

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Gurnos Nursery School
Cedar Way
Gurnos Estate
Merthyr Tydfil
CF47 9PA**

School Number: 6751027

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by

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

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

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- * makes public good practice based on inspection evidence.

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Gurnos Nursery School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their children. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Gurnos Nursery School took place between 19/06/06 and 20/06/06. An independent team of inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

“There are three types of inspection.

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

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

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

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

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

This school received a full inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Gurnos Nursery School with 58 children on roll aged 3-4 years, is situated in a very large estate of public housing on the northern edge of Merthyr Tydfil which is the Unitary Authority (UA). It serves the local area where there is a high proportion of unemployment and social and economic deprivation. The area is considered to be towards the higher end of the Welsh Index of Multiple Deprivation.
2. The school indicates that about 60% of children are entitled to free school meals, which is well above the All-Wales primary school average of 18.8% entitled to free school meals and the UA average of 28.8%.
3. All children attend on a full time basis. Some 16% of children who attend the nursery are considered to have some degree of special educational needs (SEN), of these, two receive support from outside agencies. No child has a statement of SEN. The school considers that attainment on entry is very low. One child is looked after by the UA.
4. English is the first language of all children who attend the nursery. Some 98% of children are Welsh. No children have Welsh as a first language.
5. The school was last inspected in the summer term 2000 and was under the present headteacher.
6. The school has an appropriate set of suitable aims which emphasise the provision of a caring, stable and stimulating environment in order to develop children's intellectual, physical, cultural, moral and spiritual capacities. The school has Eco Status (2005) and the Basic Skills Quality Mark (2003).
7. One member of the teaching staff was absent during the inspection, her place was taken by a supply teacher.

The school's priorities and targets

8. The school's priorities and targets for 2005/2006 are wide and extensive.
9. Priorities include:-
 - developments in the teaching and learning in the six areas of learning for children under five;
 - the construction of an outside play area;
 - in the provision for SEN - the development of arrangements to provide teachers with time for professional development, preparation and assessment; and
 - the implementation of proposals for the foundation stage.

Summary

10. Gurnos Nursery School is a very good school with many outstanding features. It is very well led and has made very good progress since its last inspection.
11. The inspection team agrees with the judgements made by the school about the standards children achieve and with all judgements in the other six questions about the other areas of its work.

Table of grades awarded

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

12. Overall, children's standards of achievement in the areas of learning are as follows:

Areas of Learning For Under-fives

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

Standards

13. Overall, children's standards of achievement in the areas of learning in the lessons observed are as follows:-

Grades for standards in areas of learning

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	70%	0%	0%	0%

14. The overall quality of educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.
15. Bearing in mind the very low starting point of many children when they begin school, children make very good progress in all areas of learning and are very well prepared for the next stage of their education. In all areas of learning, children with SEN achieve very well.

16. Children's development of key skills is Grade 1 (good with outstanding features). In communication in English, children's achievement is Grade 2 overall. Listening skills are very well established and children concentrate very well. Bearing in mind many of the children have had very limited speech when they begin in the nursery they speak clearly and confidently. However, their oral responses are brief and they do not speak in extended sentences.
17. Older children are beginning to learn the sounds that letters make and are beginning to recognise written words. In writing, older children copy letters carefully and are beginning to write some letters and their names.
18. Standards of achievement in communication in Welsh are Grade 1. Children are beginning to use Welsh naturally when counting on or when talking to their teachers. Children's bilingual skills are also Grade 1. During lessons many children use Welsh and English words easily and comfortably. In some lessons they use the first appropriate word they know in either language.
19. Children's numeracy skills are Grade 2 as are their skills in information and communications technology (ICT). Children across the school have a very strong appreciation of the important features of their own culture. They know about their heritage from a good range of visits to places of interest.
20. A particularly strong feature are the standards of achievement in children's personal and social skills; these are Grade 1. They show very caring attitudes to each other and enjoy playing and working together.
21. Children's problem solving skills are Grade 2. Children show ability to work out practical solutions to problems.
22. Children's creative skills are also Grade 2. They cut and stick and make colourful collages. They play and perform well. Generally, children work very enthusiastically and confidently with adults and with each other. They wish to please their teachers. Children are beginning to understand how they can improve their work and when they have achieved well.
23. Throughout the school, children make very good progress in their personal, social, moral and wider development. Children enjoy coming to the nursery. They work independently and show a good understanding of sharing and co-operating. They have awareness of, and respect for, personal differences, diversity of beliefs and cultural traditions within society in relation to their age.
24. Attendance rates are low at 83% for the three terms prior to the inspection. Children are generally punctual for the start of the morning session.

The quality of education and training

25. In the lessons observed the quality of teaching and learning observed was:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	57%	0%	0%	0%

26. Across the school in the best lessons outstanding features include:-
 - very well developed understanding of how to plan for children to benefit from a wide range of appropriate learning experiences which make learning enjoyable;

