

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

A Report on the Quality of Education in

**Treharris Nursery School
Edward Street
Treharris
Merthyr Tydfil
CF46 5ER**

School Number: 6751026

Date of Inspection: 19 June 2007

by

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Treharris 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 Treharris Nursery School took place between 19/06/07 and 20/06/07. An independent team of inspectors, led by Margaret Elizabeth Morgan 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	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. Treharris Nursery School is situated in the village of Treharris close to Merthyr Tydfil. The school was originally built over 100 years ago and was rebuilt in 2004 following a major fire. At the time of the inspection, there were 45 full-time three and four year old nursery age children on the school roll. This number is the same as at the time of the previous inspection in 2001. The school attracts pupils from the village itself and also neighbouring Edwardsville and Quakers Yard. Once a thriving mining community, Treharris is now a designated Communities First Area. Most properties in the area are privately owned and pupils come from a wide cross-section of social backgrounds. Pupils are admitted to the school as soon as possible following their third birthday. They transfer to the local primary school at the beginning of the academic year during which they will be five.
2. All pupils come from English backgrounds and speak English at home. Children's ability on entry is generally below the Local Education Authority (LEA) average. Two pupils have been identified as having special educational needs (SEN). This is below the national average. At the time of the inspection 23 per cent of pupils were entitled to receive free school meals. This percentage changes from year to year and is usually above the national average for free school meal entitlement. The school also runs a free breakfast club.
3. There are two full-time teachers including the head teacher who has a substantial teaching commitment. Both teachers were on the staff at the time of the previous inspection in 2001. There are also two full-time and one part-time nursery nurses and a part-time school secretary. A governing body was established in April 2006 and the school has had full control of its own budget since that time. The school has received the Basic Skills Quality Mark.

The school's priorities and targets

4. The school's ethos is to establish 'a community where everyone is important children, parents and staff. Everyone is treated with the respect they deserve'.
5. Shorter-term targets outlined in the school development plan include:
 - Successfully renewing the Basic Skills Quality Mark;
 - Improving achievement in language and mathematics;
 - Preparing for the Foundation Phase;
 - Ensuring quality care and support of children;
 - Developing the role of the governors;
 - Seeking views of parents;
 - Promoting professional development of all staff;
 - Analysing monitoring systems to improve children's achievement;
 - Evaluating planning to ensure effective use of assessment for learning.

Summary

6. Treharris Nursery School is a good school where children are provided with many imaginative learning experiences that help them to develop positive attitudes to learning and school life. All children are happily settled into school routines. High standards and good quality teaching have been maintained from the time of the previous inspection.

Table of grades awarded

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

7. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
8. Standards achieved by children in the nursery are good overall. In each of the separate areas of learning, they are as follows:

Areas of learning for under-fives

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

9. In the sessions observed during the inspection, the standards were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	86%	0%	0%	0%

10. Standards of achievement in the sessions observed are above Welsh Assembly Government (WAG) all-Wales targets requiring that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.

11. All children respond very well to the wide range of learning opportunities. The vast majority of children achieve, and in a few cases exceed, the targets they are set for communication, mathematical and personal and social development when they enter the school. They reach good levels in the key skills of speaking, listening, reading and writing and also their mathematical, bilingual and information and communication technology (ICT) skills develop well.
12. All children are assessed on entry to the nursery and their assessment scores are compared with children of the same age from similar schools in the LEA and three neighbouring local authorities. Statistics available show that when children start school, their scores are usually below average in linguistic, mathematical and personal and social development. Assessment information indicates that all children make exceptionally good progress and all improve on their baseline scores during their year in the school. This is an outstanding feature.
13. From information available, it is possible to see that good standards have been maintained from the time of the previous inspection in all areas of learning and in the key skills. Children make good progress towards fulfilling their potential and are ready and enthusiastic about moving on to the next stage of their learning.
14. Children's awareness of how well they are doing has good features that outweigh shortcomings. Although they are given targets, they are generally unaware of these. They are not involved in making simple judgements about how they are performing or how well they have carried out an activity.
15. The development of children's personal, social and learning skills is good. Throughout the day, children are absorbed in their learning. They are enthusiastic learners who love being in nursery. They have a good understanding of what is right and wrong and their behaviour is good.
16. In all activities, children make sensible choices and work independently. They work enthusiastically and confidently with adults and with each other. Through their role-play they show a very good understanding of the roles of members of the community and the world of work. This is an outstanding feature.
17. Despite the strategies the school has put in place, attendance over the three terms prior to the inspection is considerably below average at 82 per cent. Punctuality is generally good but, with the recent change in the start and finish times at the local primary school, a few parents tend to arrive late at Treharris Nursery School.

The quality of education and training

18. During the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	72%	14%	0%	0%

19. As a result of good quality teaching, children are well stimulated, motivated and challenged. Where teaching is good or better, members of staff have high expectations of the children and actively encourage and extend them to achieve their best. Adults use praise effectively in order to motivate children and they have effective questioning techniques.
20. Adults have very good working relationships with the children and most demonstrate good pupil management skills. Nursery nurses are effective in their various roles. They are extremely capable and knowledgeable and make a positive contribution to children's achievement.
21. The few shortcomings identified in teaching include the lack of a real conclusion to sessions to check what children have learnt and adults not always ensuring that children remain on task.
22. The school meets requirements for assessing, recording and reporting children's progress. Generally, systems and procedures in place have good features and no important shortcomings. Progress of children is regularly reviewed.
23. Teachers have a good knowledge of the standards achieved by the children in language and mathematical skills in particular. However, they do not always use the information they have as effectively as possible to plan precisely for children's future needs. Adults do not always ensure that they encourage children to think about the quality of their work or to check how much they have learnt during a session.
24. The quality of reporting to parents has outstanding features. Parents are provided with three formal opportunities to visit the school during the year and are issued with three informative written reports.
25. The school's curriculum meets requirements and the needs of all children at the nursery. All children have equal access to a well-designed curriculum and they experience a rich and varied range of activities. The stimulating environment, both indoors and outdoors, is used purposefully to provide a wide range of first hand experiences, which motivates children to learn effectively.
26. Through well-planned cross-curricular links, children make good progress in their spiritual, moral and cultural development. Provision for children's personal and social education is consistently good. Partnerships with parents and other interested parties are good.
27. Learning experiences provided for the children respond well to the needs of employers and the wider community. The breadth and quality of the curriculum and work-related education ensures that the learning experiences reflect national priorities and lay the foundation for lifelong learning.
28. The school provides a happy, supportive, caring and safe environment for pupils to learn. There is a strong and well-structured pastoral system and

