

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

**Moorland Nursery School
Moorland Road
Splott
Cardiff
CF24 2LJ**

School Number: 6811005

Date of Inspection: 4 December 2006

by

**Peter Mathias
78829**

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

The inspection of Moorland Nursery School took place between 04/12/06 and 06/12/06. 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 pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Moorland Nursery School has 15 part time children on roll, making a total of 7.5 full time equivalent children. All children attend for the morning session only and began school last September. The school is situated in the Splott area of the City of Cardiff, which is the Unitary Authority (UA). It serves the local area where there is a wide range of family circumstances including many families who are socially and economically disadvantaged. Children attend in the term after they have reached their third birthday. Many have poor language and communication skills on entry. The school considers that attainment on entry is broadly below most children of this age.
2. The school does not collect information on the proportion of children entitled to free school meals. No child is looked after by the UA. No child was excluded in the previous year.
3. There are no children who have statements of special educational needs (SEN). One child receives SEN support from outside the school.
4. English is the first language of nearly all children. No child speaks Welsh as a first language and all but a very small number of children are from Welsh heritage backgrounds. When children leave the nursery to transfer to reception classes, most transfer to nearby primary schools.
5. The school was last inspected in the Autumn Term 2000, when the current headteacher was in post. Recently the number of children entering this nursery school has declined sharply. This decline is directly linked to a proposal by the UA to close the school. In the light of this information during the Summer Term many prospective parents decided to enrol their children elsewhere.
6. Following the advice of the Welsh Assembly Government (WAG), the school has established a new governing body to replace the previous management group.
7. The school holds the Basic Skills Quality Mark (2004).

The school's priorities and targets

The Vision Statement

8. This is broad and stresses equal opportunities, learning by first hand experience and the creation of a supportive atmosphere for all children to work confidently.

The School Motto

9. "Learning for Life".

The school's aims

10. The aims of the school are wide and appropriate. They emphasise:
 - partnership with parents;
 - a broad and balanced curriculum;
 - enthusiastic and effective learning;
 - smooth transition from nursery to primary school;

- development of professional skills amongst staff;
- equal opportunities and an understanding of *Y Cwricwlwm Cymreig*.

The school's priorities for improvement

11. The school's priorities outlined in the school improvement plan (SIP) include:
- to continue to prepare for the foundation phase;
 - to improve provision for multicultural understanding;
 - to develop the role of the governing body and
 - to develop further childcare facilities before and after school.

Summary

12. Moorland Nursery School is a good school. Children benefit significantly from the close contact they have with a well motivated and hardworking professional staff. The school provides a rich and stimulating education for all of its children. It is well led and has made good progress since the last inspection in the Autumn Term 2000.
13. The inspection team agrees with all but two of the judgements about the standards children achieve and with the judgements in the other six questions about the other areas of its work. Where the inspection team disagrees, this is because the school overestimated the quality of its teaching and assessment by one grade. The school graded key question 2 at grade 1, the inspection team awarded a grade 2 because while there were strengths in this key question, there were also some shortcomings. In key question 7, the school underestimated the quality of its provision and its use of its resources. The school graded this key question at grade 2; the inspection team awarded a Grade 1 because there were several outstanding features in the adequacy, suitability and use made of staff and learning resources and accommodation and how efficiently the resources were managed to achieve value for money.

Table of grades awarded

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

Standards

Areas of Learning Early Years, if appropriate

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

14. Overall, 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
33%	67%	0%	0%	0%

15. 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.
16. Often, from below average starting points, with poor language and communication skills, children make at least good progress in all areas of learning and are well prepared for the next stage of their education. In all areas of learning those children with SEN achieve well, bearing in mind their learning difficulties.
17. Over time, there is no evidence to suggest any significant variation in the performance of boys against girls.
18. Children's development of key skills is grade 2 (good features and no important shortcomings). In communication skills in English children's achievement is grade 2. In speaking and listening children achieve well, they listen closely when other children or their teachers speak to them. They respond confidently when giving an answer. Some speak in longer sentences and show a growing awareness of specialist terms, when for example, listening to music. They are beginning to recognise the sounds letters make and that books are read from left to right. They are beginning to follow letter shapes accurately.
19. Children's achievements in communication in Welsh are grade 2. They are beginning to respond to simple questions and commands in Welsh. They use simple greetings and are beginning to learn some action songs and rhymes. In relation to their ages, children have a growing awareness of the art, music and literature of Wales.
20. Children's numeracy skills are grade 2. They measure ingredients carefully when making cakes or when judging distances. They are beginning to understand how time passes and seasons change.
21. Children's skills in information and communications technology (ICT) across the curriculum are grade 2. They manoeuvre the mouse accurately and navigate their way through simple programmes to draw and colour their pictures. They know that these pictures can be printed from the screen.
22. There are very high standards in children's personal and social skills which are grade 1 (good with outstanding features). Bearing in mind the short time

children have been in the nursery, they show very mature and positive attitudes to each other and to adults. Children benefit very much from the very close individual support they receive from their teachers and adult helpers. They share very willingly. Children are very thoughtful and considerate.