- warm and supportive attitudes to children so they come willingly and enthusiastically to school;
 - careful planning so that children build systematically on what they already know and can do;
 - very imaginative use of resources and first hand experiences to make learning exciting;
 - very well focused assistance to individual children;
 - outstanding questioning skills which pose increasing challenge and which also encourages children to think things out for themselves; and
 - very well developed team-work so that teachers and their assistants always provide very appropriate and timely support.
27. There are very detailed and rigorous assessment arrangements in place to look carefully at the progress children make from the time they begin school. This information is used very effectively to judge individual children's progress and to predict their likely achievements. These assessments, combined with teachers' day-to-day notes and observations are very well used to provide a well-balanced and appropriate range of activities for children's learning. Teachers and nursery nurses work together very closely to raise children's achievement further.
28. The curriculum is very broad and very well balanced and meets statutory requirements in full. All children have equal access to a very well developed curriculum which meets the needs of all. The very stimulating environments both indoors and outdoors are used very purposefully to provide a wide range of first hand experiences which motivate children to learn effectively. There are appropriate arrangements, if they are needed, to provide well for children who enter the nursery with English as an additional language (EAL).
29. Arrangements to promote children's personal development including their spiritual, moral, social and cultural development are very well developed and are very effective. Children take part in a very good range of after-school activities and experiences which contribute very well to achievement in classes. The school has a supportive ethos and children respond positively to it. Children's spiritual development is carefully developed enabling them to experience the diversity of the world around them. Children's social and moral development is also encouraged very effectively. Children's cultural development has some very strong features. There are many well-planned and organised opportunities for children to learn about the culture of Wales and about other cultures. Links with parents and the local community are very good. The school works in close and very effective partnership with a wide range of outside agencies. There are very imaginative opportunities provided for children to appreciate the world of work. There are numerous visitors to the nursery and visits outside.
30. Arrangements to raise children's awareness and understanding of sustainable development are very strong. Through a wide range of initiatives, children acquire first hand knowledge and understanding about their environment and also about the importance of respecting and caring for their community and the natural world.
31. All children receive high quality support and guidance. The school promotes a supportive, safe and caring environment. Care arrangements and support

services are well planned and effective. The provision for children with SEN is good with outstanding features and is very well managed by the special needs co-ordinator (SENCo). Teachers are quick to identify accurately each child's additional needs as they appear.

32. Children are positively encouraged to treat each other fairly, to show respect for each other and to behave responsibly. Adults vigilantly ensure that boys and girls are treated equally. There are good arrangements in place to ensure that children and adults with physical disabilities have good access to all areas of the school.
33. There are appropriate procedures in place to monitor behaviour. Attendance data is regularly used to identify and follow up on unauthorised absences.

Leadership and management

34. The headteacher gives a dynamic and forceful lead to the school. There is a very clear sense of direction and purpose to the whole of the school's work which is a reflection of the headteacher's commitment to the school. There is a very strong sense of partnership between all adults who work at the school based upon the strong commitment to meet the needs of their children.
35. There are very detailed and comprehensive policies and schemes of work in place for every aspect of the school's life. Very good use is made of the information the school collects about individual children's abilities and aptitudes. This information is very well used to judge the progress children make.
36. Day-to-day administration and overall financial management are efficient and effective.
37. The school meets all statutory requirements in full, including how to judge the performance of individual teachers and to provide appropriate time during the school week for teachers to plan, prepare and assess. These areas are very well managed.
38. There are strong links with local colleges and schools. The school also pays close attention to Welsh Assembly Government (WAG) and local initiatives. A particularly strong feature in this is the school's involvement in a range of initiatives to improve the overall quality of life in the area and to raise the aspirations of the local people.
39. The governing body has recently been formed, in accordance with WAG advice. The chair of governors is particularly well informed and provides a very experienced lead to the governing body. Governors and the professional leadership of the school work very constructively together.
40. The quality of self-evaluation and its impact on improvement is good with outstanding features. It is very well established and has been very effective for some time. Governors and all other stakeholders have been actively involved in its formation. The headteacher is particularly well informed about the performance of all areas of the school. The judgements are based very closely on first hand experience.
41. The school development plan (SDP) is very well organised and carefully linked to priorities agreed locally and nationally. It is also closely linked to the school's

self-evaluation and to the school's long-term financial planning. The SDP accurately reflects the school's needs.

42. Since the last inspection the school has made very good progress. The key issues of that inspection have been addressed very thoroughly. The school's self-evaluation is accurate.
43. The school is a very attractive and stimulating environment for children. There are a sufficient number of appropriately qualified teachers with experience of teaching children of this age. Nursery nurses and teaching assistants support teachers and children very well. They are deployed very effectively.
44. Overall, the accommodation is very attractive and very well maintained by a very committed caretaker. It provides a high quality environment in which children's achievements are celebrated very colourfully.
45. The budget is managed effectively. Teaching and support staff are deployed very efficiently and full use is made of their skills. A very good range of resources are managed and used very well, to benefit children's learning.
46. Bearing in mind the high quality of provision, matched by the progress children make and the very high quality of teaching and leadership and management, the school provides very good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:-

- R1 extend children's understanding of how to solve problems;
- R2 improve children's ability to speak in more extended forms; and
- R3 take steps to raise levels of attendance.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

47. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report.
48. Children's standards of achievement in the areas of learning in the lessons observed are as follows:-

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	70%	0%	0%	0%

49. Baseline assessments indicate that achievement in general is very low when children begin in school.

50. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.

