

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

**A Report on the Quality of Education in**

**Trefechan Nursery School  
Rowan Rise  
Trefechan  
Merthyr Tydfil  
CF48 2EW**

**School Number: 6751002**

**Date of Inspection: 22/06/09**

**by**

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Trefechan 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 Trefechan Nursery School took place between 22/06/09 and 24/06/09. An independent team of inspectors, led by Dorothy Morris 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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. Trefechan Nursery School caters for children aged three to four years old and is situated in the village of Trefechan, some three miles from the town of Merthyr Tydfil. The local authority (LA) is Merthyr Tydfil County Borough Council. There are 40.5 (full-time equivalent) children on the school register. Numbers have increased in recent years.
2. The school admits children immediately following their third birthday and initially on a part-time basis. Children transfer to a local primary school at the beginning of the academic year in which they attain their fifth birthday.
3. The school considers its catchment to be neither economically nor socially disadvantaged, with children drawn from a wide cross-section of social backgrounds. Fifteen per cent of them are entitled to free school meals. The school provides a free breakfast club for its children. Ninety-nine per cent of children come from homes where English is the main language spoken. One per cent of children are of a minority ethnic group.
4. Children attending the school represent the full range of ability. Three children (7%) are designated as having special educational needs (SEN), but no child has a statement of SEN. This percentage is below both local and national averages.
5. During 2008-2009, the Basic Skills' Quality Mark has been renewed, and the school has gained Healthy Schools' accreditation, and the European Green Flag award for the second time in recognition of its commitment to conservation and the environment. It has also gained British Education Communications and Technology Agency (BECTA) accreditation for its work in developing children's information communications technology skills (ICT).
6. The school was last inspected in May 2003. Since then, the school has gained its own governing body (GB). The headteacher has been in post since November 1982.

### The school's priorities and targets

7. The school's aims are reflected in its mission statement which states: 'We exist to enable our children to enjoy today and be prepared for tomorrow'.
8. The school's priorities and targets for 2008-09 include to:
  - ensure that children's personal and social development is at the heart of the provision;
  - extend children's skills across all areas of learning;
  - ensure a quality provision for all children including those with SEN;
  - develop the GB's involvement in the self-evaluation process; and
  - continue to forge close links with the local pre-school nursery.

## Summary

9. Trefechan Nursery School is a good school with many outstanding features. It is exceptionally well led by a committed headteacher, who is ably supported by a conscientious team of governors, teachers, support and ancillary staff. The school has successfully maintained the very good standards since the last inspection and has further improved the quality of its educational provision in many areas. The school offers very good value for money.

### Table of grades awarded

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

10. The self-evaluation report, written by the headteacher, GB and staff prior to the inspection, is clear and coherent. The inspection team agreed with the school's judgement in all seven key questions.

### Standards

11. In the lessons inspected, children's standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
59%	41%	0%	0%	0%

12. These figures are an improvement from the last inspection and are also well above the national findings published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2007-2008, which states that standards nationally in primary schools in Wales are Grades 1 or 2 in 84% of lessons, of which 12% is Grade 1.
13. The quality of the provision for children under five years of age is appropriate to their needs, and children make very good progress towards the foundation phase outcomes.

## Areas of learning for under-fives

14. In the areas of learning inspected, children's standards of achievement are as follows:

Areas of Learning	Foundation Phase
Personal and social development, wellbeing and cultural diversity	Grade 1
Language, literacy and communication skills	Grade 1
Mathematical development	Grade 1
Welsh language development	Grade 1
Knowledge and understanding of the world	Grade 1
Physical development	Grade 1
Creative development	Grade 1

15. Children make very good progress and gain new knowledge, skills and understanding consistently as they move through the school.
16. Children's development in the key skills of literacy, numeracy and ICT across the curriculum is good with outstanding features. Most children use these skills confidently in their work across the areas of learning.
17. Children's problem-solving and learning skills are good and they use their creative skills exceptionally well to record and present their work.
18. Children's bilingual competency is very good. Children speak English readily using a developing vocabulary with confidence. They respond accurately to greetings and instructions in Welsh and use words and phrases in their activities with very good understanding. Older children also have a very good awareness of aspects of the culture and heritage of Wales.
19. Older children understand what they are doing and can discuss what aspects they particularly enjoy. Overall, however, their ability to make simple judgements about their learning and to be more involved in planning and evaluating their progress is at an early stage of development. This is an area appropriately identified for attention in the school development plan (SDP).
20. Children's attitudes to their learning and the interest they show in their work are outstanding. The children's ability to work independently is developing well.
21. Children's spiritual, moral, social and cultural development is very good. They show very good development in their personal and social skills. They work together effectively and welcome visitors warmly to their school. They are courteous when speaking with adults. Older ones understand that everyone should be treated fairly.
22. Children's behaviour is outstanding. They have a clear understanding of what is expected of them and relate very well to staff and to other children.
23. Through the curriculum, visits and visitors, and by participating in local activities such as the local carnival, children have a good awareness of their community.
24. Attendance rates for the past three terms average 87% and most absence is due to early childhood illnesses and recurring medical conditions. However,

holidays taken in term time also have an adverse impact on the overall rates. Most children are punctual and settle quickly into the daily routines of the school.