23. Children's problem solving skills are grade 2. Both inside and outside the nursery building children enquire willingly and successfully find ways to complete tasks for themselves.
24. Children's creative skills are grade 1. They use a wide range of media and materials very well. They use tools carefully to make models and to cut and stick when making a collage.
25. Children work very confidently with adults and other children. This is a strength of the school and is grade 1. They enjoy meeting each other and carrying out their work. They wish to please their teachers. This promotes a very positive family atmosphere across the school.
26. However, children's awareness of how to improve their learning is grade 3 (good features outweigh shortcomings). Children lack opportunities to appreciate when they have succeeded or what they might do to achieve more. They are often unaware of what teachers expect of them when they begin an activity.
27. Children have good attitudes to learning and show an interest in the tasks set. They show friendly and caring attitudes to each other and to adults.
28. Attendance is good bearing in mind the children's young age and susceptibility to illness. Attendance was 93% for the three terms prior to the inspection.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	64%	0%	0%	0%

30. Across the school in the best lessons, strengths included:
 - a very well developed understanding of how to plan for children of this age in order to develop their independence and confidence;
 - a very successful promotion of pupils' investigative skills;
 - very supportive and constructive relationships;
 - careful organisation to ensure that resources for children's learning are readily to hand when they are needed;
 - very detailed recording of what individual children have achieved; and
 - expressive and lively reading of favourite stories.
31. Where there are some shortcomings, staff do not give sufficient emphasis to evaluate with children what they have done well and where they might make some improvements.
32. There are good systems and procedures for assessing children's achievements and progress fairly, accurately and regularly. This is well used to identify the next steps in children's learning. Assessments are closely linked to learning

objectives. However, these learning objectives are not always shared sufficiently with children. The systematic collection of information about children's progress is not analysed sufficiently to provide information on overall trends in performance over a period of time, or where there are general areas of strengths and weaknesses.

33. The curriculum is good with outstanding features. It is broad and balanced and meets the needs of individual children very well, including those who are gifted and talented and those with SEN. Learning experiences provide very good opportunities for children to widen and enrich their learning experiences. These include a significant number of visitors to the school as well as visits to places in the locality and further afield.
34. Provision for children's personal development is very good. Adults act as very good role models, showing high levels of respect and courtesy to each other and to the children.
35. Provision for children's spiritual, moral, social and cultural development is good with outstanding features. Children develop a very strong sense of awe and wonder as a result of their experiences in the outdoor environment. Moral and social development is promoted successfully in a range of informal activities. Children benefit well from the carefully planned opportunities provided for children to develop an appreciation of their own cultural heritage and those of others. Links with parents and carers are strong and they are fully involved in the work of the school and in helping their children. The school makes good use of work related educational opportunities to enrich children's learning and promotes children's understanding of sustainable development very well. This is closely linked to the very good opportunities provided in the school's outdoor areas for children to learn about these issues.
36. The quality of care, support and guidance for children is very good. The care and support arrangements are well planned and effective. All staff provide high quality support for children and ensure that they feel safe and valued. Provision for children with additional learning needs is good with outstanding features. It meets the requirements of the Code of Practice. Children's needs are identified early. The school has carried out a detailed survey to ensure that those with physical disability are able to move about the school safely and easily. Children are successfully encouraged to respect each other's different backgrounds and to treat all in the same way. There are thorough and effective procedures in place to monitor behaviour and attendance.

Leadership and management

37. The headteacher provides a positive and well-informed lead. She has very effectively maintained high levels of staff morale and commitment to the children who attend the school despite recent uncertainties regarding the school's future. The headteacher successfully ensures that children have very good opportunities to explore and to learn by first hand experiences. All children, including those with SEN have particularly good opportunities to work with adults and to feel that they as individuals are valued.
38. There are very detailed arrangements to judge the progress of individual children. The staff regularly discusses this information. However, there is no well-established system in place to use the data to identify trends and progress

year on year or where children generally have particular strengths or weaknesses.

39. The school meets all statutory requirements in full, including how to judge the performance of individual teachers. It provides appropriate time during the school week for teachers to plan, prepare and assess. This time is used effectively.
40. The school pays close attention to national and local priorities. There are positive links with nearby primary schools. The school is preparing well for the introduction of the foundation phase and is well positioned to put its requirements into practice. There is good provision for children at the beginning and end of the morning session.
41. The school's governing body which has recently been appointed following WAG recommendations has made a sound start and is very committed to the school. It meets all of its statutory duties. However, it has had little time to assess the long-term strategic direction for the school or to judge the success of decisions. Governors have not as yet completed the training in their new responsibilities although this process has begun. Currently the governing body as a whole does not have the expertise and training to hold the school positively and properly to account.
42. The quality of self-evaluation and its impact on improvement are good with no important shortcomings. There is a well-established culture of self evaluation which has in the past been very well conducted by the headteacher and staff. The new governing body has not made any direct input into this process. However, the professional leadership of the school is well informed by a considerable amount of first hand evidence.
43. The SIP accurately identifies the school's strengths and areas for improvement which is closely linked to the school's self-evaluation procedures. The SIP is sufficiently detailed to judge the success of the initiatives it sets out. Plans for improvement are very well matched to the school's budget. Day-to-day administration is efficient and good humoured.
44. Since the last inspection, the school has made good progress and the key issues of that inspection have been thoroughly addressed.
45. The school is very well staffed with suitably qualified teaching and support staff, bearing in mind the small number of children who currently attend the school. All staff provide very good support for children and this has a positive effect on children's learning, personal development and progress. Staff are well deployed.
46. The accommodation is of a very high standard and is well maintained. Outdoor resources and facilities have many outstanding features. They provide a safe, clean and stimulating environment for children to explore and to enjoy.
47. Resources are managed and used efficiently. The budget is very well organised with close support from the UA. Priorities for development are identified and spending is closely linked to these. The budget is monitored regularly.
48. Bearing in mind the overall high quality of provision for its children, the school provides good value for money.