induction for new children is very good. An outstanding feature is the way the school assures the healthy development and well-being of children.

29. The provision for children with special educational needs is good. The school's policy for SEN complies with the Code of Practice. The quality of provision for equal opportunities and the promotion of gender equality are good. The nursery is a friendly and welcoming community that offers a range of opportunities for all.

Leadership and management

30. The quality of leadership and management in Treharris Nursery School has good features that outweigh shortcomings. The school has established an appropriate set of formal aims. However, these are not always clear and obvious. A very positive team ethos exists.
31. The head teacher is a good role model who leads by example. She has an extensive teaching commitment and works hard to ensure equality for all but this results in a shortage of time to develop some managerial structures. The head is clear about how the school needs to continue to develop. The school takes good account of local and national priorities.
32. The quality of support and direction given by the governing body has good features with some shortcomings. The governing body has only been established for just over a year and as yet, has not had enough time to come to terms with all the roles and responsibilities required. Governors are well acquainted with the school and supportive of the head and staff in the development of the school. In almost all instances, the governing body fully meet its statutory responsibilities but there are some minor omissions from the governors' annual report to parents and the school prospectus.
33. The self-evaluation report compiled by the head teacher before the inspection shows a good awareness and understanding of the school's existing strengths and where it needs to develop. The findings of the inspection team match the judgements made in the self-evaluation report in all seven key questions. The current school development plan identifies clearly what changes and developments are needed.
34. The school is beginning to develop a culture of self-evaluation but as yet there is insufficient focus on monitoring the outcomes of teaching and learning. The newly established governing body is not yet fully involved in the self-evaluation process. The school values the opinions of the whole school community. However, it recognises that it needs to fully involve all partners in the self-evaluation process.
35. Since the last inspection the school has made good progress in many areas. However, some issues identified by the previous inspection team require further development. Overall progress therefore has good features that outweigh shortcomings.

36. The school took control of its own budget on the 1st April 2006 and the head teacher and governors have been cautious in their spending in this first year. As a result, they have accrued a reasonable surplus. The head teacher, supported by a LEA finance officer, keeps the budget under regular review. Overall, resources are managed well and the school provides good value for money.

Recommendations

37. In order for Treharris Nursery School to continue to improve and develop, staff and governors should:

R1 improve attendance and punctuality;

R2 further develop self-evaluation processes to include children, staff, parents and the governing body and ensure there is appropriate emphasis on monitoring teaching and learning; ****

R3 help children to develop a better understanding of how well they are doing and what they need to do to improve; ****

R4 establish explicit aims and values for the school that are familiar to all;

R5 ensure the school prospectus and the governors' annual report to parents contain all the required information.

The recommendations marked **** have already been identified by the school as requiring attention.

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

38. The inspection team agrees with the school's self-evaluation of this key question.
39. Standards of attainment are good in Treharris Nursery School. Overall, regardless of their social, ethnic or linguistic background, children make good progress and they achieve well.
40. In each of the areas of learning inspected, standards are as follows:

Area of Learning

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

41. In the sessions observed during the inspection, the standards of achievement were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	86%	0%	0%	0%

42. Standards of achievement in the sessions observed are above Welsh Assembly Government (WAG) all-Wales targets requiring that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.
43. The overall quality of educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. The nursery provides a stimulating environment where children quickly settle into school and engage readily in a wide range of imaginative activities.
44. Children with additional learning needs, including those with SEN or potential behaviour problems, make good progress relative to their abilities. All children respond very well to the wide range of learning opportunities. The vast majority of children achieve, and in a few cases exceed, the targets they are set for linguistic, mathematical and personal and social development when they enter the school.

45. All children in the nursery reach good levels in the key skills of speaking, listening, reading and writing and also their mathematical and ICT skills develop well. They are confident using computers and even do so as part of their role-play activities. Children's bilingual skills are developing well too. They enjoy singing Welsh songs and jingles for example.
46. All children are assessed on entry to the nursery and their assessment scores are compared with children of the same age from similar schools in the LEA and three neighbouring local authorities. Statistics available show that when children start school, their scores are usually below average in language, mathematical and personal and social development.
47. Assessment information indicates that all children make exceptionally good progress and improve on their baseline scores during their year in the school. They develop their ideas and increase their understanding about a range of issues, including aspects such as sustainability and the world of work. They acquire new knowledge and skills and are very confident applying these in various situations during formal and less formal sessions such as their role-play. This is an outstanding feature.
48. Over several years, girls have done better than boys in their baseline assessments, particularly those that are language based. The school is very aware of this and has implemented several strategies, such as the *Bob the Builder Project* in order to reduce the gap. During their time in the nursery, boys do well and they improve their scores considerably.
49. From information available, it is possible to see that good standards have been maintained from the time of the previous inspection in all areas of learning and in the key skills. Children make good progress towards fulfilling their potential and are ready and enthusiastic about moving on to the next stage of their learning.
50. Children's awareness of how well they are doing has good features that outweigh shortcomings. Although children are given targets, they are generally unaware of these. They are not involved in making simple judgements about how they are performing or how well they have carried out an activity.
51. Despite the strategies the school has put in place, attendance over the three terms prior to the inspection is considerably below average at 82 per cent. This figure is however influenced by adverse weather conditions, which prevented children from attending and some prolonged non-attendance of which the school is fully aware. There were no unauthorised absences and no exclusions within the period.
52. Punctuality is generally good but, with the recent change in the start and finish times at the local primary school, a few parents tend to arrive late at Treharris Nursery School.