## The quality of education and training

### Grades for teaching

25. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
40%	60%	0%	0%	0%

26. These figures are an improvement from the last inspection and are well above the national findings reported in the HMCI's Annual Report for 2007-8, which states that the quality of teaching in the primary schools in Wales is Grade 1 or 2 in 83% of lessons of which 16% is Grade 1.
27. Teachers and support staff have an excellent working relationship with their children and cater highly effectively for their learning needs.
28. The outstanding features of the teaching include high expectations, excellent teacher/child interaction, challenging tasks and very skilful use of a variety of learning resources.
29. In the good teaching, planning and preparation for lessons is very good and there is detailed attention to curricular requirements and to children's learning needs. There is good planning of outdoor activities to maximise the potential of the wide range of equipment provided to extend children's learning.
30. Teachers assess children's achievements and progress accurately and regularly and they make highly effective use of the information collected to continually improve teaching and learning. This is an outstanding feature. The reports to parents are of good quality and note children's achievements and skills clearly.
31. The quality of the curriculum is outstanding. The school responds very effectively to children's learning needs and offers equal access to a rich and balanced curriculum. There is very good provision to ensure that children acquire the necessary basic and key skills.
32. The provision to ensure that children develop an awareness of the culture and heritage of Wales through the Cwricwlwm Cymreig is very good. Older children are also taught about the social and cultural traditions of other societies.
33. Collective worship, the contribution of visiting speakers, circle time and the raising of funds for good causes contribute strongly to children's spiritual, moral and social understanding.
34. There are outstanding features in the school's approach to raising children's awareness and understanding of sustainable development. At an appropriate level, they have a very good awareness of the need to care for the environment.
35. The school's partnerships with parents, other schools, institutions and the local community have outstanding features that enrich children's learning experiences. The school's Parent/Teacher Association, for example, is very active and provides important funds, which are used effectively to purchase additional learning resources.

36. There are outstanding features to the quality of pastoral care, support and guidance offered to children. This is a school which gives very good attention to children's wellbeing. The school's child protection policy and procedures meet statutory requirements and all staff are aware of their guidance. Policies and procedures relating to health and safety, including fire prevention and first aid, are implemented appropriately. Risk assessments are undertaken in relation to school visits and activities.
37. There is a strong emphasis on all aspects of health education and the promotion of a healthier lifestyle permeates the curriculum and is evident in the school's daily routines.
38. The monitoring of behaviour and attendance is thorough and rigorous, and early intervention ensures issues are dealt with quickly and efficiently.
39. There are outstanding features to the provision for children with SEN, which meets the requirements of the Code of Practice. Teachers and support staff offer children with SEN excellent support. There are very good links with parents, and staff make very effective use of relevant agencies to support both children and parents. The nursery is a friendly and welcoming community that ensures equal opportunities for all its children.

### **Leadership and management**

40. The headteacher demonstrates excellent leadership and offers a clear vision for the further development of the school. Her high expectations and commitment to children's education are very well reflected in the school's work. All members of staff work exceptionally well together and there is a strong sense of mutual support in furthering children's education and wellbeing.
41. The GB is very supportive, well informed and contributes well to setting the school's strategic direction. Members are regular visitors, support school activities, offer pastoral support and meet with staff to discuss general issues. They are not yet, however, fully involved in monitoring the quality of provision and standards. This aspect has been appropriately identified for attention in the SDP.
42. The SDP sets out the school's targets and priorities clearly. There is consistent progress in tackling the main targets set and improvements are seen in many aspects, such as extending the curriculum, improving resources and raising children's standards of achievement.
43. The school's self-evaluation process is well established. The staff use effective strategies to evaluate the quality of provision and standards of achievement and very good use is made of the outcomes to improve provision further.
44. The school has made very good progress since the last inspection and the key issues identified in the report have been successfully achieved. The quality of teaching has improved, including the use of different grouping strategies to avoid children being taught in large groups for too long.
45. The highly effective management and use of resources are outstanding features of the provision. There are enough suitably qualified and experienced teachers and support staff to carry out the work of the school. Their contribution to children's learning and to ensuring high standards is a major strength.

Administrative staff, breakfast club staff, canteen staff and the caretaker in charge all make a very valuable contribution to the good quality of life in the school. There is very good investment in resources and equipment; they are of good quality and are used very effectively in teaching and learning.

46. The accommodation is sufficient for the number of children on roll and is well maintained. The school makes excellent use of the space available to provide a stimulating learning environment. Bright, attractive displays celebrate children's achievements and act as a tool for learning.
47. The school's budget is well managed and the headteacher and the GB carefully monitor spending decisions. In terms of the standards children achieve and the quality of the educational provision, the school offers very good value for money.

## Recommendations

In order to extend the very good practice, the staff and GB need to:

- R1 involve children more in planning and evaluating their own learning;\*
- R2 strengthen the governors' role in monitoring standards and the quality of provision;\* and
- R3 continue with the good efforts to improve attendance.

*\*(The school includes the recommendations marked with an asterisk in its current SDP.)*

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

48. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

#### Grades for standards in lessons inspected

49. In the lessons inspected, children's standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
59%	41%	0%	0%	0%

50. These figures are an improvement from the last inspection and are also well above the national findings published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2007-2008, which states that standards nationally in primary schools in Wales are Grades 1 or 2 in 84% of lessons, of which 12% is Grade 1.
51. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the foundation phase outcomes.

#### Grades for areas of learning inspected

52. Children's standards of achievement in the areas of learning inspected are as follows:

Areas of Learning	Foundation Phase
Personal and social development, wellbeing and cultural diversity	Grade 1
Language, literacy and communication skills	Grade 1
Mathematical development	Grade 1
Welsh language development	Grade 1
Knowledge and understanding of the world	Grade 1
Physical development	Grade 1
Creative development	Grade 1

53. Children succeed regardless of their social, ethnic, or linguistic background. They make very good progress in acquiring new skills, understanding and knowledge and they achieve the agreed learning objectives. Children with SEN make very good progress both educationally and socially and achieve the targets set for them.
54. School data shows that many children's attainment on entry is below average in communication and mathematical development. Their personal and social development ranges from average to good. The school's tracking system

indicates that most make very good progress from their baseline scores during the first year. Most children achieve, and in a few cases exceed, the targets they are set for communication, mathematical and personal and social development.