Recommendations

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

- R1 develop further arrangements to identify short-term targets for children to achieve and put in place systems to share these with children and their parents;
- R2 put in place a process to enable the headteacher and staff to identify long-term trends in children's achievements year on year, and
- R3 continue the process which the school has already begun of training governors in order that they are more aware of their roles and responsibilities and are more able to hold the school positively and properly to account.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 49. Overall, the findings of the inspection matched the judgements made by the school in its self-evaluation report.
- 50. 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
33%	67%	0%	0%	0%

- 51. Baseline assessments indicate that achievement is generally below that usually found amongst children of this age. Children's standards in language and communication skills are often poor when they begin school. 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

Nursery

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

52. In all areas of learning children in the school with SEN achieve well as do children in general across the school.
53. At the end of their time at the nursery in all areas of learning, children achieve well in relation to their prior performance and are ready to begin in the reception classes to which they transfer. Over time, there is no indication of any significant variation in the performance of boys against girls.
54. Children's development of key skills is grade 2, taking into account their different starting points when they begin nursery. In communication skills in English, children's achievement is grade 2. In speaking and listening children achieve well. They listen very closely in classes when other children and teachers speak to them. They maintain their interest for longer periods when playing or investigating. They respond confidently when spoken to and occasionally speak in longer sentences. Some children show a growing awareness of specialist terms, when for example they listen to music. Older children know that words carry meaning and are beginning to recognise the sounds which letters make. They know that books are read from left to right. They listen carefully to the exciting stories which are read to them. They are beginning to follow letter shapes accurately.
55. Children's achievement in communication in Welsh is grade 2. The children who are all new to the school have good opportunities to learn how to respond to simple questions and commands in Welsh. They use simple greetings and are beginning to learn some action songs and rhymes.
56. Children's numeracy skills are grade 2. Children apply these well in a range of different activities, for example when measuring ingredients to make a cake or when judging distances when jumping from one object to another. They are beginning to understand how the seasons change and the order in which the main activities of the day take place.
57. Children's skills in using ICT across the curriculum are grade 2. From an early age children have very regular opportunities to practise the basic skills of manoeuvring the mouse and navigating through simple programs, to enable them to draw and colour their pictures and to recognise simple shapes. They know that their pictures can be printed from the screen.
58. In relation to their ages, children have a growing awareness of the art, music and literature of Wales. They know for example how a harp is played through watching a professional harpist performing. They know some of the legends of Wales for example, about the giant of Gilfach Bargoed. They are beginning to develop an understanding of their local area and of their Welsh heritage.
59. Children's personal and social skills are grade 1. Bearing in mind the relatively short time children have been in the nursery, they show very mature and positive attitudes to each other and to adults. Because of the very small number of children compared to the number of teachers and assistants in the school, all children have outstanding opportunities to play very constructively and work with adults. They share very willingly and are very thoughtful and considerate, reacting very positively to the individual encouragement they are given to behave well.
60. Children's problem solving skills are grade 2. Both inside and in the very well organised outside areas, children engage willingly and successfully in findings

ways to complete tasks for themselves, for example, when using hammers and nails and wood to construct objects or when deciding how to bridge a gap using planks.

61. Children's creative skills are grade 1. They use a wide range of media and materials very well. They use tools confidently, for example when making a castle for the Giant in Jack and the Beanstalk. They cut and stick carefully when making an autumn collage.
62. Children work very confidently with adults and with other children. This is a strength of the school and is grade 1. They enjoy meeting each other at the beginning of the day very much and take part in their work enthusiastically. They wish to please their teachers. There is a very strong and positive bond between children, their teachers and their helpers, which creates a very positive "family" atmosphere in which positive relationships thrive.
63. Children's awareness of how to improve their own learning is grade 3. Children work and play very enthusiastically and choose for themselves what they will do next. However, often they do not appreciate fully when they have succeeded or what they might do to achieve more. They are often unaware of what their teachers expect of them when they begin an activity or how much more they could have achieved when they move on to their next experience.
64. Children make good progress in gaining new skills, knowledge and understanding. Children display good attitudes to learning and show an interest in the tasks set. They concentrate well and eagerly participate in the range of activities available.
65. The nursery provides an imaginative and stimulating learning environment for everyone. Children clearly enjoy their school day and this is reflected in their behaviour which is very good. The nursery is a relaxed and structured community where the children are well-mannered, work well in groups displaying friendly, caring attitudes towards each other and to members of staff.
66. Attendance was good at 93% for the three terms prior to the inspection, bearing in mind young children's susceptibility to illness. Registers are marked in accordance with statutory requirements and registration is administered effectively. Registration periods promote independent learning through self-registration whereby children place their name card in the shape of an apple on the tree. Children are generally punctual and the school day starts promptly.
67. Throughout the nursery the children make good progress in their personal, social, moral and wider development and considering the short time they have been at the nursery this is an outstanding feature. Children work well independently but also have a very good understanding of sharing and co-operating when working in groups.
68. Policies and procedures for equal opportunities are well established and promoted well by nursery staff and throughout all the nursery's activities. The curriculum provides a good range of activities for children to develop an awareness of, and respect for, personal differences, diversity of beliefs and cultural traditions within society.

