support children with SEN. The experienced nursery nurses and teachers' aides make a valuable contribution towards the high standards of achievement of the children.
- Non-teaching staff give good support to the school. The school is clean, cheerful and welcoming. Daily routines run smoothly.
- There is a good record of in-service training (INSET) undertaken by the staff. External courses are attended regularly and weekly staff training, pertinent to the requirements of the nursery, is held for an hour at lunchtime so that morning and afternoon staff can attend.
- The school was rebuilt in 1990 and is well maintained. There is sufficient, but not generous space for the numbers of children currently attending the nursery. There is one large room with smaller rooms leading off that are used effectively throughout the day to provide a good range of activities across the six areas of learning. The classroom is divided into three areas: didactic, construction and craft, with the smaller rooms being used for group work. The staff room doubles as a library and story tent area, there is a 'block room' for building, a multi-sensory room and a kitchen for cooking activities.
- The very good quality displays celebrate children's achievements and provide a lively, colourful background to the rooms. Interactive displays are used successfully to encourage children's curiosity and participation.
- Outside, there is an asphalt play area to three sides of the school and a grassed area to one side. A large playhouse, a purpose-built sculptured wall and brick path provide a good basis for the very good quality outdoor experiences that children receive. A good selection of outdoor toys ensures the provision of a varied range of experiences. A covered area allows for outdoor activities during inclement weather. Good use is made of the outdoor areas when possible.
- The school has very good resources for all areas of learning. They are of a high quality and looked after carefully so that they are attractive and appealing to the children. Effective use is made of all available books, materials and equipment.

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- Visits to places of educational interest and visitors to the school enable children to gain a valuable insight into the world of work and of the world around them. Members of the community, such as the community policeman, the dentist and RNIB staff visit the school and children visit a farm, the beach, the fire station and Techniquest.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Language, literacy and communication skills

Standards of achievement are very good overall. Children make a very good start in developing their skills in language, literacy and communication.

Good features

- Children have very good listening skills. They listen attentively to staff and respond appropriately to what they hear, showing good understanding. They listen with interest to other children, especially during group sessions and make good attempts to join in discussions. They enjoy listening to stories, poems and rhymes and respond very well to questions showing good comprehension. They listen with concentration and follow the text and illustrations in story books, such as ‘The Very Hungry Caterpillar’ and ‘A Bun for Barney’. Children respond very well to the props used to illustrate the story and enthusiastically take part in role-play activities. They like to repeat the text of favourite stories and rhymes. They use the listening centre with confidence to play taped recordings of their favourite stories whilst following the text and pictures in the corresponding story books.
- Encouraged by the effective strategies used by staff to develop language skills, children, including those with EAL, respond to questions appropriately and take turns to speak and listen carefully to the contributions of others in the group. Some children respond well in complete sentences. All children are making very good progress in developing their vocabulary and confidence to talk about their experiences.
- Children thoroughly enjoy role-play and willingly take part in activities which are beneficial in developing language skills and confidence. They respond very well to the resources in the multi-sensory room which provide inspiration for children to discuss what they see, hear and feel.
- Through oral activities, children become familiar with Welsh vocabulary and respond appropriately to greetings and instructions. They respond well to stories in Welsh and enjoy repeating simple phrases in the story.
- Children’s early reading skills are developing very well and all children enjoy books and handle them carefully. They enjoy sharing books with others, including those they choose with their parents from the library. They respond well to stories and rhymes and can identify characters and themes in familiar stories, such as ‘Where’s Spot?’. Older children can recall the events of a story and predict the next stage. They are beginning to recognise letters and single sounds and some read familiar words, including their own names.
- Good standards are achieved in early writing skills and children practise their emergent writing skills in the play areas. Older children enjoy writing letters and addressing

envelopes. Children make appropriate attempts to experiment with emergent writing using drawings and symbols. They enjoy these early attempts at writing. Some can recognise and write their own name, clearly and legibly.

Shortcomings

- During group activities, opportunities are sometimes missed to develop speaking skills and language interaction.

Personal and social development

Children's personal and social development is very good.