53. The development of children's personal, social and learning skills is good. Throughout the day children are absorbed in their learning. They are enthusiastic learners who love being in nursery. They say that they like all the activity areas equally and their eagerness to learn is apparent. The careful organisation of the day ensures that all children take full advantage of the many learning opportunities. Most children generally display sustained concentration and are eager to talk about their discoveries.
54. During their activities, children persevere well and solve problems themselves when they are working in the outdoors or the mathematical area for example. They show good creative skills, particularly in their role-play, helped by the stimulating resources they have available. Through their art and language work they are developing a good understanding of the *Cwricwlwm Cymreig* or the culture and heritage of Wales. They celebrate Saint David's Day enthusiastically.
55. Children's personal, social and moral skills develop well. In the nursery, they have a good understanding of what is right and wrong. They are learning to demonstrate care and respect for others. They speak very politely and as a matter of course say "thank you", "*diolch*" or "please". Their behaviour is good.
56. In all activities, children make sensible choices and work independently. They demonstrate confidence in selecting appropriate materials and remember useful facts to assist them with their learning. For example, they know a magnifying glass will help them to look carefully at objects, because they remember using one when they looked at mini-beasts in the garden.
57. Children work enthusiastically and confidently with adults and with each other. When confronted with difficulties they quickly seek help from adults or other children. They share equipment willingly and negotiate fairly with each other, for instance, "I'll have this one and you can have that one". Unacceptable behaviour is quickly brought to the attention of the teacher.
58. Through stories, visits and creative work, the children are developing a good understanding of and respect for people from different cultures.
59. Children make extremely good use of the facilities of the local community and particularly of the community college, which shares the same building. Children have a good knowledge of the library, park, shops and hairdressers. Through their play in their own *Bob the Builder's Office*, *Treharris Fire Station* and *Pink's Hairdressing Salon*, they show they have a very good understanding of the roles of members of the community and the world of work. This is an outstanding feature.

The quality of education and training

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

Grade 2: good features and no important shortcomings

60. The inspection team agrees with the school's self-evaluation of this key question.

61. During the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	72%	14%	0%	0%

62. The vast majority of teaching varies between good and outstanding. This compares well with the figures in the Chief Inspector of Schools Annual Report for 2005 – 06 when the quality of teaching throughout Wales was grade 2 or better in 79 per cent of lessons. As a result of good quality teaching, children are well stimulated, motivated and challenged.

63. Short term planning for teaching and learning clearly identifies session objectives, key skills, common requirements and specific activities to be undertaken. Adults usually plan together for a fortnight and planning is comprehensive and cohesive. Timetables are carefully planned to ensure that each day moves at a very good pace and that children have a variety of experiences as individuals and also in small and large groups.

64. Where teaching is good or better, members of staff have high expectations of the children and actively encourage and extend them to achieve their best. Teaching groups are small and as a result, in the best practice, care is taken to ensure that work is carefully matched to individual needs.

65. Good use is made of an appropriate range of methods and strategies. Explanations and instructions are generally clear and precise and adults use praise effectively in order to motivate children. A variety of well-organised activities are prepared to enable children to make choices and work independently and staff make good use of both indoor and outdoor environments.

66. There are examples of good questioning techniques by staff. These promote higher-order learning skills and, in the best practice, enable children to explore ideas with increasing maturity and in appropriate depth and detail. Staff have good subject knowledge and are familiar with recent developments in early years education.

67. Adults have very good working relationships with the children and most demonstrate good pupil management skills. They very actively address the issues of gender, race and ability and promote equality of opportunity for all.

68. Nursery nurses are given great responsibility and they are effective in their various roles. They are extremely capable and knowledgeable and make a positive contribution to children's achievement. Their very good liaison with teachers results in the joint planning of work and ensures appropriate provision for individual children.
69. All adults promote bilingualism well. They use Welsh consistently and children respond well and interact positively with staff and each other. Members of staff take care to ensure that they take into account the requirements of *Y Cwricwlwm Cymreig* in order to promote children's understanding of their Welsh culture and heritage.
70. Adults use the very good quality and quantity of resources well to help reinforce learning concepts. They ensure that sufficient resources are available to allow children to be actively involved in their learning at all times. For example, they use puppets or 'story sacks' very effectively to bring stories to life for children
71. The few shortcomings identified in teaching include the lack of a real conclusion to sessions to check what children have learnt and adults not always ensuring that children remain on task.
72. The school meets requirements for assessing, recording and reporting children's progress. Generally, systems and procedures in place have good features and no important shortcomings. Assessment of pupils with SEN is thorough. Targets are set each term for communication, mathematical and physical development and also ICT. Progress of children is regularly reviewed and very careful records are kept that go beyond LEA requirements.
73. Teachers have a good knowledge of the standards achieved by the children in language and mathematical skills in particular. However, they do not always use the information they have as effectively as possible to plan precisely for children's future needs. Teachers collate extensive records of achievement for individual children that provide good evidence of progress during a child's time in the nursery.
74. Although adults are supportive of children and understand individuals' needs, they do not always ensure that they encourage children to think about the quality of their work or to check how much they have learnt during a session.
75. The quality of reporting to parents has outstanding features. Parents are very satisfied with the school's arrangements. They can visit the school informally at mutually convenient times to discuss any issues. There are three formal opportunities a year to visit the school to discuss their child's progress and to review work. Teachers also produce three written reports a year that are informative and provide parents with a very good idea of how their child is progressing.