69. Children experience a good variety of carefully planned visits and visitors, all of which help to broaden children's attitudes, values and understanding of their community and the world of work.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

70. Overall, the findings of the inspection team do not match the judgements made by the school in its self-evaluation report. This is because while there are some strengths in the quality of teaching and assessment, there are also some minor shortcomings.
71. In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	64%	0%	0%	0%

72. Across the school teaching shows a very well developed understanding of how to plan for children of this age to develop their independence and confidence to choose for themselves from a wide range of appropriate learning experiences and staff show very well developed abilities in promoting children's investigative skills and in making learning an exciting experience.
73. Because of the very advantageous ratio of adults to children, all children benefit substantially from the very supportive and constructive relationships which children experience with all their teachers. The very caring attitudes shown to children result in confident and outgoing responses from all children, all of whom know that they themselves are valued.
74. In the best lessons where there are some outstanding features, teachers stimulate and challenge learners to find things out for themselves and to make their own choices. They plan very carefully so that when children make these choices, there is always a very good range of learning resources and practical materials to hand.
75. Staff are very mindful of supporting each child individually so that all children, including those with SEN are helped well to enjoy their activities. They keep very detailed notes of what children have achieved and the progress they have made during each session. They promote children's imaginations well by the expressive and lively way they retell well known stories, for example about Jack and the Beanstalk.
76. Where teaching has some minor shortcomings, teachers do not always make the purpose of the activities clear enough so that while children play actively, they do not know what they should achieve by the end of their activities. Sometimes opportunities are missed to evaluate with the children or what they have done well and where they may make some improvements.
77. There are good systems and procedures for assessing children's achievements and progress. The staff assess children's progress, fairly, accurately and regularly. They successfully identify children's needs and plan the next stage in

their learning. Assessments are closely linked to clear learning objectives in curriculum planning. However, the learning objectives are not always shared with the children.

78. Individual child profiles contain useful records of assessments on entry to the school and evidence of progress and achievements in each area of learning. Close observations are made of children's learning. Their achievements and progress are carefully recorded through making field notes, recording child tracking observation sheets and by taking photographs to provide evidence of learning. This information ultimately feeds into the profiles providing an accurate record of the child's progress and achievements. However, assessment data are not analysed sufficiently to provide information on overall trends in performance over a period of time.
79. The staff share and discuss assessments and field notes which provide useful information for planning the next stages of learning. The quality of feedback to children about their work is good but no specific, individual targets for improvement are set which can be shared with the children and their parents.
80. Children with SEN are very well supported by nursery nurses who have a very good understanding of the children's needs. Children's work is closely monitored to ensure that they make good progress towards the targets in their individual education plans (IEPs). The quality of assessment is very good and is used beneficially to plan appropriate activities for individual children.
81. Requirements for assessing and reporting are fully met. The school ensures that reports to parents and records of progress in children profiles, which are passed on to other schools, are clear and useful.
82. Staff have well developed links with parents to ensure that they have a good knowledge of their children's progress through daily contact as well as regular consultation meetings. Annual reports are of good quality and provide evaluations of their child's progress and evidence of achievements in each area of learning. However, they do not provide clear guidance about the next steps for their child's learning. There are suitable opportunities for parents to comment upon and discuss their children's work but not to make written contributions in response to the report.

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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Good and outstanding features

83. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
84. The quality of the curriculum is good with some outstanding features. The curriculum is sufficiently broad and balanced and is flexible enough to meet individual children's needs, including those who are gifted and talented and those with SEN who are well integrated into all activities.
85. The schemes of work for each area of learning are of good quality and systematically enable children to learn. The curriculum is stimulating and

- enriched by many relevant practical experiences. It succeeds in building systematically on existing knowledge, understanding and skills.
86. Learning experiences are well planned with clear learning objectives, ensuring equal opportunities for all children, both indoors and outdoors. The use of the school's outdoor area provides outstanding opportunities for children to study the environment and living things at first hand.
 87. The school ensures that children acquire the necessary basic and key skills. The key skills are successfully incorporated into curriculum planning ensuring that they are taught in each area of learning.
 88. There are very good opportunities for children to widen and enrich their learning experiences, particularly on educational visits to places of interest in the locality, such as to a local farm. A range of visitors, including those from the community, enhances the curriculum, for example recently the school arranged for a 'giant' male visitor, to link with their work based on the story 'Jack and the Beanstalk'. These experiences make a positive contribution to the standards children achieve and to their personal and social development.
 89. The provision for children's personal development is very good. Adults around the school are exemplary role models and the qualities of respect and courtesy permeate all school activities. This has an outstanding impact on children's self esteem and in their relationships with others.
 90. The provision for children's spiritual, moral, social and cultural development is good with some outstanding features. Children's spiritual development is very successfully promoted through their observations of the outdoor environment, their study of living things and by exploring multi-sensory experiences around the school. Moral and social development is well promoted through 'snack time' activities as well as through a range of activities for their personal and social development. There are well-planned opportunities for children to develop an appreciation of their own cultural heritage and those of others.
 91. The curriculum and pupils' learning experiences are effectively enriched by partnerships with other providers and all interested parties. Transfer arrangements with receiving schools are very good. There are very effective partnerships with parents to ensure a good quality of education for all children. Parents are fully involved with the work of the school and in helping their children.
 92. There are successful partnerships with teaching assistant training institutions and colleges of further education. The school is committed to supporting the training of childcare students. These partnerships have a positive effect on the quality of provision and children's standards of achievement.
 93. The curriculum complies with the requirements of the Desirable Outcomes for Children's Learning and provides health education through its healthy eating and healthy living initiatives. The school's personal and social education successfully permeates all activities as well as being a prominent area of learning for children's development.
 94. *Y Cwricwlwm Cymreig* is successfully promoted by good opportunities are provided for children to learn about their Welsh heritage and culture. Suitable learning experiences to promote bilingualism and the use of the Welsh language

incidentally through the day ensure that pupils succeed in developing bilingual competence.