55. Children's progress and standards in the key skills of literacy, numeracy and ICT across the curriculum are good with outstanding features. Most children listen exceptionally well and take turns to talk about their activities. The speaking skills of the more able are very good. By the time they leave the nursery, most children communicate readily and confidently with staff and their peers. At their stage of development, they use their early writing skills very well to make marks or to record words. They are aware of the purpose of books and, at the appropriate level, use them well to gather information.
56. Children use number very effectively in their everyday play. Most use the language of shape, colour and size correctly in their activities and when discussing their work. They use a range of ICT equipment, including computers, cameras, microscopes, listening centres and metal detectors, skilfully, confidently and independently in their work in many areas of learning.
57. Children develop good problem solving skills and this is evident in their work in mathematics and as they investigate in science based activities, for example. They use their creative skills highly effectively to record and present their work across the areas of learning.
58. Children's bilingual competency is very good. They consistently develop their language skills in English and Welsh. They use their developing vocabulary accurately in their play and in whole school activities.
59. Children develop a very good awareness the heritage of Wales through the Cwricwlwm Cymreig. Older ones know that they live in Wales and celebrate St David's Day. They are also aware of some of the social and cultural traditions of other faiths and cultures, for example, the Diwali and the Hanukkah festivals.
60. Children's spiritual, moral and cultural development is very good. They show consideration for others less fortunate than themselves and collect sums of money for good causes. Relative to their young age, nearly all demonstrate a good understanding of equal opportunities and a respect for diversity within their school and the wider world. They are accepting of each other, work and play co-operatively together and help and support each other throughout the school day.
61. Children's personal and social development is very good. They enjoy school, have an excellent attitude to work and are enthusiastic learners. They listen very carefully to staff, are interested in everything around them, join in activities with enthusiasm and are keen to do their best.
62. Children show very good self-discipline and decision-making skills as they select and carry out activities. They quickly develop the capacity to work more independently. For example, they take responsibility for tidying away their equipment and act as monitors to clear the tables at fruit and milk time with minimum supervision.
63. Older children discuss well the activities they enjoy and can explain simply the nature of the task completed. They have begun to assess aspects of their work such as their ICT skills. Overall, however, their ability to make simple judgements about their learning and to be more involved in planning and

evaluating their progress is at an early stage of development. This is an area appropriately identified for attention in the SDP.

64. Children have a very good awareness of their responsibilities with regard to safeguarding and protecting the environment. They understand the importance of caring for plants and animals, the need to reduce waste and to avoid dropping litter. They also have a good awareness of the importance of eating healthily.
65. Children's behaviour is outstanding and contributes significantly to the standards they achieve in all areas, particularly in their personal and social development.
66. Attendance rates for the past three terms average 87% and most absence is due to early childhood illnesses and recurring medical conditions. However, holidays taken in term time also have an adverse impact on the overall rates. Most children are punctual and settle quickly into the daily routines of the school.
67. Children are very well prepared to take a full and active role in the life and work of the local community. The school supports a wide range of community activities and through educational visits in the locality children learn well about the community in which they live. They show an increasing knowledge of the world of work and of enterprise as they play in the builder's yard, transporting materials and discussing the job. When the 'mark-making' table becomes an office or school, they confidently take orders on the telephone, make lists, write letters and mark registers.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

68. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
69. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
40%	60%	0%	0%	0%

70. These figures are an improvement from the last inspection and are well above the national findings reported in the HMCI's Annual Report for 2007-8, which states that the quality of teaching in the primary schools in Wales is Grade 1 or 2 in 83% of lessons of which 16% is Grade 1.
71. Teachers and support staff have very good knowledge of the seven areas of learning of the foundation phase. They adapt the curriculum highly effectively to meet the learning needs of children in relation to their stage of development. They demonstrate excellent understanding of how young children learn.
72. The planning and preparation of activities are very good. Teachers use a wide range of teaching methods and relevant resources which are appropriate to the activities. The planning of outdoor activities maximises the potential of the good range of equipment provided to extend children's learning.

73. Teachers and staff have an excellent working relationship with the children. All are treated equally and are offered exceptional support. Staff successfully develop children's interest and enthusiasm for learning.
74. Children's learning is well organised. They are grouped in different ways according to their stage of development. They work successfully at different paces and at relevant levels to match their specific needs. The groupings are changed and adapted effectively as children progress.
75. Children's bilingual proficiency is successfully promoted. Staff use incidental Welsh well throughout the day to greet children, to comment and to give instructions. There is good use of the opportunities to develop the Cwricwlwm Cymreig in many learning areas.
76. In the lessons judged to be Grade 1, the outstanding features in the teaching observed include:
- innovative use of teaching methods and approaches;
  - high expectations that ensure that children consistently receive challenging tasks across the areas of learning;
  - excellent teacher/child interaction that enables children to explore issues in increasing depth;
  - very skilful use of learning resources;
  - highly effective use of learning support staff; and
  - excellent use of opportunities to develop cross-curricular elements to make learning meaningful to children.
77. In lessons judged to be Grade 2, the good features of the teaching observed include:
- clear objectives which are shared with the children;
  - good balance of individual, pair, group and class activities;
  - clear setting of tasks and activities;
  - good pace;
  - effective reviewing of the work completed and learnt at the end of sessions; and
  - differentiated tasks which enable children across the ability range to achieve them successfully.
78. Teachers monitor and review children's progress effectively. During free choice activities, for example, effective monitoring of their activities ensures that they receive a range of experiences.
79. The quality of assessment is good with outstanding features. The quality of the assessment, recording and reporting on children's progress is undertaken thoroughly and regularly. All statutory requirements are met. Staff are alert and responsive to the achievements and needs of individuals. They talk and share informally and meet regularly to assess children's progress and plan for improvement. They make highly effective use of the information collected to improve teaching and learning.

80. Information from playgroups and the family, together with baseline scores, are used effectively to group children, identify areas of strength and provide early intervention where necessary. Baseline assessment is revisited at the end of the year to quantify children's progress and to measure value-added.
81. There is a comprehensive and manageable system of on-going assessment and planned observations. Records include area checklists, curriculum related comments and caring heart awards for children who show respect and sensitivity for others. These are placed in children's profile folders as an on-going record of progress through the nursery. A detailed report on the child's progress across the seven areas of learning together with the profiles provides comprehensive information which is forwarded to the receiving primary school.
82. Samples of children's work are regularly placed in their personal books. These are dated and annotated indicating the level of independence and progress made, providing a broad accurate picture of the child's development and capabilities. All information is very effectively used to plan appropriate programmes in school and also to suggest ways that parents can be involved in, and support their child's learning.
83. Systems for reporting to parents are outstanding. All parents receive regular and clear information on their child's educational and personal development. Regular workshops also provide information on curriculum content and delivery and staff are always available at the beginning and the end of the school day. Parents value these informal links.
84. The school is currently developing 'Assessment for Learning' strategies to extend peer and self-assessment and to encourage children to set personal learning goals.

