

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

**Two Locks Nursery
Two Locks Road
Cwmbran
NP44 7HQ**

School Number: 678/1013

Date of Inspection: 18th-20th September 2006

by

**Mr Peter Mathias
78829**

Date: 8/11/06

Under Estyn contract number: 1105506

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Two Locks Nursery was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Two Locks Nursery took place between 18th-20th September 2006. An independent team of inspectors, led by Mr Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

"There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units, nursery schools 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 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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 this 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.

Contents	Page
Context	1
Summary	2
Recommendations	7
Standards	8
Key question 1: How well do learners achieve?	8
The quality of education and training	11
Key question 2: How effective are teaching, training and assessment?	11
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key question 4: How well are learners cared for, guided and supported?	15
Leadership and management	17
Key question 5: How effective are leadership and strategic management?	17
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	19
Key question 7: How efficient are leaders and managers in using resources?	21
Standards in areas of learning	22
Language, literacy and communication skills	22
Personal and social development	22
Mathematical development	23
Knowledge and understanding of the world	23
Physical development	25
Creative development	25
School's response to the inspection	27
Appendices	
A Basic information about the school	28
B School data and indicators	28
C Evidence base of the inspection	29
D Composition and responsibilities of the inspection team	30

Context

The nature of the provider

1. At the time of the inspection 54 full time equivalent children were on roll of whom 50 were new to the nursery. From the start of this term one third of the children who attend the morning sessions use a brand new facility at an integrated children's centre (ICC) some distance from the school. Currently nearly all children attend on a mornings or afternoons basis.
2. The school is situated in an older part of Cwmbran. The Unitary Authority (UA) is Torfaen. The school serves the local area which has a mixture of public and private housing. The school considers that on the whole children come from homes which are neither economically nor socially deprived or advantaged.
3. The school does not collect information on the proportion of children entitled to free school meals. No child is looked after by the UA. One child has a statement of special educational needs (SEN). About 4% of children who attend the nursery are considered to have some degree of SEN.
4. English is the first language of nearly all who attend the nursery. Some 97% of children are Welsh. No child has Welsh as a first language. The school considers that children generally begin school with below average language and mathematical skills.
5. The school was last inspected under the current headteacher in the Autumn Term 2000.
6. The school has an appropriate set of suitable aims emphasising the provision of a caring and stimulating environment in order to develop children's all round development. The school holds the Basic Skills Quality Mark (2001 and 2004).
7. The governing body of the school has only recently been formed in accordance with Welsh Assembly Government (WAG) advice.

The school's priorities and targets

8. The school's priorities and targets for 2006/2007 are broad and diverse. These include:
 - the introduction of the foundation stage;
 - the further development of school self-evaluation processes;
 - improvements in resources;
 - the furthering of initiatives to develop links with parents;
 - improvements in the curriculum and the leadership and management of the school and
 - implementing the changes which have occurred to the role of the governing body.

Summary

9. Two Locks Nursery School is a good school, which provides a well-balanced and effective education. It is well led by the professional staff and has made good progress since its last inspection.
10. The inspection team agrees with the judgements made by the school on the standards children achieve and with all but one of the judgements in the other six questions about other areas of its work. In Key Question 7 the school underestimated the quality of its provision and the efficiency in which resources are used. The school graded this Key Question at Grade 3. The inspection team awarded a higher grade.