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

Grade 2: good features and no important shortcomings

76. The inspection team agrees with the school's self-evaluation of this key question.
77. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. It meets requirements and the needs of all children at the nursery. The school has received recognition from the Basic Skills Agency for its work.
78. All children have equal access to a well-designed curriculum, which gives balanced attention to the six areas of learning. Children experience a rich and varied curriculum, which is clearly focussed on learning and carefully structured to promote every child's all round growth and development.
79. The stimulating environment, both indoors and outdoors, is used purposefully to provide a wide range of first hand experiences that motivate children to learn effectively.
80. Policy documents are in place for all areas of learning. The curriculum is carefully planned and organised around termly topics, with a range of activities within each area of learning. Planning for promoting the key skills of literacy, numeracy, ICT and bilingualism across the areas of learning is well developed.
81. The quality of curriculum organisation is good. Teachers and nursery nurses share responsibility for four teaching groups. One of the strengths of the school is the way staff work very effectively as a team to plan the work. However, the opportunity to fully evaluate the outcomes of the learning is at an early stage of development.
82. Through well-planned cross-curricular links, children make good progress in their spiritual, moral, social and cultural development. Provision for children's personal and social education, including health issues and general well-being is consistently good. Staff provide very good role models and children make good progress in developing their social skills. Breakfast club and dinner times contribute well to their personal and social development.
83. Partnership with parents is good. Parents are actively involved in their children's learning through home school tasks that extend and consolidate the experiences in school. The 'Helping Hands', a committed group of parents, regularly help out in school. Parents value the work of the school, are happy to raise funds for resources such as wet weather suits, because they understand and value the importance of play.

84. Partnership with the local community is good. The school's community room is used by a pre-school playgroup and for visitors who provide talks for parents. The school regularly uses the local library, park and shops to enrich children's experiences.
85. Given the age of the children, the work-related education available is very good. Children visit local shops, the library, opticians, the local health centre and the Prince Charles Hospital and engage in realistic role-play scenarios. The school regularly has visits from the local fire service, the police, the school nurse, the local dentist and doctors who talk with the children about the world of work.
86. Incidental Welsh is used throughout the school and signs around the school are dual language. Teachers use Welsh in their greetings to the children and during lessons they are encouraged to respond appropriately. Adults ensure that the children develop an appreciation of their Welsh cultural heritage through *Y Cwricwlwm Cymreig* particularly in their creative development.
87. Children at the school have a wide range of abilities and the school actively displays high expectations for all of its pupils and enthusiastically promotes equality of access, equal opportunities and challenges stereotyping. The personal and social education programme, which is taught across the curriculum, is dedicated to these and related aspects. All children are encouraged to be successful and to participate fully in the life of the school. The personal and social education programme helps children to value and respect each other and the diverse range of people they meet in their own and other communities.
88. Sustainable development is an outstanding feature at the school. The school has an Eco Committee and when it applied for the Eco Schools Award it was granted the Bronze and Silver Awards for the work already being undertaken. The school is now working towards the Gold Award. An outstanding feature is the way the children take their own notes of meetings and relay the information to others.
89. The school successfully promotes the awareness of sustainable development in lessons covering personal and social education programme. Paper and card are recycled and a number of energy efficiency measures have been incorporated into the refurbished school buildings. The school has a 'wormery' for composting vegetable matter and children are encouraged to grow plants.
90. Global Citizenship and diversity are constantly referred to when children are being told about celebrations in different countries. A Chinese Dragon Dance Group and a Caribbean dancer have visited the school and the children are able to discuss their countries and traditions. The school is developing links with a primary school in Cardiff with the intention of promoting the children's multi-cultural understanding.

91. Good opportunities are planned and provided for the children to develop their entrepreneurial and decision making skills. The school has established areas in the school where children can role-play at being builders, shopkeepers and hairdressers. Children are enthusiastic and need little encouragement in adopting these roles.
92. The children are active in raising money for a number of local and national charitable causes, for example, the Madeleine Appeal, Marie Curie, Jeans for Genes and Barnados. In conjunction with parents, children have also raised money for equipment at the school. They have helped to provide themselves with wellingtons and waterproofs for use in the playground by undertaking a sponsored 'welli walk' and other fundraising activities.
93. Learning experiences provided for the children respond well to the needs of employers and the wider community. The breadth and quality of the curriculum and work-related education ensures that the learning experiences reflect national priorities and lay the foundation for lifelong learning.

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

Grade 2: good features and no important shortcomings

94. The inspection team agrees with the school's self-evaluation of this key question.
95. The school provides a happy, supportive, caring and safe environment for children to learn. There is a strong and well-structured pastoral system within the school. Parents appreciate the high quality of care that their children receive.
96. Staff always listen to children's needs and concerns as they arise and children demonstrate that they trust adults to deal with any concerns quickly and effectively. There are also more formal opportunities for children to air their views during the Eco-committee meetings.
97. An open door policy operates at the school where parents are encouraged to meet with the head and other members of staff to discuss any concerns and to act jointly upon them. Parents are regularly provided with information sheets regarding the work being covered. The school benefits from its established links with visiting health workers, community support workers and staff from other support agencies.
98. Induction for new children is very good. It commences with parents being invited into school in the term before their child is due to start. Link-up group meetings, prior to children starting school, ensure that all children are well prepared for their first days at nursery. Children join in a staggered intake, on a part time basis for the first two weeks, in order that they can settle. During this period, staff get to know them and they are immediately placed in a pastoral group. Group sizes are never more than twelve.