**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**

85. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
86. The variety and quality of the learning experiences offered to children of all abilities is outstanding. Using the indoor and outdoor environment the school provides a broad and balanced curriculum rich in investigative and creative experiences that consolidate and build on previous learning. Provision is further enhanced by out of school visits, participation in community events and the contribution of visitors to the school.
87. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the foundation phase outcomes. Provision meets requirements and the needs and aspirations of the children.
88. Policy and planning documents are in place for all areas of learning. The curriculum is planned and organised around termly topics. Detailed weekly planning of the focus and free choice activities is planned collaboratively by all staff who are fully aware of what children will learn and their supporting role in

the learning. Planning is informed by assessment procedures and includes specific learning goals.

89. Development of children's basic and key skills is outstanding and integral to the daily provision. Children are offered excellent opportunities to apply their numeracy, literacy and ICT skills across a range of activities. There is also a highly effective focus on encouraging children to investigate, solve problems and draw conclusions.
90. Provision for children's personal and social education (PSE), including their moral, social and cultural development, is an outstanding feature. Provision reflects national guidelines. There is a strong emphasis on social inclusion and equal opportunity. The varying learning needs of all children, including those with SEN, are effectively addressed. Children are encouraged to be aware of the needs of others and throughout the year they participate in fundraising activities and generously support a number of charities, including Macmillan nurses, Salvation Army, Comic Relief and Children in Need.
91. Provision to promote children's spiritual and cultural development is outstanding. Through the taught curriculum and the many varied experiences offered to them children have opportunities to reflect on the world of nature. They demonstrate joy and wonder when observing the hatching and feeding of baby birds via the bird cam and when planting and caring for seeds and plants. The local vicar is a regular visitor and children's spiritual development is further developed during 'Thank You Time', with opportunities to recall things they have heard and seen. There is an effective balance of praise, instruction and reflection. Teaching across the curriculum promotes equality and celebrates diversity through music, dance and the awareness of different traditions and festivals.
92. There is very good provision to develop children's awareness of the culture, language and heritage of Wales as well as the development of their own locality. Staff and children recognise that through partnership and care for the environment they can make a real contribution to their community. Children's bi-lingual skills are particularly well supported by the significant amount of Welsh spoken throughout the school day. This is an outstanding feature.
93. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school and enhance children's learning experiences. The school's Parent/Teacher Association is very active and provides important funds, which are used effectively to purchase additional learning resources.
94. Parents and carers are highly supportive of the school. They have great confidence in the headteacher and staff and appreciate the strong sense of community fostered by the school. The genuine warmth, respect and partnership between parents and staff are outstanding features and are of great benefit to children.
95. The school has developed excellent partnerships with local schools, particularly the main receiving primary school. Arrangements for the transfer of children are well organised and highly effective. A very useful transition plan is in place that contributes to the continuity and progression of children's education as they move on to the next stage of their learning.

96. The school has established highly productive partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking vocational, childcare and nursing qualifications. Students are carefully mentored and well supported by staff and they make a positive contribution to the life and work of the school.
97. The school's partnership with the local community is outstanding. The headteacher has been highly successful in encouraging local community members to become involved in the school and to share their talents and expertise with children. Exemplary use is made of the community as a learning resource and staff take full advantage of all that the locality has to offer to broaden and enrich the learning experiences of children.
98. The school makes good provision for work-related education and the development of entrepreneurial skills and ensures children have access to a range of experiences well suited and relevant to their age and understanding. Through role play, visits in the locality and the contribution of personnel from various occupations and professions, children gain a good understanding about the range of work people do within their community and further afield.
99. The provision for education for sustainable development and global citizenship and the efforts made by the school to act in a sustainable way are outstanding and fully embedded in the life and work of the school. The whole school community is justly proud of receiving the European Green Flag award for the second time in recognition of its commitment to conservation and the environment.
100. The school is fully committed to the national priorities for lifelong learning and community regeneration. The high priority given to children developing independent learning skills and preparing them for the next stage of their learning is clearly evident in the life and work of the school.
101. The school is highly supportive of community regeneration; the working relationships forged with a range of agencies and personnel, including Communities First and the Trefechan Community Association, are exemplary and of great benefit to children and their families.

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

##### **Grade 1: Good with outstanding features**

102. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
103. The high quality of care and support that is integrated into all aspects of the life and work of the school is outstanding. The nursery is a happy, caring environment where children feel safe, valued and supported. An atmosphere of mutual respect and consideration exists throughout the school. All personnel work effectively as a team always mindful of the individuality of each child. Beneficial and supportive liaison exists with specialist services.
104. The school enjoys close and effective working partnerships with parents and carers, which contribute significantly to the quality of support and guidance offered to children. An outstanding feature is the way in which the headteacher

regularly consults parents and carers, listens carefully to them and takes into consideration their views and opinions.