Table of grades awarded

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

Standards

Areas of Learning Early Years

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	85%	5%	0%	0%

12. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.
13. Bearing in mind the just below average starting points of many children when they begin school, particularly in language and mathematical development, children make good progress in all areas of learning and are well prepared for the next stage of their education. In all areas of learning children with SEN achieve well.
14. Children's development in key skills is Grade 2 (good features and no important shortcomings). In communication in English, children achieve well in speaking and listening when considering their different starting points. They listen carefully and respond confidently and clearly when spoken to by their teachers and their helpers. However, they do not speak sufficiently in extended sentences. Older children are beginning to recognise the sounds letters make and that books are read 'from left to right' and children are beginning to write legibly.
15. Across the school, children's problem solving skills are Grade 2. For example, they readily think out how to place objects correctly in a sequence and how to build using constructional materials.
16. Children's creative skills are Grade 1 (good with outstanding features). They use a wide range of media and techniques very well. Many show vivid imaginations when working in two and three dimensions. They respond very sensitively to music when dancing, for example when imitating the movements of an elephant. They take on roles very readily and effectively, for example when delivering pizzas.
17. Standards of achievement in Welsh and in bilingual skills are Grade 3 (good features outweigh shortcomings). Many children are new to the school and as a result are only beginning to respond to simple questions and instructions in Welsh. However, these skills are not utilised sufficiently in all classes for children to develop confidence and competence quickly.
18. Children's numeracy skills are Grade 2 and children apply these well in a range of different activities when measuring capacity or ingredients for biscuits.
19. Children's skills in information and communications technology (ICT) are Grade 2. Many children use ICT confidently, for example when using an art package or when using an electronic pointer on the interactive whiteboard.
20. Children, bearing in mind their age, have a growing awareness of the art, music and literature of Wales. They have good opportunities to begin to appreciate their Welsh heritage.
21. Children's personal and social skills are Grade 2. Children quickly learn to share and play fairly. They are confident and thoughtful when speaking to adults.

22. Children's behaviour is good and children show very high levels of enthusiasm and interest in their work. They enjoy school and are developing good self-confidence and independence well. They know that it is important to treat each other fairly and to show respect for others.
23. The average rate of attendance over the last three terms was 86.74%. This reflects the susceptibility of young children to illness. In the spring term there was an epidemic of chickenpox, which adversely affected overall attendance figures. Children are generally punctual at the start of sessions.

The quality of education and training

24. In the lessons observed, the quality of teaching and learning was:-

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	82%	0%	0%	0%

25. Across the school in the best lessons, outstanding features include:-
- a well-developed understanding of how to plan and organise for children of this age.
 - children very successfully making their own choices;
 - very close and very effective working relationships between teachers and their helpers;
 - very positive and caring attitudes adults show to children;
 - very well developed sense of humour and ability to make learning fun and
 - very good questioning skills.
26. Where teaching has some shortcomings, opportunities are missed to promote children's bilingual skills and to build systematically on their early learning of the language.
27. The quality of assessment and its use to inform learning is Grade 2. Teachers know their children well. Procedures to assess children when they begin school and to track their development are effective and manageable. Assessment procedures including those for children with SEN meet statutory requirements. The annual reports to parents provide suitably detailed information about progress and the ways forward.
28. Overall, the curriculum complies with statutory requirements and fully meets the learning needs of children under five, successfully promoting the Desirable Learning Outcomes for Children's Learning. Learners successfully experience rich and varied activities which stimulate their imagination and sense of fun. There is a strong emphasis on providing practical, first hand experience both indoors and outside the classroom. Planning is thorough and covers all the areas of learning and the development of basic and key skills in detail. However, children's bilingual skills are not promoted consistently.
29. The school makes good use of the local community and visits to places further afield. There are appropriate policies to promote bilingualism across the

curriculum. *Y Cwricwlwm Cymreig* is well planned and implemented in all subjects.

30. Links with parents are good. They are well informed about the life and work of the school. There are good links with the community especially in the very new ICC and with other schools and colleges.
31. Children's entrepreneurial skills are well developed through role-play and practical activities. They have a growing awareness of the need to care for the environment.
32. All children receive good quality support and guidance. The provision for children with SEN is good. There are effective arrangements to diagnose educational and behavioural needs at an early stage. Children with these identified needs are well supported. There are clear, well documented policies and procedures for assessing children's well being and health and safety. The school building has been suitably adapted to allow entry for those with physical disabilities.
33. Relationships between teachers and parents are very good. This is begun successfully through carefully planned and implemented admission arrangements in which children are helped to settle into school very successfully. There are appropriate procedures to identify unauthorised absence and to take appropriate action.