95. The nursery makes good use of work related educational opportunities to enrich children's learning. World of work activities are integrated effectively into daily activities with people such as a carpenter, gardener, parents, members of the public service and voluntary agencies meeting and conversing with the children about their work.
96. The nursery has a strong and clear commitment to ensuring equality for all children. This is demonstrated very clearly in its mission statement, policies and practices. All children are given the same opportunities regardless of gender, background or ability, with everyone being respected and valued at all times.
97. The promotion of entrepreneurship is good. The nursery successfully promotes problem solving and decision making throughout the curriculum. As an example, the outside play area has been designed to engage children's interest in making decisions on 'how best to climb' and how to 'construct a bridge' or how to keep sunflowers upright.
98. Children's awareness and understanding of sustainable development issues are very good. Through the knowledge and understanding and the personal and social aspects of the curriculum children's learning experiences are enhanced by participating in initiatives such as healthy eating and recycling products such as paper, leaves and water. Through these activities children acquire first-hand knowledge and understanding about their environment but they also learn about the importance of respect and care for their community.
99. Children's awareness and understanding of global citizenship are very good. They are developing an awareness of aspects of different lifestyles, cultures and traditions through subject themes, books and various celebrations. They also raise funds from coffee mornings for various charities.
100. The nursery makes very good efforts to promote lifelong learning and community regeneration. The range of community activities available is often outstanding and includes family learning classes, pre-school activities, breakfast clubs and after school clubs.

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

Grade 1: Good with outstanding features
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Good and outstanding features

101. Overall, the findings of the inspection matched the judgements made by the school in its self-evaluation report.
102. The quality of care, support and guidance for children in the nursery is very good and often outstanding. Care arrangements and support services are well planned and effective. The headteacher and staff offer high quality support for children and they work in close partnership with parents and carers. There are well-embedded policies relating to the health, safety and the well being of the children and these are managed effectively. Support services are used appropriately when required. The nursery provides a very happy, caring community where children feel safe and valued.

103. Partnership with parents and carers is very good. The nursery fully involves parents and carers in its life and work. They are invited to work with their child every Friday morning in order to gain a better understanding of their child's learning and they value this opportunity. This is an outstanding feature. There are many forms of communication available to parents and carers. The nursery provides for parents an information board on curriculum issues, termly themes and activities and there are also many opportunities for them to speak to staff at the beginning and end of the school day.
104. Procedures to help children settle quickly into daily routines when they first attend nursery are very well established. Links with local primary schools to which most children transfer are very good and there is a planned programme of contact before children leave the nursery, which enables them to join reception classes confidently.
105. The nursery successfully promotes children's personal and social development. They learn values such as sharing, fairness and respect for others. These values are appropriate for children of this age and are reinforced consistently through daily routines.
106. Registration periods are undertaken appropriately and effective procedures are used for monitoring children's punctuality. Attendance statistics are well monitored and analysed, with any unexplained absences followed up by the headteacher and if appropriate by the health visitor.
107. Children's behaviour is very good. Children are encouraged to behave responsibly by accepting rules and taking responsibility for their own actions. They show caring attitudes towards each other, staff and visitors.
108. Arrangements for the health, safety and protection of children are good. There are well-established policies in relation to staff responsibilities and these are managed effectively. The nursery is vigilant in ensuring that the building and grounds are secure at all times. The headteacher is the nominated child protection officer and procedures for dealing with child protection, appeals and complaints are in place and adhered to by all staff. Procedures for first aid, risk assessments, health and taking personal care are in place. There has been a detailed review of access for those with a physical disability. Access for the disabled is good.
109. The provision for children with additional learning needs is good with outstanding features and meets the requirements of the Code of Practice. Children's needs are identified early and the school works positively to involve children and parents in individual learning programmes.
110. The individual programmes provided for children with SEN are of very good quality and the targets effectively address their needs. The support staff and the special educational needs co-ordinator (SENCO) work closely together to ensure that the provision and individual programmes match children's needs. Children's work is carefully monitored and followed up with regular reviews of progress, including annual reviews.
111. Links with parents and outside agencies are very good and children benefit from the services of specialists, including staff of the educational psychology service and the speech and language service.

112. The school has well developed strategies to deal with children whose behaviour impedes their progress. These strategies are particularly effective as training and support have been provided for staff and links with parents are strong.
113. The nursery is a friendly and welcoming community that offers a wide range of opportunities for all. It conforms to statutory documentation for equal opportunities and racial equality and respects children's different backgrounds and gender and takes account of individual educational requirements. Parents commented that all children are made to feel equal and no one is treated differently.
114. The nursery is successful in its promotion of gender equality, good race relations and respecting diversity. Children's awareness is enhanced through multicultural activities, books and role-play. Boys and girls enjoy these experiences without harassment or discrimination.