Areas of Learning For Under-fives

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

51. In all areas of learning, children with SEN achieve very well. Starting from a very low base in general, children achieve very well. At the end of their time at the nursery in all areas of learning children achieve very well in relation to their prior performances which are carefully measured regularly. Over time, there is no indication of any significant variations in the performance of boys against girls. Children at the end of the nursery stage are ready to move on to the next phase of their education.
52. Overall, children's development of the key skills is Grade 1 (good with outstanding features), bearing in mind their very low starting points when they begin nursery. In communication skills in English children's achievement is Grade 2 overall; in the key skill of speaking and listening in English children achieve well. They listen very attentively to their teachers and to other children; they concentrate very well on their tasks and what they are told to do. They speak clearly and confidently when responding to questions or discussing their work with their teachers. Bearing in mind the very limited speech many have when they begin nursery they make good progress to achieve as well as they do. However, currently their oral responses are brief and they do not speak in extended sentences. Older children are beginning to learn the sounds that letters make and are beginning to recognise written words. They know that books are read from left to right and should be treated carefully. Children are beginning to develop their skills in writing very well. They copy letter patterns carefully and join a series of dots to make simple shapes. Some older children but not all, write some letters and their names legibly.
53. Children's achievements in communication in Welsh are Grade 1. They know simple greeting's and have an increasingly rich vocabulary. They know for example, the Welsh words for many of the primary colours and use them naturally when talking to their teachers in English and Welsh. They count up to 10 in Welsh and repeat to their teachers quickly and accurately when asked their names in Welsh. Their skills in reading and writing are developing well bearing in mind their ages and backgrounds. Children's bilingual skills have some outstanding features and are Grade 1. During lessons, many children use Welsh and English easily and confidently when responding to their teachers. In some lessons they use the first appropriate words they know in either language.
54. Children's numeracy skills are Grade 2 and children apply these well in a range of different activities, for example when measuring and exploring capacity or

when playing. They use the language of time carefully when looking at how days and weeks are formed and when comparing how they have grown.

55. Children's skills in using ICT across the curriculum are Grade 2. They draw and colour in using art packages, manoeuvring the mouse accurately to produce an effect. They use simple programs well in order to practice and to reinforce their mathematical skills.
56. Children across the school have a very clear awareness of the art, music and literature of Wales in relation to their ages. They have many opportunities to visit places of interest in Cardiff, Gower and their own town. From these they are beginning to develop an understanding of their heritage. They sing Welsh songs and rhymes enthusiastically.
57. Children's personal and social skills are Grade 1, bearing in mind the very limited development they have in these areas when they begin nursery. They show very caring attitudes to each other and enjoy playing and working together. They invariably show thoughtful attitudes and consideration for each other.
58. Children's problem solving skills are Grade 2. There are some examples where children show ability in a lesson to work out practical solutions to a problem, such as how to cross an imaginary river. However, these skills are not consistently of a high standard across the school.
59. Children's creative skills are also Grade 2. They use tools appropriately when cutting and sticking to make colourful collages. They play and perform using untuned instruments carefully. They experiment with different materials when painting representations of the butterflies they have hatched.
60. Generally, children work very enthusiastically and confidently with adults and with each other. They have very positive attitudes to getting on well with each other and to pleasing their teachers. They respond to advice and encouragement readily. Children are beginning to understand how they can improve their work. They know when they have achieved well.
61. The children make very good progress in gaining new skills, knowledge and understanding. Children's attitudes to learning, the interest they show in their work and their ability to concentrate and readily participate in the range of activities provided are outstanding features.
62. Children clearly enjoy the imaginative and exhilarating learning environment that the nursery offers and this is reflected in the children's behaviour which is very good. The nursery is a relaxed and orderly community and the children are well mannered, friendly and happily work and play well together. The children clearly enjoy the learning experiences at the nursery.
63. Attendance was low at 83% for the three terms prior to the inspection. Registers are marked in accordance with statutory requirements and registration is administered effectively. Registration periods are a welcoming and pleasant start to the school day with good use of incidental Welsh by both the learners and teachers. Children are generally punctual at the start of the day although there were examples of latecomers.
64. Throughout the nursery the children make good progress in their personal, social, moral and wider development and this is an outstanding feature. They

work well independently but also have a very good understanding of sharing and co-operating. The nursery staff promote equal opportunities very well throughout all the nursery's activities. Children learn to develop an awareness of, and respect for, personal differences, diversity of beliefs and cultural traditions within society through a wide range of weekly activities.

65. The nursery takes a full and active part in the life and work of the community. Children experience a wide variety of carefully planned visits and visitors all of which contribute to broaden children's attitudes, values and understanding of their community and the world of work and is an outstanding feature.

The quality of education and training

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

Grade 1: Good with outstanding features

66. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	57%	0%	0%	0%

67. Across the school, teaching shows a well developed understanding of how to plan for children to benefit from a very wide range of appropriate learning experiences. The very carefully arranged plans ensure that children find learning to be an enjoyable and exciting experience.
68. In the best lessons which have many outstanding features, teachers show a very warm and supportive attitude to children so that children come willingly to school knowing that they will be encouraged to work and play hard and have fun.
69. Particularly outstanding features are the way in which children's previous achievements are used to build systematically on what they already know and can do. Teachers use a wide range of first hand experiences to do this, for example when explaining how butterflies develop or when exploring 'the forest school'. In the best lessons, children are very actively and effectively helped by teachers and their assistants who judge very well how to provide the appropriate amount of help to promote children's confidence to work independently. Learning takes place in an atmosphere of purposeful and eager activity. Children work busily in order to please themselves and their teachers. Teachers question very well, increasing the challenge of their questions for example, when counting on and back in a mathematical activity or when prompting children to observe the physical features of a snail. They use ICT well to support children's learning, for example, when operating a microscope linked to the overhead whiteboard.
70. All teachers and the helpers are particularly aware of the need to give all children the very best opportunities to learn. This ensures that all children receive good and very effective support. This enables all children, including those with some degree of SEN to play a full part in their lessons.