99. There is a good link with the nursery rhyme playgroup, which meets in the Community Centre in the rooms next to the school. The playgroup and nursery school staff have detailed discussions about transferring children before they transfer to the school.
100. There is a good partnership with the receiving primary school. Careful procedures are in place to ensure that all children settle well in their new school. Transition commences with children's visits to the primary school. The transition teacher from the primary school comes to the nursery and becomes involved with the children in story telling, play and singing. Children quickly become acquainted with the transition teacher. The children also attend the Forest School at the primary school that also helps with their transition.
101. Good quality personal support and guidance is provided at the school through its personal and social education programme, which is taught across the curriculum. The school is supported in this by visits from a range of other professionals including the local Health Visitor, Educational Psychologist, the Behaviour Support Team, Speech and Language Therapists, and Social Services personnel, who provide much valued support for the children.
102. Children's attendance, punctuality, behaviour and performance are carefully monitored. Good procedures and links exist with the education welfare service should the non-attendance, punctuality or behaviour of an individual child give cause for concern.
103. Registration procedures are generally followed correctly and class registers are called four times per day. There is good monitoring of children's absences. Where necessary the school makes full use of the Behaviour Support Team and other support agencies available from the LEA. The school complies with the NAW Circular 3/99, and works hard to encourage good attendance and punctuality.
104. The school rightly considers bullying and bad behaviour serious matters and any instances brought to the attention of staff are dealt with quickly and effectively. Children are encouraged to exhibit good behaviour and show a developing ability to control their emotions and respect other people's feelings and property.
105. Appropriate procedures are in place to deter all forms of harassment. Children are praised for good behaviour and incidents of bad behaviour and its effects are explained to them. 'Celebration Time' each week, when stories are used to focus on behaviour, is effective in raising understanding about inappropriate behaviour and bullying. As well as the children, staff, parents and carers are all aware of the school expectations concerning behaviour.
106. An outstanding feature is the way the school ensures the healthy development and well-being of the children. A Healthy Eating Policy exists. The school serves healthy options in Breakfast Club, has fruit only at break times and has drinking water in each of the classrooms. Lunches are taken in a quiet

atmosphere with the children sitting at their tables under the supervision of a mid day supervisor or other member of staff. The school has established a tooth-brushing programme after breakfast and lunch.

107. The school has a thorough Health and Safety Policy and risk assessments have been undertaken on the school buildings and grounds and the Forest School. Teachers also undertake risk assessments on all off site activities. Fire drills are undertaken three times per term. There are two 'first aiders' in the school and when the children are enjoying outdoor activities the teacher in charge carries a first aid kit and a two-way radio.
108. The school has an appropriate Child Protection Policy. The head teacher is the designated member of staff with responsibility for Child Protection and most school staff have received training on child protection. The staff in charge of pastoral care groups regularly come together to discuss any issues concerning the children in their care. There is close liaison between the school, carers, parents, social services, the school nurse and other agencies.
109. The provision for children with special educational needs is good. The school's policy for SEN complies with the Code of Practice. The head teacher is the Special Educational Needs Co-ordinator. Currently, two children are on the SEN register and appropriate Individual Education Plans are in place. The school works positively to involve parents in their children's Individual Education Plans.
110. Children benefit from learning in small groups of about twelve children for much of the day. Consequently, adults know the children very well and ensure that they all make good progress in their learning. Additional support is provided at lunchtimes for small groups of children identified as having learning difficulties or those who are particularly able.
111. When the need arises, the school responds promptly and contacts outside agencies such as the education psychologist, speech therapist or behaviour support teacher in order to provide additional support and advice to children and their families.
112. Although there are no children or adults with physical disabilities at present, the school accommodation would pose no difficulties to a disabled person. Appropriate policies and procedures are in place.
113. There is little ethnic or cultural diversity amongst the nursery population at present. The school actively promotes racial equality and values diversity. Stories and visits are used effectively to help children understand and respect different cultures. The quality of provision for equal opportunities and the promotion of gender equality is good. The nursery is a friendly and welcoming community that offers a range of opportunities for all. It conforms to statutory requirements for equal opportunities and racial equality and takes good account children's differing backgrounds, gender and educational requirements.

Leadership and management

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

Grade 3: good features outweigh shortcomings

114. The inspection team agrees with the school's self-evaluation of this key question.
115. The difference in grade between key questions 1 and 5 is because leaders and managers have not yet had sufficient opportunity to establish several formal managerial processes.
116. Treharris Nursery School has established an appropriate set of aims that are mainly shared in an informal manner. They are not always clear and obvious. However, a very positive team ethos exists in the school. The head teacher and staff always ensure that the progress and well-being of children are their top priority. Leaders and managers work hard to ensure that the children and parents begin to recognise the school as a centre for lifelong learning.
117. The head teacher is a good role model who leads by example. She has an extensive teaching commitment and works hard to ensure equality for all but this results in a shortage of time to develop some managerial structures. On occasions, many of the more formal processes and procedures are implicit rather than explicit. Most members of staff have worked together for many years. All adults, including part-time workers understand the basic principles and philosophy of the school and work well together to ensure good quality opportunities and provision for children.
118. The head teacher is clear about how the school needs to continue to develop. Since the reopening of the school following a fire, several objectives and targets have been correctly identified in the 'School Development Plan' to ensure the future improvement of the school. All children are given challenging but realistic targets for their attainment at the end of their year in the nursery based on their individual capabilities. Most children achieve their targets. Policy documents are available and generally up-to-date.
119. The school takes good account of local and national priorities. For example, it has worked hard to promote awareness of sustainability and Healthy Schools issues, including dental hygiene. It is working well towards the forthcoming Foundation Phase and is developing the concept of 'The Outdoor Classroom' successfully. Good links have been established with other schools, including other nursery schools in the LEA. Local Authority personnel have been helpful in supporting the school since the creation of the new governing body with control of its own school budget in April 2006.
120. Staff development has had a positive impact on individual teachers and nursery nurses, for example, in areas such as language, literacy and communication and the concept of the 'outdoor classroom'. However, even

though nursery nurses play a key role in the school and constitute 50 per cent of the staff, they have fewer opportunities to access training than teachers. Training opportunities are provided in a variety of ways including school-based training, staff meetings and attendance at externally organised courses. Suitable arrangements are in place for teachers to plan, prepare and assess their work. Senior managers and governors have agreed an appropriate outline structure for teaching and learning responsibilities.