Leadership and management

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

Grade 2: Good features and no important shortcomings

Good features

115. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
116. The headteacher provides a positive and well-informed lead to the rest of the professional staff of the school. She has very effectively maintained high levels of staff morale and commitment to the children who attend the school. At the centre of this ethos is a determination to provide the best possible opportunities for children to explore and to learn by first hand experiences, which are intended to set a firm foundation for all children's subsequent learning. The school motto, 'Learning for Life' is conscientiously put into practice. The headteacher is very committed to promoting children's learning through many first hand experiences and in providing high quality facilities and resources for learning. All children have particularly good opportunities to work with adults and to feel that they as individuals are valued.
117. Teaching and support staff compile very detailed notes at the end of each session on how individual children have carried out their experiences, which children choose for themselves. These notes are discussed regularly. However, there is no well-established system in place to use data year-on-year to identify trends in progress or where children in general have particular strengths or weaknesses. The school meets all statutory requirements in full.
118. There are well-documented, regular opportunities for the headteacher and other professional staff to review their performance and that of others and to make very constructive suggestions and to give well-informed advice on overcoming difficulties. The progress of initiatives the school is pursuing is carefully followed up regularly.
119. The school pays close attention to national and local priorities. There are positive links with nearby primary schools to which most children transfer and with other nursery schools in the UA. The school is preparing well for the

introduction of the foundation phase and is well positioned to put into practice its requirements. Children are very successfully encouraged to be aware of the world around them and to take care of it. The very effective arrangements for this to occur include regular visits from an environmentalist to promote children's first hand experiences of growing materials and of planting and nurturing flowers and vegetables. There is good provision for the care of children at the beginning and the end of the morning session. Arrangements to promote the development of all professional staff are closely linked to the needs of the school and are carefully related to the SIP.

120. The school's self-evaluation document is well constructed and is based upon first hand evidence and detailed discussion amongst the professional staff. Since its recent formation, the governing body has made some contributions to this process but has not had sufficient opportunities or time to determine the long-term strategic direction for the school. The governing body is now functioning appropriately and meets all of its statutory duties. However, while there are plans for training governors, some of which has been completed, currently governors as a whole lack the expertise and experience to hold the school positively and properly to account.
121. Day-to-day administration is efficient and effective and is carried out in a very positive and good humoured way.

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

Grade 2: Good features and no important shortcomings

Good features

122. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
123. The school has a well-established culture of self-evaluation and has for some considerable time carefully identified its strengths and areas of weakness. This has in the past been well conducted by the headteacher and other professional staff. As a result the leadership of the school is well informed about the quality of teaching and the breadth and suitability of the curriculum it provides. However, the school has no effective policy in place to use the detailed information it collects on individual children in order to review the overall progress of groups of children and to identify strengths and weaknesses and long-term trends in children's achievement. Arrangements are in place to consult the reception teachers of the schools to which children transfer to ensure that individual children's needs are effectively met.
124. The SIP accurately identifies the school's strengths and areas for improvement. It is closely linked to the school's ongoing self-evaluation procedures. The SIP is sufficiently detailed in order to judge the success of initiatives. Plans for improvement are very well matched to the school's budget.
125. The school has made effective arrangements to address the requirements to provide time for teachers to plan, prepare and assess during the taught week. Arrangements to improve the performance of staff are well established and effective.

126. The school has made good progress since the time of its last inspection and all the key issues of that inspection have been addressed successfully.
127. The inspection team agrees with all but two of the judgements made by the school when it addressed the seven key questions of the inspection. Where the inspection team disagrees by one grade, this was because while there were some significant strengths in key question 2, there were also some shortcomings. In key question 7, the school underestimated the quality of the provision and use made of the staff.

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

Grade 1: Good with outstanding features
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Good and outstanding features

128. The inspection team disagrees with the judgements made by the school in its own self-evaluation. This is because the school underestimated the high quality of the provision and use made of its staff and learning resources.
129. The nursery is very well staffed with suitably qualified teachers and support staff effectively providing for the educational needs of all the small number of children, including those with some degree of SEN. Staff work well together as an effective team, supporting each other with their specialisms and strengths.
130. All are fully involved in the planning and monitoring of childrens' progress. They have a positive effect on children's learning, personal development and progress.
131. The quality and quantity of resources at the nursery are an outstanding feature. The school is purpose-built for nursery children; it provides good accommodation for the number of children on roll and the curriculum provided.
132. The interior space is well organized and used effectively to serve the needs of the children and the curriculum. A notable feature is where arrangements are made which allow individual groups to withdraw into their own areas at snack time; these routines establish a sociable yet calm and reflective atmosphere.
133. There are colourful displays of children's work and photographic records of children's many activities. The nursery creates a warm, welcoming ethos for children, parents and visitors. In addition, the creative artwork in displays around the nursery all contributes to the stimulating indoor learning environment.
134. The outdoor play area provides a safe, clean, secure space for imaginative exploration and investigation. This area provides very good opportunities for children to use a good variety of apparatus and equipment. Children wear suitable clothing according to weather conditions and enjoy a wide range of outdoor experiences, which promote all areas of learning.
135. Although the governing body is newly established, the budget is managed extremely efficiently with support from the UA finance officer. This ensures that the school is staffed and resourced sufficiently to teach the curriculum and meet the needs of the children. Priorities for development are identified and spending is closely linked to these and is monitored regularly.

136. There is a high ratio of staff for the number of children. The staff are deployed efficiently and full use is made of their areas of expertise and experience. This is an outstanding use of resources to ensure that the needs of children are fully met. Support staff make a significant contribution to the quality of teaching and learning. Appraisal and performance management systems are effective in identifying and meeting the development needs of staff. Systems for preparation, planning and assessment (PPA) are well established and teachers are provided with sufficient time to carry out these tasks. The support staff are also allocated preparation time.
137. Resources are managed efficiently and budget planning is based on the school's self-evaluation systems and priorities for development. Targets for improvement are set and are incorporated into the SIP which is a useful working document for prioritising areas for development.
138. The school had a financial audit review recently and all recommendations have been implemented. Budget spending is regularly reviewed and staff evaluate the impact of new resources on children's progress and standards achieved.
139. The school is very successful in managing resources and offers a high quality curriculum for children to achieve good standards. The school provides good value for money.