71. Teachers effectively use a very good range of resources to support learning, for example, when playing outside or when hunting for caterpillars and insects. A particular strength in the teaching is the effective and good-humoured way teachers and nursery nurses and students work very well together. They all understand their individual responsibilities and show a high degree of skill and professionalism in discharging them. They assume different roles readily, taking turns to lead or support each other appropriately.
72. The school carries out very detailed and regular assessments of what children know and can do. Individual children's progress is carefully monitored. Realistic and ambitious predictions are made based upon individual assessments when children come into the nursery from their pre-school group. These assessments combined with teachers' detailed day-to-day notes and observations ensure that children receive a well-balanced and appropriate range of activities in the longer and shorter term.
73. The school meets in full its legal requirements in recording, reporting and assessment. Reports to parents are detailed and refer clearly to what children know and can do. They form the basis for parental discussions, which teachers use well to explain to parents how they might help their children improve.

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

Grade 1: Good with outstanding features
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74. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
75. The overall quality of the educational provision is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
76. All children have equal access to a very well designed curriculum to meet the needs of all children, which gives balanced attention to the six areas of learning. Children experience a rich and varied curriculum which is clearly focused on learning and carefully structured to promote every child's all round growth and development.
77. The stimulating environment both indoors and outside is used very purposefully to provide a wide range of first hand experiences which motivate children to learn effectively. Children's learning experiences have been greatly enhanced by the development of the school's own Forest School. They benefit from regular access to this facility and are acquiring very good understanding of their environment as a result.
78. The quality of the documentation and the schemes of work is good. The curriculum is planned and organised around a topic, with a range of activities within each area of learning. Planning for promoting the key skills of literacy, numeracy, ICT and bilingualism across the areas of learning is well developed in all areas of learning.
79. The quality of curriculum planning is very good. Teachers and non-teaching staff share responsibility for three teaching groups. One of the outstanding features of the provision is the way staff work very effectively as a team to

evaluate previous work including children's assessments. Results of evaluations are carefully analysed and information is fed back into the planning.

80. The school has received recognition from the Basic Skills Agency for its work. Curricular provision fully meets the statutory requirements of WAG.
81. Children take part in a very good range of after school activities and experiences which contribute very well to achievement in the classroom. Children play small games, use the whiteboard or take part in activities in the Forest School. Breakfast Club also contributes well to their personal and social development. Off site learning is well developed through a very good range of visits and the strong links with the community.
82. The school has a supportive ethos and children are made to feel part of a caring community. Learning experiences promote children's' spiritual, moral, social and cultural development successfully. Children's spiritual awareness is carefully developed through a wide range of activities that enable them to appreciate the diversity of the world around them. Many opportunities are taken to explore and reflect on moments of awe and wonder in their study of wild life such as snails and butterflies.
83. Personal and social development is given a high priority in the school. It is evident in children's social and moral development. Staff provide very good role models and children make rapid progress in developing their social skills. Many opportunities are taken to discuss moral values and the school helps raise children's awareness of those less fortunate than themselves by fundraising for different charities.
84. Very good provision is made for cultural development, both for the culture of Wales and of other cultures. Children celebrate different festivals throughout the year including St David's Day and the Chinese New Year. The school ensures that references to religious beliefs are inclusive. Children know about stories from the Bible and learn about other religions such as Islam.
85. Partnership with parents is very good. Parents are welcomed into the school and encouraged to become part of its life and work. A number provide regular help in class and with educational visits. The school makes further efforts to involve parents in their children's education by offering literacy and numeracy classes.
86. Partnership with the local community is an outstanding feature of school life. The school works in partnership with a wide range of outside agencies. The school gains much benefit from its links with many community projects such as 3Gs, Communities First and the Neighbourhood Learning Centre. People in the community, such as speech therapists and health visitors use the school to liaise with parents. Active links are developed with Barnardos and Portage. The school welcomes visitors such as a community art worker, a Groundwork Trust representative and the police. The Forest School initiative involved the community as well as children and parents.
87. Links with other schools are very well developed. Staff and children from other schools visit regularly to use the sensory room. Links with the receiving infant school are very well developed with careful procedures to ensure that children settle well in their new school. An outstanding feature is the very strong links

with the pre-school group which uses a room in the school. This initiative has been very valuable in developing children's social awareness and in them settling very well in the nursery class. The school works in partnership with initial teacher training institutions and regularly provides training for students undertaking vocational qualifications.

88. The school is very successful in developing the bilingual competence of children through their widespread use of incidental Welsh. There are many opportunities to use the language throughout the day. This outstanding aspect of provision ensures children use Welsh or English naturally and respond confidently using a growing vocabulary.
89. '*Y Cwricwlwm Cymreig*' is successfully promoted across the six areas of learning. Children respond well to the strong Welsh ethos and there are many opportunities for children to undertake educational visits to Cardiff or Merthyr giving them a good idea of their cultural heritage. In the classroom much work on the story of Woolly Wendy, for instance, ensures they know a good deal about Wales.
90. World of work activities in the nursery have many outstanding features and are integrated effectively into daily activities. These include a number of people from professional, public service and voluntary agency backgrounds who meet and speak with the children about their work. Visits are also made to local shops, the Mayor's Parlour, and the education office. Numerous visitors such as the doctor, dentist, health visitors and members of the fire and police service further enhance children's understanding and awareness of the world of work.
91. The promotion of entrepreneurship is very good. There are many learning experiences to help develop children's skills in buying and selling and decision-making.
92. The school successfully promotes an ethos where all children, regardless of their background or circumstance, are encouraged to reach their potential. The school sensitively ensures that no one is disadvantaged. An outstanding feature is the welcome pack, which contains various items of stationery, and a school jumper that ensures every child is equal when starting nursery. All children have full access to the curriculum.
93. The arrangements for raising the children's awareness and understanding of sustainable development issues are an outstanding feature of the work of the school. Children's learning experiences are greatly enhanced by participation in the Healthy Schools scheme Eco status for which they have been awarded the Green Flag and their visits to the Forest School. Not only do they acquire first-hand knowledge and understanding about their environment but they also learn about the importance of respect and care for their community and the natural world.
94. Children's awareness and understanding of global citizenship is very good. They are developing an awareness of aspects of different lifestyles, cultures and traditions in Africa and China, for example, by sharing books and celebrations. They also fund raise for charities such as Breast Cancer, Dr Barnardos and the Children's Trust.