105. Very good induction and transition procedures are in place. Through phased visits and effective information exchange, children are well prepared to enter the nursery. They settle quickly and are happy and secure in their daily routines. Excellent liaison with staff from the receiving primary schools ensures that children are confident to transfer and staff are well-prepared to meet their educational and emotional needs.
106. The school gives high priority to children's personal and social development together with their emotional wellbeing. The emphasis is reinforced consistently through daily routines and consequently children make significant progress in this area of their development.
107. The headteacher and staff make outstanding efforts to promote healthy eating and a healthy lifestyle. Parents respond well to the school's initiatives and are very supportive of what the school is aiming to achieve. Children are encouraged to eat fresh fruit and healthy snacks and fresh water is readily available. Children have access to a wide range of physical activities, which contribute significantly to their wellbeing.
108. The monitoring of behaviour, attendance, punctuality and performance is thorough and rigorous and early intervention ensures issues are dealt with quickly and efficiently. The school's policies and procedures to promote good behaviour are very effective; school rules are simple, relevant and clearly understood by children. There is a clear understanding of what constitutes good behaviour with incentives, rewards and sanctions consistently applied.
109. There are outstanding systems in place for children who demonstrate challenging behaviour. All staff are skilled at implementing a range of effective strategies to secure positive behaviour and attitudes, and children respond to the high expectations of staff.
110. The headteacher and administrative officer have established clear procedures to encourage good attendance and punctuality, to ensure children's absence is adequately explained and to follow up situations where necessary. The high priority given to attendance and punctuality is frequently made known to parents and carers. The school complies with all inclusion, discipline and attendance requirements set out in National Assembly for Wales (NAW) Circular 47/06.
111. The school has a detailed policy and set of procedures to promote health and safety, which are monitored and implemented consistently by the headteacher, caretaker, staff and the GB.
112. The school implements a range of policies and procedures to ensure that children are well cared for and protected; they comply with statutory requirements. All adults in the nursery are aware of the correct procedures to be followed and have received training.
113. The identification and quality of provision for children with SEN is outstanding. Using baseline assessment together with information from parents and pre-school providers, children's special needs are quickly identified, ensuring early intervention. The school receives good support from relevant external agencies

and parents are fully aware of the support their children need and are encouraged to support their child's learning.

114. Special needs are effectively addressed by appropriate grouping, deployment of staff, regular monitoring and assessment-led planning. The very good liaison between all staff ensures that children with SEN are provided with relevant activities, effective support and appropriate challenge. Individual targets are recorded on the new 'Play Plans', which have recently replaced target sheets. These will be reviewed each half term with staff and parents.
115. The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are outstanding and children succeed regardless of their ability, gender, race or backgrounds. All children are valued equally as individuals and the school's commitment to social inclusion is exemplary. The headteacher and staff work in close partnership with a range of external welfare agencies to secure the best possible support for children and their families.
116. The school celebrates diversity very effectively through its inclusive and positive ethos, curriculum delivery and the support of different charities.
117. The school makes all reasonable efforts to secure the equal treatment of disabled learners and ensures they are fully included in all aspects of the life and work of the school. An accessibility audit has been undertaken and a disability equality scheme and action plan is in place. The school recognises that not all areas are accessible to wheelchair users and there are no toilet facilities for the disabled. Governors acknowledge that considerable capital funding would be needed to make the required improvements.

## Leadership and management

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

#### Grade 1: Good with outstanding features

118. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
119. The headteacher's leadership and management have outstanding features. She is pro-active in planning improvements which raise standards and successfully extend the learning opportunities available for children. She offers clear direction through strong values and clear objectives and successfully engages all members of the school community in its work.
120. There are outstanding features in the way all members of staff work together. There is a strong sense of mutual support and an unwavering commitment to furthering children's development and the quality of provision at the school.
121. The school successfully implements performance management procedures in line with statutory requirements. The headteacher's monitoring and evaluation of teaching and learning is an effective part of this process. Outcomes include the setting of personal targets linked to relevant training opportunities.

122. The school's procedures for managing and improving the performance of individual staff and teams are good. There is a strong commitment to ensuring the continuing professional development of all members of staff with good use of in-house training and the links with a range of providers to offer staff effective opportunities to extend their knowledge and skills. More recently appointed staff are well supported and guided by senior members of staff. This approach is having a good impact on the quality of the school's provision.
123. The school gives very good consideration to national priorities, and local partnerships. There is very good attention to developing the Healthy Schools and Eco Schools' initiatives and the PSE programme. These activities contribute effectively to raising children's awareness of environmental and health issues and impact effectively on their personal and social development. The school has gained the Basic Skills' Quality Mark, and BECTA accreditation in recognition of its work in developing children's ICT skills. There is clear evidence that these initiatives have contributed extremely well to developing the school's work and to raising standards.
124. The school works highly effectively with a number of partners, including nursery and primary schools in the area, on initiatives such as staff training, transfer arrangements and curricular activities. Teachers also contribute extensively to curricular initiatives and staff development programmes organised by the LA. Teachers and staff from other schools regularly visit the nursery to observe good practice in many aspects of the provision.
125. The school sets and meets challenging and realistic targets and goals. There are effective processes in place to set accurate targets for children. The school gives high priority to the regular analysis of children's progress, the evaluation of their attainment against county norms and the implementation of effective action plans to address any deficiencies. Children achieve and on occasion surpass their personal targets.
126. The GB meets regularly and it fulfils all its regulatory and legal responsibilities. Members undertake their responsibilities very conscientiously and contribute well to strategic planning. They are regular visitors, support school activities, offer pastoral support and meet with staff to discuss general issues. They are not yet, however, fully involved in monitoring the quality of provision and standards. This is an area appropriately identified for attention in the SDP.
127. Governors are kept informed about the work of the school through written and oral reports provided by the headteacher and senior staff, including an analysis of assessment information.
128. School policies and documentation give good attention to statutory requirements and there are suitable procedures in place for dealing with appeals and complaints.

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

### **Grade 1: Good with outstanding features**

129. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
130. The co-operative spirit that pervades the school is outstanding. All staff, the headteacher and governors are fully committed to raising standards and improving provision.
131. Outstanding teamwork is central to the self-evaluation process. All personnel constantly discuss aspects of school life and a whole day is devoted to self-evaluation when governors and staff are invited to consider the school and its priorities and plan for future school improvement.
132. Monitoring of teaching and learning is a continuous process as staff work in close proximity in the main classroom and side rooms. Teaching and support staff meet weekly to evaluate planning and teaching, which are undertaken thoroughly and effectively.
133. Areas of responsibility, including subject development, have been allocated to teachers. Currently, subject leaders teach their subjects to all children. They ensure there is continuity and progression, and effectively evaluate the progress and standards achieved.
134. There are more formal observations of group teaching and an audit of provision in the different learning areas. These evaluations recognise good practice and identify areas for development. Recommendations are promptly implemented with longer-term issues included in the SDP. There are very good links between the processes of self-evaluation and planning for improvement.
135. The inclusive and open nature of the school means that parents have first hand evidence of what is happening. Their views are sought at the many events and workshops. When their children leave the nursery they are invited to record their views about the school's contribution to their child's development. This approach ensures that, as stakeholders, parental views influence the self-evaluation process.
136. Careful assessment of children's involvement and interest in their learning informs self-evaluation and influences future planning. Staff gather evidence of children's achievements and progress continuously, ensuring that high standards are maintained. Baseline data is scrutinised in order to plan the most appropriate experiences. Children are re-tested the following year enabling an analysis of progress and the identification of future teaching needs.
137. The school self-evaluation report prepared prior to the inspection is a concise document that effectively identifies the school's strengths and areas for development. The inspection team agreed with the judgements of the school in all seven key questions.
138. Planning for improvement is thorough and focuses effectively on raising standards and improving the quality of provision. The SDP is a detailed document that includes relevant aims and objectives, which are prioritised and