Standards achieved in subjects and areas of learning

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

140. Overall, children achieve good standards in language, literacy and communication skills; standards achieved in listening skills are outstanding. They listen attentively with interest and sustained concentration; they respond extremely well to questions and instructions showing a high level of understanding.
141. Their speaking skills are good. They are eager to talk about their experiences and are developing a vocabulary with increasing fluency. They willingly take part in conversations and listen carefully to others, taking account of what they say. They take turns to speak clearly and audibly and use an increasing range of vocabulary. They confidently use their language skills in role-play activities, such as the puppet theatre and in the outside play area.
142. Children are becoming competent in speaking Welsh and confidently respond to greetings and commands. They enjoy singing Welsh songs and respond well to stories and to the toy dragon 'Tân', all of which are successful in promoting new vocabulary.
143. Children are interested in books and respond well to activities the nursery has to offer to promote literacy skills. They enjoy sharing books and handle them correctly. They are eager to choose books from the library to take home to share with their parents. They listen attentively to stories told by the staff, responding with much interest and enjoyment; they make detailed observations

of the pictures and clearly explain the sequence of events in the story. Many recognise their written names and initial letters and are beginning to distinguish between sounds.

144. Children make good use of role-play areas to develop early writing skills through being encouraged to record their ideas. The writing area is very popular and succeeds in encouraging children to develop emergent writing skills; they write messages, letters, greetings in cards and address envelopes to 'post' in the class post box. They begin to successfully use writing patterns and some letters as well as drawings; they confidently explain and read what they have written.

Shortcomings

145. There are no important shortcomings.

Personal and social development

Grade 1: Good with outstanding features

Good and outstanding features

146. Children achieve very good standards and make outstanding progress in developing personal and social skills. They quickly settle to the routines of the nursery and respond very well to expectations of behaviour. They listen carefully to instruction and respond accordingly, making full use of the exciting activities on offer. They demonstrate a high degree of independence in selecting an activity or resources. They have very positive attitudes to their work. Children work well together in groups and pairs, taking turns and sharing equipment appropriately.
147. During snack time, children show a high level of personal and social awareness. They understand the need to share the fruit and milk and know the conventions of politeness by responding correctly in Welsh and in English. They show respect and are sensitive to the needs of other children. During 'discussion time' they willingly and confidently express their feelings and talk about their favourite activities.
148. Children take increasing responsibility for their own personal hygiene and develop a very good understanding of health issues, such as the need to wash hands. They competently change into Wellington boots and outdoor clothes and put on their own aprons for painting and creative work. From an early age children take responsibility for their own work and willingly take on duties, such as tidying the classroom and returning equipment to its correct place. During their outdoor studies they show sensitive care, concern and respect for living things.
149. Children are eager to explore new learning and respond very well to the range of exciting activities on offer, including the outside area. They concentrate and persevere in their learning and seek help when needed. They successfully create their own ideas and solve problems. They have a good awareness of Welsh culture through visits to places in the locality, St David's Day celebrations and the incidental use of Welsh.

Shortcomings

150. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

151. Children are beginning to recognise numbers and symbols within 10. They understand some of the processes of counting forwards and backwards. They match the number of objects with the correct numeral. They follow numerical instructions accurately, for example when placing one cherry on one cake. They repeat a simple series of shapes and recognise when a coloured bead is out of sequence in a pattern. They match patterns accurately, for example when sorting out differently coloured socks into pairs.
152. Through a wide range of practical activities, children recognise simple two-dimensional shapes. They accurately sort objects by size and weight, recognising that some objects are 'heavier than' and some are 'lighter than'. As a result of studying how plants such as beans grow, they compare one plant's height against another's so one is 'taller than' and another is 'shorter than'. They measure the stride of their visiting giant and then compare his 'giant' height with their own. They look at his giant steps and compare them with their own small steps.
153. They are beginning to understand that different sized containers can hold different amounts of sand or water. Children are beginning to understand the use of money and carrying out transactions in role-play. They measure carefully ingredients they will need to make cakes.

Shortcomings

154. There are no important shortcomings.

Knowledge and Understanding of the World

Grade 2: Good features and no important shortcomings

Good features

155. Children know and can recall some significant events in the life of their families. For example they recall when a brother was born. They know who they love and who loves them. They know what some workers do, particularly the work of doctors, dentists and the postman. They know their way around the school grounds as well as where to find things inside the building. They are beginning to understand that life is different in different countries around the world, for example through celebrations of Divali and the Chinese New Year.
156. Through many well-organised opportunities, children learn to be shopkeepers and café owners. They make pizzas for the café and cakes to sell in the shop. A particular strength is the way in which children study how plants grow and what plants need to be healthy. They study the behaviour of small animals and invertebrates such as slugs, snails and woodlice. They observe carefully how frogspawn develops into tadpoles, which eventually become frogs. They look carefully for creatures of the seashore when they visit Porthcawl. They know that it is important to eat food, which will keep them healthy. They plan a meal and taste a range of fruits to make sure the tastes blend together successfully. They prepare and pretend to cook food in their farmhouse kitchen.