Leadership and management

34. The headteacher provides a purposeful and clear lead to all the professional staff of the school. Relationships between all staff are very positive and are mutually supportive. All share a strong sense of commitment to their children and the willingness to provide the best they can for them. The school aims are explicit and are followed closely by all staff.
35. Across the school, teachers discharge their management roles well. They carefully manage and resource their areas of responsibility. They work together closely to identify what the school does well and where improvements are needed.
36. Teachers carefully assess children's achievements and the quality of teaching. They contribute positively to each other's professional development.
37. Day-to-day administration and overall financial management are efficient, good humoured and effective.
38. The school meets all statutory requirements in full including how to judge the performance of individual teachers and to provide during the school week for teachers to plan, prepare and assess. These arrangements are efficiently managed.

39. The school pays close attention to Welsh Assembly Government (WAG) and local initiatives. Preparations for the introduction of the foundation phase are well advanced. There are strong and effective links with other local schools and colleges. The recently opened ICC has close links with the school.
40. The governing body has only recently been formed in accordance with WAG advice. It still has considerable work to complete in order to become fully effective.
41. Governors are currently over reliant on the guidance of the professional leadership of the school. They do not as yet play their full role in for example constructing and monitoring the school development plan (SDP) or in contributing to the school self-evaluation process. The governing body has yet to put into place arrangement to judge the overall impact of their spending decisions and to act as a critical friend of the school. Arrangements for governors to receive training in their roles and functions have been made but have yet to be taken up. The school's budget has been appropriately set and is regularly monitored.
42. The school's SDP and self-evaluation processes are well organised and appropriately focused on the real needs of the school. The documents accurately show what needs to be undertaken and when.
43. Since the last inspection the school has made good progress. The key issues of that inspection have been thoroughly addressed.
44. The school is an attractive and stimulating setting for children of this age. Good use is made of an old building and extensive grounds to achieve this. The recent introduction of arrangements for a group of children to use an area of the brand new ICC provides those children with an outstanding modern setting. Across the school there is a good supply of very suitable learning resources. There are a sufficient number of appropriately qualified teachers with experience of teaching children of this age. Nursery nurses and teaching assistants support children and teachers well. They are effectively deployed. The budget is managed effectively but is insufficiently monitored by the governing body. A good range of resources is managed and used well and enrich children's learning effectively.
45. In view of the good quality of provision, teaching and leadership and management by the professional staff of the school and the good progress many children make, the school provides good value for money.

Recommendations

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

- R1 continue the process of training governors in order that they are all aware of their roles and responsibilities and involve governors fully in the process of school self-evaluation;
- R2 put in place arrangements for the governing body to be able to judge accurately the success of its spending decisions and increase its role as a critical friend of the school and
- R3 take steps to strengthen children's bilingual skills and their use of incidental Welsh.

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	85%	5%	0%	0%

48. Baseline assessments indicate that achievement is generally just below that usually found amongst children of this age. Children's standards in language and mathematical development are often below average when they begin school.
49. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.

Areas of Learning For Under-fives

Nursery

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

50. In all areas of learning, children in the school with SEN achieve well as do children in general across the nursery.
51. At the end of their time at the nursery in all areas of learning, children achieve well in relation to their prior performance. Their achievements are carefully measured formally and compared. Over time there is no indication of any significant variation in the performance of boys against girls. Children at the end of the nursery stage are ready to move on to the next phase of their education.
52. Overall, children's development of the key skills is Grade 2 taking into consideration their different starting points when they begin nursery. In communication skills in English children's achievement is Grade 2 overall, in speaking and listening in English children achieve well. They listen carefully to their teachers and to other children. They concentrate well on the tasks they are set.