adequately resourced. The staff and governors are closely involved in discussing and establishing priorities for inclusion in the SDP. There is good evidence that actions taken by the school have led to measurable improvements. Examples include the outstanding developments in ICT and the high standards achieved in children's bilingual skills.

139. The school has made very good progress since the last inspection and the key issues identified in the report have been successfully addressed. The quality of teaching has improved, including the use of different grouping strategies to avoid children being taught in large groups for too long.

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

#### **Grade 1: Good with outstanding features**

140. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
141. The headteacher's and governors' effective management and very efficient use of all the school's resources, including staff, teaching materials and learning areas, in promoting high standards are outstanding features.
142. There is a good level of staffing in the nursery. Staff are continually in a position to be supportive of each other through the layout of the nursery.
143. The school has suitably skilled support staff and they work highly effectively in supporting teachers and children. Administrative staff, breakfast club staff, canteen staff and the caretaker in charge all make a very valuable contribution to the good quality of life in the school. The relevant Criminal Record Bureau checks on staff are undertaken.
144. The management and deployment of teaching and support staff are outstanding features. Staff have a very clear understanding of their roles and responsibilities and are fully involved in whole school planning and the implementation and monitoring of the provision. All staff undertake appropriate training to support their professional development and the outcomes are disseminated to all members of staff within the school. Some of the support staff are working towards further qualifications and this is encouraged by the headteacher. Members of staff also contribute to LA staff development programmes and working parties, and this experience in turn contributes to their own professional development.
145. Statutory requirements regarding workforce remodelling are met and resources are managed efficiently to achieve value for money. The arrangements for providing teachers with periods for planning, assessment and preparation are implemented effectively by using experienced and well trained members of staff to release class teachers. There are appropriate arrangements to reduce teachers' administrative and clerical tasks.
146. The quality, range and use of learning resources are outstanding features of the provision. There is an excellent range of learning resources to support the whole curriculum. Staff and children make extensive use of the resources enabling the school to offer a broad and enriched curriculum. Children have

access to very good ICT equipment, for example, and there is effective use of the interactive whiteboards.

147. The accommodation is sufficient for the number of children on roll and is clean and well maintained. The school makes excellent use of the space available to provide a stimulating learning environment for children, staff and parents. There is an extensive external play area with numerous excellent activity areas to encourage learning. Bright, attractive displays celebrate children's achievements and act as a tool for learning.
148. The budget is managed effectively. The GB and headteacher regularly review and evaluate the use of resources. A programme of spending is carefully managed showing a good awareness of needs and changes in numbers and staffing requirements. Systems for day-to-day financial management are well established. The school offers very good value for money.

## **Standards achieved in subjects and areas of learning**

### **Under 5s**

#### **Personal and social development, wellbeing and cultural diversity**

##### **Grade 1: Good with outstanding features**

##### **Outstanding features**

149. Children settle happily into school and become confident and independent learners. They readily adapt to the daily routines and arrive in the nursery full of enthusiasm ready to embrace new experiences and challenges. They enjoy receiving rewards and certificates and happily celebrate the achievements of others.
150. All children feel valued and totally secure which makes a significant contribution to their self-esteem. They develop positive attitudes treating each other and adults with respect and affection. Regular visitors, such as the vicar, are greeted with pleasure and anticipation. The majority respond very well to adult intervention and understand the benefits of listening to guidance and suggestions.
151. Children are eager to take an active part in activities and make sensible choices throughout the free-choice sessions. They concentrate well for increasing periods of time and the majority become fully absorbed in the activities. They happily include visitors in their imaginative games in the house, the tepee and the veranda, confidently becoming different characters and explaining what is happening.
152. Children demonstrate outstanding progress in the development of their social and moral skills. They share and play fairly and respond to the high level of good behaviour expected of them. At the end of sessions they put away resources and tidy-up the different areas quickly and efficiently. The daily helpers take their roles very seriously. Lunchtime is a very calm and sociable occasion.

153. Children's personal skills are outstanding. They can talk about foods they should eat or avoid and know that it is important to brush their teeth after meals. They dress themselves, visit the toilet, wash their hands and handle cutlery with very little adult supervision.
154. Children's appreciation of the natural world is outstanding. They respect the power of the ocean, take very good care of plants and respond in wonder when a bird's eggs hatch.
155. Children respond positively to the many opportunities to learn about other cultures through stories and creative activities and have a good understanding of their own locality and their Welsh heritage. They celebrate St David's Day and also enjoy focussed days, such as the Hawaiian day, when they develop an awareness of other people's food and celebrations.
156. Children listen to simple Bible stories, learn hymns and songs and say prayers. They celebrate the Christian festivals of Harvest and Christmas and also learn about other festivals such as Diwali and Hanukkah.