121. There are comprehensive arrangements in place to review and monitor the performance of teaching staff but similar opportunities do not exist for nursery nurses. The school hosts several students from local colleges and they are appropriately supported.
122. The quality of support and direction given by the governing body has good features with some shortcomings. The governing body has only been established for just over a year and as yet, has not had enough time to come to terms with all the roles and responsibilities required. Governors rely very heavily on the head teacher and the LEA officer who attends all governing body meetings.
123. Governors are well acquainted with the school and supportive of the head and staff in the development of the school. They understand their monitoring responsibilities and use the head teacher's report as a source of information about how the school is progressing. All the required committees are in place and in almost all instances, the governing body fully meet its statutory responsibilities but there are some minor omissions from the governors' annual report to parents and the school prospectus.

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

Grade 3: good features outweigh shortcomings

124. The inspection team agrees with the school's self-evaluation of this key question.
125. The self-evaluation report compiled by the head teacher shows a good awareness and understanding of the school's existing strengths and where it needs to develop. The findings of the inspection team match the judgements made by the school in its self-evaluation report in all seven key questions.
126. The current school development plan identifies clearly what changes and developments are needed. Many of the recommendations in this report are priorities that are already highlighted in the school development plan.
127. The school is beginning to develop a culture of self-evaluation. It values the opinions of the whole school community. However, it recognises that it needs to involve all partners more in the self-evaluation process. For example, the

recently established governing body is not yet fully involved in the self-evaluation process.

128. Weekly planning sessions involving all adults enable discussion to take place about the quality of teaching and learning. However, a monitoring programme to provide first hand evidence of the quality of teaching and learning is yet to be established. Planning for teaching and learning is carefully prepared but there are no written evaluations on the effectiveness of the lessons.
129. Members of staff work very closely together and know and understand the school well. However, there are few formal processes in place to obtain the views of all members of staff. The good communication that exists between children and adults is a strength of the school. The Eco-committee allows children some opportunity to make suggestions about sustainability but this is not the case about other more general issues.
130. The head teacher ensures that good levels of resources are linked to the school's priorities for development. An example of this is the stimulating newly refurbished outdoor play area that provides very good opportunities for the all-round development of the children.
131. Since the last inspection the school has made good progress in many areas. However, some issues identified by the inspection team require further development. Overall progress therefore has good features that outweigh shortcomings.

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

Grade 2: good features and no important shortcomings

132. The inspection team agrees with the school's self-evaluation of this key question.
133. All staff are well qualified and most are very experienced early years practitioners. There are sufficient teaching and non-teaching staff for the number of children on roll. Nursery nurses are deployed effectively within the school. A very good team spirit ensures that staff work well together, sharing ideas, views and experience in the best interests of children. The school is well supported by the 'Helping Hands' group of parents who regularly come into school to assist the teaching staff.
134. Teachers use their planning, preparation and assessment time efficiently. There are appropriate job descriptions for all members of staff. The school secretary, caretaker, cleaners, midday supervisors and canteen staff provide effective support. Day-to-day administration is smooth and efficient. The school is very well maintained.
135. The school is set in the old primary school building that is flanked by the Community Centre and the Community College. Following a fire in 2002, the school reopened in 2004 having been completely refurbished. The head

teacher is responsible for the management of the Community College building and the school receives a rent from the College for its use. The new layout of the building provides light, airy and spacious accommodation. The refurbished school is in excellent condition.

136. The indoor accommodation is spacious and kept very clean and in good order and sets the right tone for effective learning. The classrooms, corridors, and communal areas, including the toilets, are very attractive and well organised and decorated. The many displays around the school highlight children's work, celebrate their achievements and are of very good quality. Books and displays associated with classroom themes are attractive and help to reinforce and extend children's learning.
137. Even though there is no direct access from classrooms to the outdoors, the enclosed outside play areas provide high quality provision for the children to play and learn in an attractive, interesting and safe environment. Half of the outdoor area has a safety surface. The school does not however have any playing field or grassed areas but benefits from using the Forest School at the local primary school.
138. Learning resources are plentiful and readily accessible to staff and children. Equipment is of generally of good quality; the use of these resources has a positive effect on the children's standards of achievement. However, currently the school only has one interactive whiteboard. There is a very good range of books and other reading materials, of interest to boys and girls, to generate an interest in the written word.
139. The school took control of its own budget on the 1st April 2006 and the head teacher and governors have been cautious in their spending in this first year. As a result, they have accrued a reasonable surplus. The head teacher, supported by a LEA finance officer, keeps the budget under regular review.
140. Now that the school is familiar with the running of the budget they have additional priorities for spending including more opportunities for monitoring the quality of teaching and learning.
141. Decisions regarding spending are first discussed in staff team meetings where the focus is on providing the best resources possible for the children. The head teacher then presents the recommendations to the governing body for consideration and decision. Spending is regularly reviewed. Overall, resources are managed well and the school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Grade 2: good features and no important shortcomings

142. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills

Grade 2: good features and no important shortcomings

Good features

143. All children in the nursery listen carefully to each other and adults. Sessions are stimulating and groups are usually small, consequently children are excited and keen to learn. They generally pay careful attention to what is said in large group sessions and when working as individuals or in small groups. They all join in enthusiastically with rhymes and jingles. Both boys and girls love listening to tape recordings and will do so for long periods of time joining in appropriately.
144. Children's speaking skills develop well; they speak thoughtfully and clearly. In imaginative role-play areas, children readily engage in speaking activities using language that is appropriate to the various scenarios. For example, they quickly adapt their language as they move from *Bob the Builder's* office to the hairdressers or when working in the creative area.
145. Even the youngest children respond appropriately to Welsh words and phrases. All children know a growing repertoire of Welsh songs and join in enthusiastically. They follow instructions issued by adults in Welsh and they use simple Welsh words and phrases in the correct context. For example, children are confident answering the register in Welsh.
146. Throughout the nursery, children enjoy handling books and listening to stories in both English and Welsh. The vast majority hold books properly and turn pages in sequence. They quickly appreciate the difference between print and pictures and begin to develop an understanding of key features of books such as 'author' and 'illustrator'. Children are familiar with several traditional fairy stories and sequence the storyline correctly.
147. Older nursery children begin to develop an awareness of different letter sounds. Most recognise their own name and identify letters in their Christian names and those of others. Children are confident reading the names of their peers as they 'call' the register at the beginning of sessions.

148. All children are very confident undertaking independent writing activities. They use the wide variety of writing equipment and resources with growing control. Many are developing familiarity with a computer keyboard for their writing.
149. Children develop a good understanding of the various purposes for writing often through their role-play activities. They make notes of phone messages, write invitations and produce simple books about themselves, for example. The more confident take 'minutes' of their Eco-committee meetings.
150. Many children attempt to write their name independently. The more able children begin to develop an awareness of spelling and include recognisable letters in their writing. The formation of their letters is developing well.

Shortcomings

151. There are no important shortcomings.

Personal and social development

Grade 2: good features and no important shortcomings

Good features

152. Children make good progress in acquiring appropriate personal and social skills. At lunchtimes, all of the children sit happily together and enjoy each other's company. They use their cutlery with confidence and look after each other by passing cups of water and clearing away together afterwards. During their activities, they are happy working as individuals or in small and large groups. They relate well to adults.
153. Before eating fruit or their lunch, they recognise the importance of washing their hands. They carefully clean their teeth after breakfast and lunch. They know it is important to drink lots of water throughout the day to keep themselves healthy.
154. All children in the nursery understand the importance of taking turns and the need for rules: they point out that only three can play in the Giant's garden because it's not very big. Throughout the nursery day, the children move confidently from one area to another, eagerly exploring the many learning opportunities available to them. When engaged in activities, they persevere for considerable periods of time to complete their tasks.
155. Children respond very well to the caring ethos of the school and display positive attitudes of care, respect and concern for others. They demonstrate genuine interest and understanding of the butterflies in the classroom and recognise that it would not be kind to keep them for too long.

Shortcomings

156. There are no important shortcomings.

Mathematical development

Grade 2: good features and no important shortcomings

Good features

157. Children in the mathematics room and around the nursery are surrounded by opportunities to promote their mathematical development and they do so confidently and happily. Younger children count quickly to five in both Welsh and English, while older children count to ten and beyond. The more able accurately count animals on a computer screen and click to select the correct number symbol from one to ten. Counting backwards presents no problem for most children, as they happily sing about speckled frogs and little ducks that disappear one by one.
158. All children are beginning to identify the value of coins when playing in their seaside shop. Most children correctly sort mini-beasts according to size and colour. They know which set has more and which set has less. Even the youngest children develop an awareness of pattern and they order objects correctly to create repeating patterns such as big/small or red/blue.
159. Children have a good awareness of all basic colours. The older children all correctly identify and name common two and three-dimensional shapes including more unusual shapes such as ovals. Through painting, printing and handling blocks they demonstrate their ability to use accurate mathematical language related to position and size.

Shortcomings

160. There are no important shortcomings.

Knowledge and understanding of the world

Grade 1: good with outstanding features

Outstanding features

161. All nursery children develop an excellent understanding of the environment, animals and other living things. They quickly name different animals and know where they might live. They know key features about various mini-beasts and quickly identify spiders by counting their legs for example. Following their dressing up activities, the majority of children correctly sequence the life cycle of butterflies and are enthralled when butterflies emerge from their 'cocoons'. Children watch the changing weather conditions very carefully and describe them accurately. They know that puddles dry up in the sunshine after rain and that the water always runs down their sloping school yard. All children understand what is required to make plants grow successfully.
162. Children have a very good understanding of jobs different people do through their role-play activities and visitors to the school. The large number of role play experiences they enjoy ensure that they develop an in-depth knowledge

into the work of builders, sailors, shopkeepers, fire service, hairdressers and others. They use their imagination very effectively to create different scenarios about various jobs. Visitors to school also extend their knowledge about other careers that adults have and as a result, children talk enthusiastically about what they have learnt.

Good features

163. Children are very competent and confident using computers and other technological equipment such as tape-recorders. They 'start' and 'close' computer programs quickly and show good 'mouse control'. More able pupils are beginning to use keyboards in their work.
164. Throughout the nursery, children develop a good understanding about the world about them through visitors to school, stimulating role-play experiences, activities in the outdoors and visits to places of interest. They start to understand about life in different schools for example through their visits to a neighbouring Welsh school. They go for walks in the village and visit the local library and begin to understand what local communities have to offer.
165. Nursery children begin to develop an idea about the passage of time and are familiar with the order of routines during the school day. They know the sequence of the days of the week and which days they need to come to school. They appreciate the differences between the seasons and know that some are warm and others cold.
166. In their activities in the class shop, children begin to develop a real understanding of the purpose and use of money. They know that some items are cheap and that others are expensive and consequently it costs more to buy certain things.