Good features

- The provision for the development of social and personal skills is very good. Children make very good progress and achieve very good standards.
- Children enter school confidently and demonstrate very good attitudes towards their work. They make a good start in developing relationships with their peers and positive interaction with adults.
- Due to the good relationships that children have with adults, they are confident to seek help when required. They are taught to be respectful of adults and of each other, and respond with good effect.
- An expectation of good social behaviour is given a high priority in the school. Children are developing a good understanding of right and wrong and understand the consequences of their actions for themselves and for others. The behaviour of almost all children is exemplary.
- Throughout the inspection, children demonstrated an understanding of the basic rules that make for harmonious groups. They listen carefully, take turns, share resources and exercise self-control when working in close proximity to each other.
- A good proportion of children concentrate for extremely long periods of time at chosen activities and no children were observed 'flitting' aimlessly between activities. They are purposefully employed during their sessions at the nursery.
- When faced with new experiences, almost all children are eager to explore and experiment, while those a little more hesitant are gently encouraged to watch and join in later in the session. Children demonstrate very good attitudes towards their learning. Most are confident in their approach to work and play.
- Children are encouraged to become independent and responsible for themselves. They take responsibility for their personal hygiene, washing their hands after using the toilet or before handling food, for instance.
- Equipment and resources are easily accessible to children, enabling them to have easy access and to help them to become independent. They are encouraged to replace the games and toys at the end of sessions, thus instilling good habits.
- The presence of a guinea pig and tropical fish in the school helps the children to learn to care and develop an understanding of the needs of living things.

Shortcomings

- There are no significant shortcomings.

Mathematical development

Children achieve very good standards in their mathematical development.

Good features

- Children make very good progress in their mathematical development. Records show that by the time children leave the nursery many have achieved the Desirable Outcomes for Learning.
- Children respond well to the varied activities provided for their mathematical development.
- They learn about the purpose of money through play and by visiting the local shops for real life shopping experiences.
- Children have responded well to the efforts made by the staff to increase their knowledge of colours. They recognise and name the primary colours and some know a good range of other colours.
- Many children can count to five or beyond and some are beginning to recognise the numbers. They join in cheerfully with adults when opportunities for incidental counting occur during the day.
- Children enjoy hearing number rhymes and have started to join in with the repetitive sections.
- The role-play area provides many opportunities for children to become familiar with mathematical concepts in a practical and enjoyable manner. They learn about one to one relationships when matching and laying the table and about sizes and ordering when playing with the three dolls of different sizes.
- Children are making good progress in their ability to match shapes and to sort using a variety of criteria. A good range of resources ensures the opportunities to sort by colour, shape or size are regular activities offered in the nursery. In addition, topical activities reinforce the skill. For example, when learning about fruit they benefit from the practical experiences of handling and sorting a selection of fresh fruit, while cut out pictures of fruit gave practice to the matching of irregular shapes.
- Children respond well to the good use made of cookery sessions to provide mathematical experiences. For example, children count the number of eggs, the paper cases and spoonfuls of ingredients required and later recall the sequence of the many stages involved in making the cakes before eating them.
- Good quality interaction with adults when, for example, children build with bricks, maximises the opportunities for the development of mathematical vocabulary and spatial awareness. They learn about length, height and breadth through careful questioning and direction.

Shortcomings

- There are no significant shortcomings.

Knowledge and understanding of the world

Children achieve very good standards in their knowledge and understanding of the world.

Good features

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- The wide variety of activities and experiences provided by the nursery across the year ensures that children make very good progress towards the Desirable Outcomes for Learning in their knowledge and understanding of the world.
 - Visiting shops in the locality and regular cooking sessions help children to learn about food and where it comes from. Cooking also helps the children to understand about changes in materials. Just before baking small cakes, for example, they knew that the ingredients could not be separated again.
 - Regular reminders of the routines during the day help children to begin to understand the passing of time and to recognise sequences.
 - Daily discussions about the weather and outdoor activities enable children to become aware of the changes in weather and the need for different types of clothing to keep warm and dry. Watching plants grow and gathering autumn leaves give the children an insight into the changes that occur over time and help them to learn about the characteristics of the different seasons.
 - Visits to local shops and the post office help children to begin to understand the purpose and use of money.
 - By the time children leave the nursery, they talk about home and where they live. They look at buildings nearby and, through visits to a farm and the seaside, start to learn about different geographical features.
 - Children learn about the work people do by making visits, for example, to the local shops and fire station, and through visitors to the school, such as the community policeman.
 - Children use a range of ICT to support their learning in other areas of the curriculum. For example, they use a programmable toy, sit and listen to stories from tapes and concentrate for extended periods of time at the three computers. They demonstrate good mouse control to click and drag to construct a 'robot' on screen or to move the cursor around when counting or matching colours.
 - Access to a range of materials and methods of joining enables children to explore their potential. They cut and stick paper and other materials and handle tools at the woodwork bench with accuracy.
 - Children are curious and sufficiently confident to participate in experiences that are new to them. For example, they dismantle an old computer keyboard and video recorder and ask adults questions as they unscrew various parts.
 - The multi-sensory room provides children with a very good introduction to scientific knowledge and understanding. They investigate light and dark and use the light table with fascination to explore colours and shapes of a range of natural and man-made objects. They begin to understand the concept of reflection when looking at mirrors of different shapes and sizes. They become aware of their senses of touch, sight and sound when exploring the exciting variety of light sources, textures and sounds.