53. They respond confidently and clearly when spoken to although orally they do not speak in longer sentences willingly. Older children are beginning to recognise written words and the sounds that letters make. They know that books are read from left to right. All enjoy listening carefully to the stories which are read aloud to them. The oldest children are beginning to follow letter shapes carefully and to write legibly.
54. Children's achievements in communication in Welsh are Grade 3. Many children are new to the school and have only had a few opportunities to learn how to respond to simple questions and instructions in Welsh. In some situations they respond confidently when answering to their names but their skills are not developed systematically across the school or extended further in all classes. Similarly, many children's bilingual skills are in the very early stages of development. While children respond to the opportunities given, they have had little time to build on what they already understand.
55. Children's numeracy skills are Grade 2 and they apply these well in a range of different activities, for example when comparing the size of a series of objects or when measuring ingredients to make a fish biscuits.
56. Children's skills in ICT across the curriculum are Grade 2. They use art packages to 'draw and paint' and they use the mouse and electronic pointer to identify missing links in a series. They use both computers and interactive whiteboards confidently and enthusiastically.
57. In relation to their ages, children across the school have a growing awareness of the art, music and literature of Wales. They have good opportunities to visit places of interest in the locality and further afield. From these they are beginning to develop an understanding of their heritage.
58. Children's personal and social skills are Grade 2. Bearing in mind the short time many have spent together, they take turns fairly and willingly. They show confidence when talking together and when planning how they will play together. They show thoughtful attitudes and consideration for each other.
59. Children's problem solving skills are Grade 2. In lessons children work at solutions to practical problems sensibly, for example when placing objects in logical sequences and when building using a range of different constructional materials and toys.
60. Children's creative skills are Grade 1. Children use a wide range of media and techniques very well. Many show vivid imagination when working in two and three dimensions. They respond very sensitively to music when dancing, for example to imitate the movements of an elephant. They take on roles very readily and effectively, for example when pretending to be delivery people for a pizza business.
61. Children work enthusiastically and confidently with adults and with each other. They wish to have fun and to please their teachers. They are beginning to understand how they can improve their work. They enjoy nursery and almost all

have settled well at this very early stage of the term. They approach their tasks enthusiastically, persevere and show good levels of concentration. They remain on task and complete activities to their satisfaction.

62. Children are well behaved. They know the routines and are developing self-confidence and independence. Children of a very young age respond well to responsibilities such as class helpers. Parents at the pre inspection meeting said the school has helped their children develop self-confidence and self reliance.
63. The average rate of attendance over the last three terms was 86.47%. The level of attendance is adversely affected by the susceptibility to illness of the very young children in the nursery: they suffered a prolonged epidemic of chicken pox in the spring term.
64. Relationships are good. Children are polite and friendly to each other and to adults. They work and play well together. They take turns and share willingly. They make very good progress in their personal social and wider development. They have a good understanding of “good” and “poor” choices and are developing an understanding of fairness. They develop a good understanding of their place in the community and the working world through visits to appropriate places and visitors from the community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	82%	0%	0%	0%

67. Across the school, teaching shows a well developed understanding of how to plan for children to be stimulated and challenged in a wide range of appropriate learning experiences. These successfully foster children's imaginations and sense of fun. For example, teachers carefully encourage children to exercise their own choices in what they will play with or investigate. They ensure that these experiences make learning enjoyable and exciting.
68. A particularly strong feature is the very successful way all staff working with the children establish and maintain constructive relationships between themselves and children. There is a very caring and supportive attitude to children so that children come willingly to school knowing that they will be positively encouraged to work and play hard.
69. In the best lessons, where there are many outstanding features, teachers show a very well developed sense of humour which is infectious so that children are very relaxed and eager to please their teachers. They take every opportunity to develop children's skills in speaking and in developing their vocabularies, for example when encouraging children to search for hidden shapes in the garden. They question briskly and purposefully to ensure that children understand and make progress. Teachers in the best lessons systematically plan for and teach how to use and improve specific skills, for example in cutting safely and accurately. Learning takes place in an atmosphere of purposeful and eager activity. Children work enthusiastically to please themselves and their teachers.
70. Across the school, lessons are very well resourced with carefully chosen and appropriate materials so that learning is carried out in a rich and stimulating way. For example, children play together happily on their 'beach' looking for artificial crabs and small fish. They sit in their deck chairs enjoying the sunshine, but taking care to protect themselves from too much sun!
71. All teachers and their helpers are particularly aware of the needs of all children. They make sure that all children receive good and very effective support. This enables all children, including those with some degree of SEN, to play a full part in their lessons.