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

Grade 1: Good with outstanding features

95. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report.
96. The nursery provides a supportive, safe and caring environment for the children. Care arrangements and support services are well planned and effective. These are outstanding features. The headteacher and staff offer high quality support for children and work in close partnership with parents and carers. The policies relating to the health, safety and well being of the children are well established and managed effectively. Consequently, the nursery is a very happy, caring community where children feel safe and valued.
97. Partnership with parents and carers is very good. The nursery fully recognises the importance of these partnerships and the way in which it involves parents and carers in its life and work is often outstanding. Many parents and carers support fund raising, and help out in classroom activities. Several learning programmes such as Sure Start, First Steps and Pal Pact are provided and delivered for the parents and carers which cover life skills, numeracy and literacy. These are well supported.
98. Effective procedures are established to help children settle comfortably into the daily routines when they first attend nursery. The playgroup and nursery work closely together in planning, target setting and assessment, which ensure continuity and early identification of support for children when entering the nursery. Links with the Infant school to which the children transfer are very good and the planned programme of contact before children leave the nursery enables them to join reception classes confidently.
99. The nursery places great importance on the children's personal and social development and effectively promotes values such as fairness, respect and honesty. This emphasis is appropriate and is reinforced consistently through daily routines. Children are encouraged to behave responsibly by accepting rules and taking responsibility for their own actions.
100. Registration periods are undertaken appropriately and effective procedures are used for monitoring children's punctuality. Some attendance statistics are available from the nursery's electronic system and are analysed with any unexplained absences followed up by the headteacher.
101. Staff have good awareness of health and safety requirements. There are relevant policies in relation to staff responsibilities and they undertake their responsibilities effectively. The nursery acknowledges that the safety of the children is of paramount importance and ensures that the building and grounds are secure at all times. At the start and end of each day children are only handed over to named adults and parents. Procedures for dealing with child protection, appeals and complaints are in place and staff have received update and relevant training. First aid, health and taking personal care procedures are very well established.
102. The quality of provision for equal opportunities, the promotion of gender equality, good race relations and respecting diversity all have outstanding features. The nursery is a friendly and welcoming community that offers a vast

range of opportunities for all. It conforms to statutory documentation for equal opportunities and racial equality and takes into account children's different backgrounds, gender and educational requirements. Parents and carers at the pre-inspection meeting and discussion during the inspection commented on how the nursery made all children feel equal and no one is treated differently.

103. There is little ethnic or cultural diversity amongst the nursery population at present. However, staff raise children's awareness of these issues by multicultural activities including the Chinese New Year, books and role-play. Boys and girls enjoy these experiences without harassment or discrimination.
104. Overall the provision for children with SEN is good with outstanding features. The provision for children with additional learning needs is a strong feature of the school and is very well managed by the SENCo. The school fully complies with the Code of Practice for Wales.
105. One of the outstanding features of the provision are the very effective early identification, assessment and monitoring procedures, which contribute significantly to raising children's achievement. Effective links with parents, and outside agencies such as the speech and language teacher, the teacher for the hearing impaired and the educational psychologist, generally results in children being promptly assessed by the appropriate specialist staff. There are appropriate arrangements if the need arises for children with EAL.
106. Children with SEN are very well included and supported by an effective and dedicated school staff. Children respond well to staff that show a high level of understanding of their needs and high expectations of their potential. Classroom assistants who give valuable language and behavioural support to individuals or groups of children enhance the provision. The language support assistant gives valuable support to small groups at school identified with the greatest need. Children enjoy and benefit from these sessions which are well planned and closely linked to their learning needs as well as the classroom curriculum.
107. Children make good progress towards the targets set for them in their Early Years Action Plans. The individual programmes provided for these children are relevant and of good quality with specific targets and measurable outcomes. Classroom teachers and non-teaching staff know their children well and are fully involved in the planning and delivery. The school works positively to involve parents in their children's individual learning programmes.
108. Children identified as having behavioural difficulties make good, sometimes very good progress due to well developed strategies put in place by the school. The strong ethos of mutual respect and the very good relationships enjoyed by all members of the school community contribute significantly to children's achievement. Children with more complex behaviour difficulties benefit from additional and effective support from the behaviour support team.