Shortcomings

- There are no significant shortcomings.

Physical development

Standards of achievement are very good.

Good features

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- Children enjoy physical activities and show confidence and enthusiasm when using the indoor and outside area, and during movement sessions. They are keen to improve their own physical skills and use the outdoor facilities adventurously. They demonstrate confidence and independence on the climbing equipment. They show good physical skills, such as climbing, crawling, balancing, sliding and jumping, when moving across and within apparatus.
 - Children confidently ride and manoeuvre a range of wheeled vehicles with good co-ordination and control; they can pedal and steer purposefully. They use the pathways sensibly and follow the tracks carefully when playing with the wheeled toys. They are beginning to understand aspects of road safety when using the crossing patrol and respond well to the lollipop person. They enjoy games with balls, bean bags and shapes. They play co-operatively, take turns, share fairly and are considerate of space and the safety of others. When playing on the building site, they draw imaginative plans and choose appropriate materials and equipment for their constructions.
 - Opportunities are provided at the local leisure centre for children to develop physical skills through movement sessions and the use of soft play apparatus.
 - Children's fine motor skills are very well developed. They enjoy using dough and handle tools appropriately as they push, pull, roll and cut it to make shapes and models. They use finer skills to manipulate small pieces in construction kits and when using tools, such as scissors, paintbrushes, felt pens, pencils and crayons. They successfully use a glue stick to apply glue carefully during creative activities. During cookery sessions they successfully handle a range of cooking utensils to mix and assemble ingredients. The weaving wall provides opportunities to develop fine motor skills when handling strips of fabric and ribbon to weave in and out the strands of string.
 - There are a very good range of opportunities available for children to develop their physical skills. All staff observe children well; they support and encourage them to build their confidence and promote their development.

Shortcomings

- There are no significant shortcomings.

Creative development

Standards of achievement are very good.

Good features

- Children confidently use pencils, crayons and felt pens to explore line through drawing patterns and observation drawings of fruit and vegetables. They make close observations of a sunflower and produce detailed drawings. Their figure drawings are developing well with recognisable features of the face and body.
- They explore colour through painting and printing using a range of colours to produce effective patterns. They create attractive paintings, choosing paint colours well and use brushes confidently to fill the space on the paper. They use the light table and coloured cellophane to explore colours and combinations of colours. They also explore a selection of natural objects on the light table, such as dried fruits, seeds, pods and fir cones and make close observations of their colours and shapes.
- Children enjoy making printed patterns using a variety of techniques including bubble prints, marbling, hand, foot and finger prints. They use a variety of tools and paint to

produce effective patterns. When printing with cross sections of fruit they can accurately name the fruits, colours and the shapes they make.

- They explore texture through making collage pictures. A variety of media and textures are used to produce figures and effective friezes, such as ‘The Three Bears’ and a textured collage picture for the light room. They make effective mobiles and three-dimensional fish and use their cutting and sticking skills well. Children make close observations of fruit in a basket and confidently mould playdough to create models of fruit using cutters and tools skilfully. They successfully use their hands and fingers to investigate textures and patterns in sand trays.
- Children enjoy creating textures and patterns on the weaving wall. They carefully select strips of fabric, ribbons and tapes to successfully weave in and out of the weft threads to create interesting woven textures.
- Children appreciate the work of other artists and have worked with artists in residence to create an attractive tiled wall in the craft area. They have also worked in the garden area with craftworkers to build an effective sculptured curved wall and a sculptured throne which have successfully enhanced the outside environment.
- In music, they enjoy singing a variety of songs and nursery rhymes. They sing in tune and join in with actions and clapping rhythms with enthusiasm. They explore sounds and instruments to create their own music. They name instruments correctly and sort them into sets. They play instruments in time with the music and confidently play together as a band, keeping a steady beat and following instructions appropriately. They know the difference between loud and quiet sounds.
- Children listen well with enjoyment to tunes played on the floor keyboard. They recognise the songs and choose instruments to accompany tunes, in time with the music. They take turns appropriately to press the keys to play different tunes and make good attempts to sing the songs.
- Children enjoy role-play activities and playing in the creative play areas both inside and outside; these are effective in developing their imaginative and creative abilities. They respond well to opportunities provided to listen to music and create movements in response to instructions, moving creatively in time with the music.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was inspected in 1997 and produced an action plan to address the key issues from the inspection report.