Shortcomings

167. There are no important shortcomings.

Physical development

Grade 2: good features and no important shortcomings

Good features

168. At *Activity Time*, children respond to music and instructions with great confidence and enthusiasm; they bend their knees, kick legs high, spread feet wide and show increasing ability to control their movements.
169. They handle small tools and toys with skill and confidence. For example, at the woodwork bench they use hammers to nail wheels of different shapes to their cars. Many use scissors to fringe paper and all children handle paint brushes, pencils and crayons confidently. They use the mouse on the computer with good degrees of control to select their answers.

170. Outside, children pedal and steer their tricycles well along the painted roadway and control the height of the seesaw by the movement of their bodies. They confidently jump on the trampoline, run up ramps and climb into their pirate ship.
171. In drama, when they enact the story of Billy Bee, they show their ability to use the available space and carefully avoid bumping into other 'creatures'. Most children quickly dress and undress themselves as they take advantage of the wide range of dressing up clothes in the role-play areas or when they go out to play.
172. Children develop a really good understanding of health, hygiene and safety issues. For example, they are aware of how they should use the tricycles properly and do so with care.

Shortcomings

173. There are no important shortcomings.

Creative development

Grade 2: good features and no important shortcomings

Good features

174. Children progress well in their creative skills. In the nursery, children show great imagination as they devise and create interesting scenarios during their role-play, such as when they play in the pirate ship outdoors or they act out the lifecycle of a butterfly. They show imagination when they move during dance and ring game sessions and they love using props and costumes to enhance their performances.
175. In the nursery, children enjoy singing familiar songs and rhymes in both Welsh and English and they move appropriately to music. They are confident singing accompanied or unaccompanied. Children show high levels of control when they use untuned percussion instruments to accompany tapes and their singing. They maintain a steady beat as they clap in time to taped music.
176. Throughout the nursery, children enjoy a range of artistic experiences. They show good imagination and flair in their work and are confident using a wide range of materials and techniques indoors and out. They develop good control of pens and paintbrushes to create realistic drawings and paintings. They understand about a range of different printing techniques and create interesting patterns and colourful designs.
177. Children really enjoy their work with three-dimensional materials and manipulate clay and dough to produce realistic models. They understand that clay dries out unless it is properly stored. When working with wood, they experiment successfully to create various types of models.

178. Children begin to develop an appreciation of the work of some great artists. They talk about Monet, Kyffin Williams and Van Gogh for example, and understand the type of work that they produced. They work very creatively to produce their own efforts based on the style of the great artists and recreate some of their works very effectively.

Shortcomings

179. There are no important shortcomings.

School's response to the inspection

The staff and governors were very pleased with the findings of the recent nursery inspection which reflect very positively on the quality of practice and facilities available at Treharris. We were very proud to acknowledge comments made by the team which describe the nursery as being a good school providing a happy, supportive, caring and safe environment with a well structured pastoral system. Children were seen to be very happy at school, absorbed in their learning, making excellent progress. We were extremely pleased to find that inspectors regarded the vast majority of teaching witnessed at the nursery to vary between good and outstanding resulting in the children being stimulated, motivated and challenged.

Having recently returned to the nursery after a fire devastated the premises it was greatly appreciated that the nursery environment was found to be stimulating, promoting a rich and varied range of activities, promoting a well designed curriculum.

Inspectors noted that all staff at the nursery work well as a team to ensure that high standards are maintained in the school environment, curriculum, care and well-being of the children. The nursery's partnership with parents was described as being an outstanding feature.

The report confirms the findings of the school's self-evaluation statement and acknowledges that management systems are in place at the school to address shortcomings outlined in the report.

An action plan which addresses issues will become part of the school's annual School Improvement Plan for this year devised with the help of school governors presented to the LEA in the autumn and a copy sent to all parents.

I would like to take this opportunity to thank the Evenlode Inspection team for the respect and courtesy they afforded us and the professional way in which they conducted the inspection of our school.



Appendix 1

Basic information about the school

Name of school	Treharris Nursery School
School type	Nursery
Age-range of pupils	3 and 4 year old
Address of school	Edward Street, Treharris, Merthyr Tydfil
Postcode	CF46 5ER
Telephone number	01443 413287
Head teacher	Mrs T C Williams
Date of appointment	September 1984
Chair of governors/ Appropriate authority	Mr A Jones
Registered inspector	Margaret E Morgan
Dates of inspection	June 19 – 20 2007

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	45								45

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	N/A
Pupil: adult (fte) ratio in nursery classes	11:1
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	R	Rest of school
Summer 2006	78%		
Autumn 2006	86%		
Spring 2007	82%		

Percentage of pupils entitled to free school meals	23%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

There are no pupils of end of key stage statutory assessment age.

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of 5 inspector days in the school. A team meeting was held prior to the inspection.

The head teacher was the Nominee.

Inspectors visited:

- 14 sessions.
- All groups both indoors and out.
- Whole school gatherings.
- Dinner time.

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection began.
- The head teacher, all other members of staff and talked with pupils during the inspection.

The team also considered:

- The school's self evaluation report.
- 13 responses to the parents'/carers' questionnaire.
- A comprehensive range of documentation provided by the school before and during the inspection.
- A range of children's work.

The inspection team also held post inspection meetings with the head teacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Margaret E Morgan Registered Inspector	Context, Summary, Recommendations, Appendices Contributions to Key Questions 1, 2, and 5 Language, literacy and communication, Knowledge and understanding of the world and Creative development
Reg Cawthorne Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Caryl Dobson Team Inspector	Contributions to Key Questions 1, 3, 4 and 6 Personal and social development, Mathematical development and Physical development
Mrs T C Williams Nominee	Contributions to Team Meetings

Contractor

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