Leadership and management

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

Grade 1: Good with outstanding features

109. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report.
110. The headteacher gives a dynamic and forceful lead to the school. There is a very clear sense of direction to the whole of the school's work. This is a reflection of the headteacher's extensive knowledge of how to provide very well for children of this age and her determination to do so. She is the central force in placing the school in the centre of the local community and in ensuring that all children who enter the nursery achieve very well. The headteacher works extensively and very successfully to raise additional funds to see through very imaginative initiatives, such as the sensory room and the Forest School. These are outstanding features which contribute considerably to the overall quality of the ethos and provision within the school.
111. Another outstanding feature of the leadership shown by the headteacher is the positive partnership which exists between all adults who work at the school. There is a very obvious and all embracing commitment amongst all staff to give the children the best start they can in a very positive and stimulating environment where the needs of these children come first.
112. There are regular staff discussions to evaluate children's progress and the impact of lessons on children's learning. Teachers carefully evaluate what has gone well and what needs to be repeated. There are very detailed and comprehensive policies and schemes of work in place for every aspect of the life of the school. All staff have contributed to these discussions which are well used. These documents provide all those working at the school with clear guidance of what is expected and helps them to ensure that the school runs effectively and efficiently. Individual teachers discharge their responsibilities well. They have a very good appreciation of their own areas of responsibility from first hand evaluation and from the close and very effective way they plan and work together.
113. The school pays very close attention to national and local priorities. The school is heavily involved in a range of initiatives to help to improve the overall quality of life in the area and to raise the aspirations of the local people, for example through the 'Communities First' project. Much has been achieved in building up meaningful and mutually beneficial links with parents. The school has successfully fostered the creation of a pre nursery group at the school which is open to children from two years of age. This has already impacted very positively on children's willingness and readiness to join the nursery on a full time basis when they are old enough to do so. The school has carefully and successfully planned strategies to develop children's bilingual skills. The school is also heavily involved in promoting children's understanding of the importance of looking after the environment through the eco schools initiative and in creating a 'Forest School' of their own from previously derelict woodland next to the school. Children are also encouraged to be aware of the importance of looking after themselves through the Health Schools Initiative. The school has introduced a Breakfast Club. It has prepared well for the

introduction of the foundation phase. Links with local schools in the area are extensive and mutually supportive. Children's views and opinions are sought regularly and respected.

114. The school has put in place well organised and effective arrangements to provide teaching staff with appropriate time during the school week to plan, prepare and assess. There are comprehensive arrangements to promote teachers' professional development which are closely linked to the SDP. This document is also carefully linked to arrangements to improve the performance of individual staff.
115. The recent change of role recommended by WAG to enable the school's management panel to become a school governing body has been accomplished smoothly and efficiently. The chair of governors is particularly well informed and provides a very experienced lead to the new governing body. Governors and the professional leadership of the school work very constructively together to strengthen links with parents and to help in the regeneration of the local community. The necessary arrangements have been put in place to oversee the school's budget and to determine the school's longer term needs and priorities. The role of the governing body in determining the longer term strategic needs of the school is already well established and based upon the previous good practice shown by the management panel. Appropriate arrangements are in place to ensure that all governors in due course, have appropriate training. This process has already begun.
116. Day-to-day administration and overall financial management are efficient and effective.
117. Bearing in mind the high quality of provision, matched by the progress children make and the very high quality of teaching and leadership and management, the school gives very good value for money.

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

Grade 1: Good with outstanding features
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118. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report.
119. The quality of the school's self-evaluation has several outstanding features. This self-evaluation is based around a very well established system which was already being well used at the time of the last inspection. Governors and all other stakeholders have been involved in the process.
120. The headteacher is particularly well informed about the school's strengths and areas for development. The headteacher shows a very rigorous approach to the process of ongoing self-evaluation to achieve continued improvement. Teachers are supportive of this approach and work hard to support the headteacher in this.
121. There are rigorous and well-used procedures in place to look carefully at the standards children achieve and the quality of teaching and the curriculum.

122. The judgements made in the school's self-evaluation process are well supported by first hand evidence. The information is well used to address areas of priority and to help children achieve more.
123. The governing body is kept up to date about the progress the school is making and about the progress children achieve in their learning. Governors are well informed of the progress being made to the priorities set out in the SDP. This document is very well organised and carefully linked to priorities agreed locally and nationally. The document reflects the need to address the requirements to provide teachers with time to plan, prepare and assess during the taught week. Arrangements to improve the performance of staff are also well established and effective.
124. The plans for school improvement which arise from the school's own self evaluation are well matched to the resources available from within the school's budget and from outside sources.
125. The school has made very good progress since the time of the last inspection and all of the key issues of that inspection have been addressed successfully.
126. The inspection team agrees with the school's identification of its strengths and areas for development. The inspection team also agrees with all of the judgements made by the school when it addressed the seven key questions of the inspection.

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

Grade 1: Good with outstanding features
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127. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report.
128. The provision for staffing, accommodation and learning resources is of a high quality. All staff are appropriately qualified and well trained. Support staff are deployed effectively and work very closely with teachers and this ensures that all children are fully catered for and helped to make at least good progress.
129. The provision and quality of resources are an outstanding feature of the nursery. Teachers and support staff make effective use of all available books, materials and equipment. The headteacher has effectively embraced support from outside resources such as the community and its facilities, wardens, artists and the many visitors to the school. The nursery has been resourced thoughtfully and appropriately, enhancing children's learning and achievement.
130. The nursery accommodation is suitable for the number of children on roll with imaginative and effective use made of all available space to provide an attractive and stimulating learning environment for children. This is enhanced by the good quality displays of children's work which celebrate their achievements. Of note is the Forest School which has been developed into an effective formal and informal learning resource for children.
131. The quality of the outside accommodation is very good with interesting and attractive displays and with learning areas that are clean and litter free.

132. The budget is managed efficiently by the headteacher and the governing body to make sure that the school is staffed and resourced adequately. Priorities for development are identified with expenditure closely linked to these. Spending is constantly reviewed and monitored regularly.
133. Teaching and support staff are deployed very effectively and full use is made of their skills. Their potential is developed systematically. Appraisal and performance management systems are effective in identifying the development needs of staff. The impact of good training for all staff is very evident in the classroom in many areas of learning such as children's bilingual skills and ICT skills.
134. A very good range of resources is managed and used very effectively to benefit children's learning. Their use contributes significantly to the positive outcomes in children's learning and achievement. The use of resources is managed very efficiently. Targets for improvement are incorporated into the school's self-evaluation systems.
135. The school provides very good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language literacy and communication

Grade 1: Good with outstanding features

136. Children make very good progress in developing their skills in language, literacy and communication from a very low baseline. They consistently demonstrate high standards in using them and are developing very good bilingual skills.