Shortcomings

157. There are no important shortcomings.

Creative development

Grade 1: Good with outstanding features

Good and outstanding features

158. Children achieve very good standards and make outstanding progress in their creative development when engaged in a range of activities. They confidently use a variety of tools and media to produce high quality work.
159. They competently use a variety of paintbrushes to explore paint colours; they carefully experiment with paint mixing and painting techniques. They accurately describe new colours they have mixed and create effective hand print patterns.
160. Children develop their cutting skills well and confidently use glue and glue sticks to make very effective collage pictures. They accurately describe the materials they use and create colourful collage pictures including a large collage of Jack climbing the Beanstalk.
161. Their drawing and mark-making skills are very well developed and they successfully draw pictures of themselves with discernable facial features. They make close observations of bean plants and runner beans and make very good observational drawings using pencil, chalk and felt pen. They confidently use fabric crayons to draw good quality drawings of plants on a large piece of fabric, which is used effectively to show children's composite drawings.
162. When mixing and handling dough, children demonstrate a high degree of confidence to mix, roll, shape and mould the dough to create a range of shapes. They use tools competently to create shapes and patterns and enjoy creating their own cakes. Children carefully choose junk materials to make a castle and correctly name the shapes they use. Their cutting skills are very good and they successfully join the materials together using sticky tape.
163. In music, children sing a variety of songs and nursery rhymes with enthusiasm. Their listening skills are very good and they quickly learn the words and tunes of new songs. They confidently explore sounds and clapping patterns; they play a range of untuned instruments to accompany their songs, keeping a steady beat.
164. Children explore sounds made by a range of instruments. They successfully name the instruments and clearly describe their properties. They know how the guitars and violin are played and confidently experiment with sounds to create their own music. They listen with much appreciation to the music played by the visiting harpist and have a very good knowledge of how the harp is played.
165. Children respond well to music and movement. They listen carefully to the music and to instructions to perform effective actions and dance movements. They enjoy taking part in the 'princess action song' and willingly take turns to perform different characters.
166. Children thoroughly enjoy role-play and drama and make very effective use of the many play areas, both indoors and outdoors to express themselves and use their imagination, employing a variety of resources, props and dressing-up clothes.

Shortcomings

167. There are no important shortcomings.

Physical development

Grade 1: Good with outstanding features

Good and outstanding features

168. Pupils have a very clear understanding of health, hygiene and safety. They take great care to make sure their hands are clean before making food or when they have been investigating small creatures in the compost. They know which foods are good for them and those which should not be eaten.
169. In the outside play area they take great care to avoid accidents and to play safely, for example when travelling over and under climbing equipment or balancing when crossing a ravine. They are very aware of other drivers when negotiating their routes around the outside play area when using large wheeled toys.
170. They develop very good control and co-ordination when taking part in balancing exercises with a visiting gymnast. They climb up and down ladders and enthusiastically swing from a rope suspended from a branch of a tree. They hold on and rock themselves confidently backwards and forwards. They make safe landings when jumping off. Children make very good progress in using tools, showing well-developed control over small movements. They throw and catch large balls with very good levels of hand and eye co-ordination for their age. They use saws and hammers and nails realistically.

Shortcomings

171. There are no important shortcomings.

School's response to the inspection

The headteacher, staff and newly formed governing body of Moorland Nursery School welcome the inspection report following the inspection which took place in December 2006.

Under the new Inspection Framework the opportunities presented to the headteacher in the role of the nominee have been positive.

The school's self evaluation document was thoroughly discussed in the pre-inspection meeting.

We are pleased that the report acknowledges the hard work of all the staff, the high quality of their teaching and recognises the way in which staff stimulate children's imaginations and challenge learners which shows in the children's positive attitudes to their work.

In particular the report recognises the strong positive bond between the children and the staff which creates an atmosphere in which positive relationships thrive and confirms that partnerships with parents and the care, support and guidance for the children in the nursery are outstanding features. We are delighted that the inspection team has affirmed this as a strength of the school.

The headteacher, staff and governing body wish to thank the inspection team for their courtesy and sensitivity during the inspection process and will use the recommendations in the report to enhance their foundation phase plans.

Appendix 1

Basic information about the school

Name of school	Moorland Nursery School
School type	Community
Age-range of pupils	3-4
Address of school	Moorland Road Splott Cardiff
Postcode	CF24 2LJ
Telephone number	029 2046 2890

Headteacher	Mrs Lynda Evans
Date of appointment	1 st January 1990
Chair of governors	Mr Robert Bourton
Registered inspector	Mr Peter Mathias
Dates of inspection	4 th - 6 th December 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	7.5	0	0	0	0	0	0	0	7.5

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	N/A
Pupil: adult (fte) ratio in nursery classes	2:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	N/A
Teacher (fte): class ratio	2:1

Percentage attendance for three complete terms prior to inspection		
Term	N	Rest of School
Summer 2005	90	90
Autumn 2005	92	92
Spring 2006	96	96

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

Appendix 3

Evidence base of the inspection

- A team of three inspectors were present at the school for 3.5 inspector days, with a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Ten questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher and staff with responsibilities and support staff.
- School documentation and samples of children's work were examined.
- Twenty-five lessons or sessions were observed.
- Discussions were held with children about their work and about the life of the school.
- Children's behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies.
- 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 (Registered Inspector)	Context Summary and recommendations Contributions to Key Question 1 and 2 Key Question 5 Key Question 6 Mathematical development Knowledge and understanding of the world Physical development
Mrs Helen Adams (Lay Inspector)	Contributions to Key Questions 1,3, 4 and 7
Mrs Eluned Evans (Team Inspector)	Contributions to Key Questions 2, 3, 4 and Special educational needs Language literacy and communication skills Personal and social development Creative development
Mrs Lynda Evans (Headteacher & Nominee)	Contributions to all Key Questions

Acknowledgement

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

The contractor was:
EPPC/Severn Crossing Ltd
Suite H
Britannic House
Llandarcy
Neath
SA10 6JQ