The school self-review report 2002 details the progress made towards achieving the targets in the action plan. The school has made very good progress in achieving the targets.

Key Issue 1

‘Improve the coherence and consistency of record keeping.’

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- A whole-school system of planning, assessing and recording was reviewed through consultation with external advisers, INSET for all staff and the headteacher's involvement in an LEA assessment and recording initiative.
 - A new assessment and record-keeping system was devised. Its impact on teaching and learning is monitored regularly and amended accordingly.
 - The current inspection found that assessment and record keeping systems are very good.

Key Issue 2

‘Convey clearly to parents expectations for punctuality, and the necessity for each child to remain in school for a whole session.’

- At the initial new intake meeting, parents are reminded of the importance of arriving and leaving on time. A security system is in use 10 minutes after the beginning of each session. Parents are encouraged to make arrangements with the school if they wish to collect their child before the end of the session.
- A home-school community officer works closely with the school to promote regular attendance and punctuality.
- The current inspection found punctuality at the start of each session to be good.

Key Issue 3

‘Continue to provide good quality education.’

- In order to enhance expertise, staff attended training courses and visited other nurseries or early years settings to observe practice. Curriculum areas are reviewed regularly, areas for development are identified and targets are set for improvement in the SDP.
- A learning and teaching policy has been implemented in order to improve standards of achievement.
- A major review of practice has been made through the Effective Early Learning project and an action plan has been implemented to ensure continued improvement.
- INSET time has been used to consider the layout of the school both inside and outside, in order to broaden the curriculum.
- A governing board was established which provides valuable support. The headteacher and staff keep the governors informed of procedures and curriculum developments.
- A behaviour policy has been implemented after consultation with staff and governors.
- Staff are more aware of the need to provide opportunities for language interaction with children. INSET was provided on the use of open ended questions and circle time.
- Arrangements are in place for rigorous and systematic self-review procedures which provide a quality assurance framework to continue to provide high quality education.
- The current inspection found that the school provides a very good quality education for the children.

8.2 Key Issues for Action

To build on the high standards achieved by the children and aspects of provision, the school needs to:

- further develop teaching strategies in order to promote children's speaking skills and language interaction;
- continue to improve levels of attendance by encouraging parents to ensure that their children attend school regularly.

The school has already identified these issues as areas for further development.

APPENDIX

A. Basic Information About the School

Name of School	Grangetown Nursery School
School type	Nursery
Age-range of pupils	3-4
Address of school	Avondale Road Grangetown Cardiff
Post-Code	CF11 7DT
Telephone Number	02920 345026
Headteacher	Mrs R Coward
Date of appointment	January 1990
Chair of Governors	Cllr Lynda Thorne
Registered Inspector	Mrs M E Evans
Dates of inspection	11-13 November 2002

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	40	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	3

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

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Autumn 2001	86	N/A	N/A	86
Spring 2002	80	N/A	N/A	80
Summer 2002	84	N/A	N/A	84

Number of pupils excluded during 12 months prior to inspection	0
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C. Results of National Curriculum Assessments and Public Examinations

Not applicable for this report.

D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors who spent a total of six inspector days at the school.

Before the inspection:

- meetings were held with the headteacher and staff, the school governing board and with the parents; 14 parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 51 completed questionnaires were analysed; the inspection team took note of the results, including three further additional submissions;
- school documentation was examined.

During the inspection:

- evidence of sessions observed was based on approximately 13 hours of the inspection of the nursery in a total of 42 sessions;
- discussions were held with the headteacher, class teachers, nursery nurses and non-teaching staff about their roles and responsibilities;
- discussions were held with the children about aspects of their work and life in school;
- a scrutiny was made of a sample of the children's work as well as work in the classroom and on display around the school.

After the inspection:

- meetings were held with the headteacher, the staff and the governing board to provide oral feedback on the inspection findings.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mrs M E Evans	RgI	Main findings Educational standards achieved by pupils Quality of teaching Curriculum Provision for pupils with SEN Quality of self-evaluation Leadership and efficiency Progress since the last inspection Key issues	Language, literacy and communication skills Physical development Creative development
Mr C Brentnall	Lay	Attendance Behaviour and attitudes Partnership with parents and community, schools and other institutions Partnership with industry	

Mrs C Llewellyn	Team	Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Assessment, recording and reporting Staffing, accommodation and learning resources	Mathematical development Knowledge and understanding of the world Personal and social development
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The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.