Good and outstanding features

137. Children are developing very good listening skills. They listen attentively to staff and respond appropriately to what they hear showing good understanding. They listen well to other children and make good attempts to join in discussion. They enjoy listening to stories, rhyme and respond well to questions. They use the listening centre with confidence to play taped recording of their favourite stories while following the text and pictures in their books. Most answer questions in a short phrase in response to questions.
138. Children make good progress in developing their speaking skills bearing in mind their often limited speaking skills when they begin school. Through constant encouragement by staff, who use effective strategies in every situation, children are building good levels of confidence to speak, particularly in small group or informally. They use a growing vocabulary with many talking about their experiences eagerly and coherently. Children speak willingly and confidently in Welsh pronouncing well. They use known language patterns and answer questions and use basic vocabulary about the weather and colours easily. They understand a range of instructions and carry them out appropriately.

139. Children's early reading skills are developing very well. They respond well to stories and rhymes and enjoy sharing books with others. All children enjoy looking at books; they handle them carefully and talk about the pictures. Children hold the book the right way up, start at the beginning, indicate separate words, and identify some letters in the text. More able children use a few familiar words recognised in the text and have a familiar sight vocabulary of up to 10 words. They retell the story in appropriated language and talk about the characters in the story. Children enjoy listening to stories in Welsh. When listening to '*Ble Mae Smot?*' they demonstrate good understanding and join in the storytelling using appropriate vocabulary.
140. Pupils make outstanding progress in their early writing skills; they make appropriate attempts to experiment with emergent writing, using drawings and symbols. Some can recognise and write their own name clearly. Children enjoy marking and basic writing experiences using crayons, pencils and paint. More able children underwrite simple words well, forming letters correctly when sequencing a story 'A butterfly is born'. Children make good progress in overwriting and underwriting in Welsh and have good understanding of the words they write.

Shortcomings

141. There are no important shortcomings, however some children's speech patterns are limited to brief statements.

Personal and social development

Grade 1: Good with outstanding features

142. Children make very rapid progress in acquiring appropriate personal and social skills. They consistently demonstrate high standards in using them.

Good and outstanding features

143. Children make exceptional progress in settling happily into school and respond very well to classroom and school routines. They quickly learn to share, take turns and work together well in pairs or groups. They establish very good relationships with other children and adults. They happily hold hands for greetings. They feel safe and secure and confidently share concerns when contributing their thoughts to 'The Wish Tree'.
144. Children exercise very good self-control and this contributes very significantly to their progress in learning. At breakfast, snack or lunchtime, for instance, they behave very well and show good manners. Children make rapid progress in gaining confidence and independence. They go to the toilet, wash their hands, and hang up their coats, with little adult supervision. They know the importance of personal hygiene. They are beginning to understand the importance of a healthy diet and keeping their teeth clean.
145. Children's learning skills are developing very well. They are always very purposefully employed in a range of activities, showing sustained concentration when engaged in tasks. Children work with enjoyment and are often fully absorbed in the activity, often taking time to complete their painting for instance. They are eager to take part in activities and keenly explore using magnifying lenses to observe snails, experiment with creating shadows of bugs, or helping to plant lettuce in the garden.

146. Children respond very well to the positive ethos of the school and develop positive attitudes of care, respect and concern for others. Very well planned opportunities, both indoors and outside, enable children to demonstrate their care and respect for the environment and living things. Children respond very positively to the many opportunities to learn about other cultures as well as their own. They progress in speaking and learning Welsh is exceptional.

Shortcomings

147. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

148. Children know the names of numbers within 10 and count on and back accurately in small steps when using a number line. They enjoy joining in with number rhymes and songs. They accurately match number symbols to a number of objects in an array. Older children combine two small numbers together accurately for example, when counting caterpillars. They recognise a mistake when adding and subtracting and correct it.

149. Children sort objects carefully according to size. They know 'little', 'big', 'smaller than', 'bigger than'; they use language of position confidently. They follow and repeat simple sequential patterns, for example when repeating a three-colour sequence.

150. Older children understand the use of money when carrying out transactions when they role-play buying and selling. They use mathematical language in this process. They are beginning to understand the concepts of volume and measure using different size containers with increasing accuracy.

Shortcomings

151. There are no important shortcomings.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Good and outstanding features

152. Children have a very well developed understanding of their own homes and where they live. They know where the hospital is in relation to their school. They place the post office, telephone box and Robert's Fruit Shop accurately on a large plan of the local area. They know that Cyfarthfa Castle and the bus, fire and railway stations are close at hand. They know about the jobs that people do in these places. They know something of the wider world through visiting Cardiff on a train and by travelling to the Gower Heritage Centre by bus.

153. Children have some understanding of the cultures of other people. They know that Muslims have their own traditions in which the Qur'an is a very special book. They appreciate that their own world has changed considerably since they were small. They know that there are different seasons which bring different weather conditions and temperatures.

154. A particularly strong feature is children's knowledge of the living world around them. Children handle and study snails and other small creatures with considerable interest. They place them under a microscope and draw what they see displayed on the whiteboard. They know the importance of providing and maintaining good conditions for these creatures to survive in the forest school which is at the side of their play areas. They know the life cycles of Natterjack toads and a butterfly. They carefully observe and record the changes which take place as the caterpillars metamorphasise and eventually become butterflies. They study these changes in detail, observing carefully what happens in their butterfly farm. They discuss these excitedly with each other and with adults. They watch in awe and wonder as the mature butterflies are released into their garden. They treat the butterflies with great care.