## **Language, literacy and communication skills**

### **Grade 1: Good with outstanding features**

#### **Outstanding features**

157. During their time in the nursery, children make outstanding progress in their language skills. They enjoy talking and sharing their experiences. The majority communicate very effectively to explain what they are doing and ask questions and express opinions. They remember and use new vocabulary correctly when playing and the more able demonstrate increasingly complex sentence patterns. They accurately mirror the adult world in their conversations on toy mobile phones.
158. Most children's listening skills are outstanding. They listen with interest and curiosity to stories and during 'Thank You Time', and respond to instructions and questions with increasing understanding.
159. Children's early reading skills develop very well. All children enjoy books and handle them with care, correctly demonstrating the conventions of reading. They make up stories from the pictures and confidently share familiar books with other children. Together with their parents, they make effective use of the lending library and this contributes significantly to their positive attitudes to reading. They can recognise their own names and the more able can use initial sounds to recognise their friend's names.
160. Children's early writing skills are very good. They respond positively to the many opportunities to write and are confident to make marks on paper. Many see themselves as writers and write stories and descriptions using letters and letter-like shapes. They understand that writing is used to convey information in different ways and they record appropriately in role play situations such as writing lists, making appointments, taking messages and recording orders from catalogues. The more able can write their own names.

## Mathematical development

### Grade 1: Good with outstanding features

#### Outstanding features

161. By means of practical activities and discussion, most children develop a very good understanding of number in a variety of contexts. Most can count, read and write numbers to at least ten. They compare and arrange numbers skilfully, recognise and create patterns and sequence numbers swiftly. They have a very good understanding of mathematical vocabulary which is related to number and use the relevant terms confidently and accurately.
162. As their understanding of number develops, more able children make excellent use of their mathematical skills to solve number problems and they can explain their methods of working sensibly. They record their calculations in informal personal ways and move forward well to using numbers and symbols.
163. Children have very good knowledge of two-dimensional and some three-dimensional shapes and can describe their features accurately.

#### Good features

164. At their level of development, children can sort, match, order and sequence objects by set criteria and complete number games successfully. They can recall a range of number rhymes and can refer to the use of number in the stories they hear.
165. Children develop a good understanding of measuring. They use non-standard units purposefully to measure in sand, water and construction activities. More able children develop a very good understanding of the meaning of mathematical terms, such as full, empty, big and small, through their practical activities. Through a range of activities in the outdoor play areas, they also develop a good understanding of positional language.
166. Children are aware of the passage of time and can match the times of day to specific activities, referring correctly to morning, afternoon and night. By means of role-play, they develop a good awareness of the use of money. They understand that money is needed to purchase goods.
167. Children can collect information from different sources and they represent the data in a variety of ways, making good use of pictures, graphs and diagrams. For example, they can collect information about the group's favourite fruit, record the information and present it accurately using their ICT skills. The more able can explain their conclusions effectively.

## Welsh language development

### Grade 1: Good with outstanding features

#### Outstanding features

168. Through the regular and consistent use of Welsh in all activities, children demonstrate very positive attitudes towards learning the language. They respond eagerly and enthusiastically during Welsh medium tasks and in their general activities during the day. They answer the register, say prayers, and sing hymns in Welsh during collective worship.
169. Children listen attentively and respond accurately to instructions and commands given in Welsh. They use and respond to greetings very confidently and independently.
170. Most children develop a very good understanding of a range of vocabulary and sentence patterns that they use correctly in different contexts. They repeat words and phrases readily when they answer questions and many use simple words and phrases independently. They join in a wide range of rhymes and action songs. Their pronunciation is very good.
171. Most children know the colour names and numbers in Welsh. They use this vocabulary accurately and confidently in response to questions about artefacts and objects. Older ones are familiar with weather terms and can name the different items of clothing, which are appropriate to wear on different occasions.

#### Good features

172. Children listen avidly to the class story. They can follow the story, recognising characters and illustrations well. With adult support, they play tabletop games well as a group, following and responding accurately to instructions in Welsh. They record simply using their mark making, drawing and creative skills.

## Knowledge and understanding of the world

### Grade 1: Good with outstanding features

#### Outstanding features

173. Children's knowledge of living things has many outstanding features. They can name many familiar insects and describe their features and habitats. They can sequence the lifecycles of frogs and butterflies and use magnifying glasses well to observe and record the physical features of snails. They record their observations accurately in the form of drawings, paintings and collage.
174. Through planting seeds and observing their growth, most children have a very good awareness that plants need water and light to grow. They undertake the daily routines of watering the plants independently and responsibly. They can name and draw the different parts of a plant including petals, leaves and flowers. They are familiar with the changes in the weather and can discuss well which clothes are more appropriate to wear in different situations. They demonstrate

very good observational skills and use their ICT skills highly effectively when using microscopes, for example, to investigate mini-beasts.

175. Children know that fruit and vegetables are part of a healthy diet. They know that some grow on trees and others in the soil. They select different fruits well to make a fruit kebab as part of their preparation for their Hawaiian day. They appreciate the importance of the environment and understand very well that people's actions can damage the environment. Older children know what they need to do to look after animals and plants, save water and avoid litter.
176. There are many outstanding features in the development of ICT skills. Children acquire a wide range of skills, which they use and apply with great confidence. They use different programs highly competently to fulfil a number of tasks independently. They use ICT equipment including computers, digital cameras, microscopes, music mats, keyboards, tape recorders, listening centres and metal detectors, skilfully in their work in many areas of learning. They can instruct a programmable toy to negotiate a journey around a track and they use digital cameras well to take photographs as a record of their work or to use later to create stories. They also use the interactive whiteboards confidently to record their ideas, present their work or complete mathematical tasks, such as the sudoku number game. They have a very good awareness of technical terms, such as mouse, keyboard, record, play, click and print.

### **Good features**

177. Through investigation and enquiry activities, both indoors and outdoors, older children have a very good awareness of people, buildings and the weather in their immediate locality. They can talk about the different buildings, including houses and shops, they see on their way to school. They use photographs of important buildings in other countries to identify their key features. They can describe the differences simply with buildings in their own village. Through visits from people, such as the vicar, police officer, postman and nurse, they also know about the jobs people do in their community.
178. Children have a good knowledge of animals that live in a jungle and of their basic habitats. They can name, describe and draw these animals accurately. They also talk enthusiastically about their pets and know well the different food that goldfish, birds, cats and dogs eat.
179. Children develop a good awareness of how the past is different to the present. They know that they have changed since they were babies and can name things that they can do now that they are older. They use common terms that relate to the passage of time correctly.
180. Through good practical experiences, children can create objects and models using different types of blocks and waste materials. They play imaginatively with blocks and other small equipment often applying their knowledge of number, size and shape to good effect. They understand that different materials are stronger than others and have different uses.