Shortcomings

155. There are no important shortcomings.

Physical development

Grade 1: Good with outstanding features

Good and outstanding features

156. Children use large play equipment very well, climbing over, under and around confidently. They balance on large equipment and slide down others safely. They take care to show consideration for each other. Children throw and catch accurately for their age and maturity.
157. They use large wheeled toys very well negotiating other traffic and steering accurately in and out of obstacles. They pull and push each other's vehicles, changing the way they travel.
158. Children develop control and co-ordination very well when they make different movements. They walk, hop, skip and gallop. They appreciate the importance of warming up and cooling down. They follow the examples of their teachers interpreting music and following instructions energetically and accurately.
159. They move rhythmically and take up a role well, imaginatively moving as a caterpillar. They show control when crawling and wriggling to imitate the caterpillar's movements. They respond dramatically when the caterpillar changes into a butterfly.
160. Children have a very good understanding of the need to eat healthily in order to 'take care of your smile'. They regularly clean their teeth after eating their lunch; showing well developed understanding of how to complete the task properly.

Shortcomings

161. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

162. Children enthusiastically and confidently work in many dimensions producing very effective results. They handle a range of equipment such as scissors, glue

sticks and play dough with confidence. Their drawing and observational skills are developing well and they use pastels to make effective pictures of sunflowers.

163. Children experiment successfully with pencils, crayons, pastels, pens, charcoal and light pens on a variety of surfaces. Painting skills are developing well; children show intense concentration when painting portraits of their friends. They work together well to make large pictures of the Natterjack Toads, demonstrating well-developed colour mixing skills.
164. Children work well in three dimensions. They use papier mâché to make large daisy heads, and use clay to make effective tiles. They very successfully use the outdoor classroom as a stimulus for weaving effective webs from twigs and wool.
165. Children enjoy musical activities; they recall a good range of songs and join in action songs enthusiastically. They know a good range of songs in English and Welsh. They sing a range of familiar nursery rhymes such as '*Mi Welais Jac y Do*' tunefully pronouncing the words well.
166. Children know the names and recognise the sounds of a wide range of instruments. They play them with good control and keep a steady beat. They use ICT effectively to compose simple tunes and listen to each other's compositions well.
167. Children respond well to role-play activities in the Natterjack Forest, easily adopting a role when wearing an animal mask. They are generally confident participants joining in readily to act out the Bible story of Daniel.

Shortcomings

168. While there are no important shortcomings, children's skills in creative drama are under-developed.

School's response to the inspection

Both the governors and staff are delighted with the findings of our inspection report.

It gives us great pleasure when our school is recognised for its efforts and work here at the Gurnos and we have a report that affirms the high standards we have achieved in curriculum, ethos, in our care and support and in leadership and management. We are pleased that the contributions and efforts of all members of the community who are involved with the school is recognised.

As a school we are always looking to improve and build on the practice we already have. As the inspectors identified in its recommendations, we intend developing our current practice in extending children's understanding of problem solving and to develop their ability to speak in more extended forms so the children reach higher standards of achievement. It will also be a priority of ours to raise the level of attendance.

We are very pleased that the school has been commended on its very good progress since the last inspection.

The report recognises the high quality of provision and progress the children make and the very high quality of teaching and leadership and management. We are pleased that the report indicates that.

The inspection was carried out with meticulous attention to detail and the team was absolutely professional in its approach. We were very pleased by the way the team used their skills in making the children and staff feel at ease and comfortable with them, for which we thank them.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governor's annual report will outline the progress we are making on the inspection recommendations.

As a staff and governing body we are all committed to providing a high standard of education for our children here at Gurnos Nursery.

Appendix 1

Basic information about the school

Name of school	Gurnos Nursery School
School type	Community
Age-range of children	3-4
Address of school	Cedar Way Gurnos Estate Merthyr Tydfil
Postcode	CF47 9PA
Telephone number	01655 721740

Headteacher	Mrs Judith Stevens MBE
Date of appointment	September 1994
Chair of governors	Mr William Smith
Registered inspector	Mr Peter Mathias
Dates of inspection	19-20 June 2006

Appendix 2

School data and indicators

Number of children in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of children	58	0	0	0	0	0	0	0	58

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

Staffing information	
Pupil: adult (fte) ratio in nursery classes	9:1
Average class size, excluding nursery and special classes	N/A
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection	
Term	Whole school
Autumn	87.6
Spring	82.6
Summer	79.1

Percentage of children entitled to free school meals	60
Number of children excluded during 12 months prior to inspection	0

Appendix 3

Evidence base of the inspection

- A team of three inspectors who were present at the school for five inspector days carried out the inspection with a nominee from the school.
- Pre-inspection meetings were held with parents and the management group to discuss the life and work of the school.
- Thirty questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff with responsibilities and support staff.
- School documentation and samples of childrens' work were examined.
- Twenty-one lessons or sessions were observed.
- A sample of childrens' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of children from each year group reading.
- Discussions were held with children about their work and about the life of the school.
- Childrens' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 4

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Rgl)	Context Summary and Recommendations Key Question 2, 5 and 6 Mathematical development Knowledge and Understanding of the World Physical development
Ms Helen Adams (Lay)	Contributions to Key Questions 3, 4 and 7
Mrs Delyth Parris	Contributions to Key Questions 3, 4 and 7 Special educational needs Language, literacy and communication skills Creative development Physical development
Mrs Judith Stevens – Headteacher (Nominee)	Contributions to all Key Questions

Acknowledgement

The inspectors wish to thank the governors, the headteacher and all the staff for their co-operation and courtesy they received during the inspection.

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