## Physical development

### Grade 1: Good with outstanding features

#### Outstanding features

181. Nearly all children's fine motor skills are exceptionally good. During tabletop activities they use pencils, brushes, scissors and glue with increasing control and dexterity. A few demonstrate exceptional skills and ability when drawing from observation, producing fine pencil drawings of great detail and accuracy. They can mould, roll and stretch malleable materials to create model of spiders and can use appropriate shaking and beating actions with untuned instruments and carefully place fruit on straws to make fruit kebabs. They use cutlery correctly and safely. They use their skills well to weave and thread using different materials and most handle the computer mouse very effectively to operate programs and drag objects across the screen.
182. By means of physical play, practical experiences and a range of stimuli, children develop a very good understanding of how their bodies move. They demonstrate a good awareness of others as they move around the room and undertake their tasks.
183. By means of physical play and experiences with a variety of outside equipment, most children demonstrate excellent control, co-ordination and confidence as they climb and move along large apparatus. On the obstacle course, for example, they demonstrate a high degree of agility as they hop, crawl, jump across the logs and balance along the wall. They have a good awareness of space and most ride bicycles with excellent control.
184. During Keep Fit Friday, the majority of children respond energetically to the musical stimulus, creating a range of body shapes, performing at different levels and moving at different speeds.

## Creative development

### Grade 1: Good with outstanding features

#### Outstanding features

185. Children's ability to communicate and express their imagination and creativity is outstanding. They respond with confidence and enthusiasm to the exceptional range of resources available.
186. Children co-operate to organise their games and happily adopt different roles as they play. They use the costumes and resources effectively to become builders, deep-sea divers, white water rafters, office workers and homemakers. They encourage adult involvement and become totally engrossed in the roles, imitating actions and displaying various emotions. They choose to return to favourite activities and regularly re-enact 'The Bear Hunt'.

187. Children demonstrate outstanding control and develop a very good understanding of line, colour and pattern when creating their computer-generated pictures.
188. Children create many imaginative, eye-catching collages linked to their topic work. They choose carefully from an extensive range of items to achieve the desired effect, both for their individual pictures and for the large displays that contribute to such a stimulating and attractive learning environment.

### **Good features**

189. Children use a variety of implements and materials confidently to draw, paint, model and print. The development of their observational skills is good with a minority already demonstrating a very good awareness of line and texture to produce effective and detailed pictures. Many enjoy experimenting with colour and use different colours well to create special effects. The more able can refer to the work of Henri Matisse to inspire their work on tiles.
190. Children use play dough skilfully to create three-dimensional representations. With adult support, the more able children can discuss the effectiveness of their creations and refine or change their models accordingly.
191. Children appreciate and respond appropriately to the varied selection of music they hear throughout the day. They sing tunefully and know a range of rhymes and songs in English and Welsh performing appropriate actions with obvious enjoyment. They play a selection of untuned musical instruments, handling them appropriately and using language effectively to describe the different sounds they make. They develop a good sense of rhythm and are able to adapt their playing to the tempo of the music.

### **School's response to the inspection**

192. The school is delighted with the report and is proud that its outstanding features are recognised. We feel that the inspectors have truly recognised the ethos of the school, and have acknowledged the outstanding contribution of each member of the team, the staff, children, parents, the community and the governors.
193. We sincerely thank the inspectors for their professionalism and their courtesy throughout the period of the inspection.

## Appendix 1

### Basic information about the school

Name of school	Trefechan Nursery School
School type	Foundation Phase
Age-range of pupils	3-4 years old
Address of school	Rowan Rise, Trefechan, Merthyr Tydfil
Postcode	CF48 2EW
Telephone number	01685721739

Headteacher	Mrs A Diplock, MBE
Date of appointment	November 1982
Chair of governors/ Appropriate authority	Canon The Rev. B John
Registered inspector	Miss D Morris
Dates of inspection	22-24 June 2009

## 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	40.5								40.5

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	N/A
Pupil: adult (fte) ratio in nursery classes	8.1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	N/A
Teacher (fte): class ratio	3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer term 2008	88%	N/A	88%
Autumn term 2008	84.7%	N/A	84.7%
Spring term 2009	88%	N/A	88%

Percentage of pupils entitled to free school meals	15%
Number of pupils excluded during 12 months prior to inspection	0

### Appendix 3

Not applicable

### Appendix 4

#### **Evidence base of the inspection**

Three inspectors spent the equivalent of seven inspection days at the school and met as a team prior to the inspection. The headteacher was the nominee.

These inspectors visited:

- 25 lessons and part lessons; and
- registration sessions, assemblies and acts of collective worship.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspection;
- teachers and support and administrative staff; and
- representatives of organisations linked with the school.

The team also considered:

- the school's self-evaluation report;
- 29 responses to the parents' questionnaire of which 98% were highly positive;
- documents provided by the school both before and during the inspection;
- a wide range of children' previous and current work; and
- samples of children' reports.

Following the inspection, the team held meetings with the headteacher, staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss Dorothy Morris Registered Inspector	Context, Summary, Recommendations, Appendices Key Questions 1, 2a, 5 and 7 Mathematical development; Welsh language development; knowledge and understanding of the world; physical development (shared).
Mrs Christine Phillips Team Inspector	Key Questions 2b, 3, 4, and 6 Personal and social development, wellbeing and cultural diversity; language, literacy and communication skills; physical development (shared); creative development.
Mrs Janet Warr Lay Inspector	Contributions to key questions 1, 2, 3, 4 and 7
Mrs A Diplock MBE Headteacher/Nominee	Attended meetings and provided information

### Acknowledgement

The inspection team would like to thank the governors, the headteacher, staff, children and parents for their co-operation and courtesy throughout the inspection.

### Contractor:

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