72. In a few lessons where teaching had some shortcomings, opportunities were missed to promote children's bilingual skills and to build systematically on their early learning of the language.
73. The quality of assessment, and its use to inform learning, is good. Teachers know their pupils well. Procedures are effective and manageable, including those for pupils with additional learning needs, and provide information about pupils' progress in the six areas of the Desirable Outcomes for Children's Learning. Assessment procedures fully meet statutory requirements.
74. On entry to school children are assessed appropriately according to UA baseline assessment. Baseline test results are analysed and are used effectively to place children in key worker groups for work that is matched closely to their skill levels. Suitably matched targets are set for children of varying abilities, including more able pupils and those with additional and special needs.
75. Detailed files contain records of children's progress in all six areas of learning, as well as details of development in other fields, such as Welsh. Information about social achievement and behaviour is also kept. Individual children's progress is carefully monitored and the effective tracking system provides useful information about the progress of individuals. However, no formal record is kept of the indoor and outdoor activities chosen by children, to ensure that they have a balance in their wide range of experiences.
76. Teachers write valuable comments on children's work, and discuss the comments with the children. Focused guidance on how children can improve their work is often given. Children play a small part in evaluating their own progress when completing 'I can ...' sheets, which indicates that they are aware of some of their strengths. Teachers use this information effectively to assist their future planning
77. Annual reports to parents comply with statutory requirements and provide detailed information about children's progress, together with guidance on further development. Parents are happy to visit the school formally twice a year to discuss their children's work and their records are discussed with them. Records are carefully transferred to infant schools to ensure continuity in learning.

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

78. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
79. Overall, the curriculum fully complies with statutory requirements and meets the learning needs of children under five well, successfully promoting the Desirable Outcomes for Children's Learning. There is a strong emphasis on developing learning through practical first hand experiences, both indoors and outside the classroom, and the curriculum is broad, relevant and well balanced. Children experience rich and varied activities successfully presented through topics. The school demonstrates a sensitive awareness of the needs of the children, and the caring ethos and inclusive nature of the school ensures that all children have opportunities to experience the whole curriculum.
80. The quality of planning is good with the three teachers and support staff working together closely to plan appropriate activities that build successfully on what children already know and can do in the six areas of learning. Relevant and concise policy documents and schemes of work are in place.
81. Opportunities to develop basic and key skills are indicated clearly in planning, and the school is effective in developing literacy, numeracy, personal and social skills and ICT skills across the curriculum. Sound attention is given to problem solving, development of thinking and creative skills and fostering independence. However, children's bilingual skills are not promoted consistently.
82. Visits to the local community and outside locations, for example, to the canal, enrich the curriculum and contribute most effectively to children's learning. Visitors to the school, such as a policeman and firemen, not only enhance children's personal, social and cultural skills but also significantly enrich their learning.
83. Opportunities exist for children to experience the spiritual dimension to life through activities in creative development. Teachers develop moral and social education, purposely fostering values such as caring, friendship and honesty in the end of day reflection time. Personal and social skills are also well developed through opportunities to raise money for various charities.
84. The school actively promotes children's cultural development through its involvement in 'World Book Day', the Chinese New Year and St David's Day celebrations.
85. Partnerships with parents are good. They are well informed about the life and work of the school. They are very supportive and parents appreciate the positive values promoted by the school, and the educational sessions organised for them on how they can participate effectively in their children's learning.

86. There are good links with the community, especially through the ICC centre, and also with playgroups and local infants schools. The school works closely with local colleges and teacher training establishments, providing placements and training for students.
87. There are appropriate policies for promoting bilingualism across the curriculum. There is some use of incidental Welsh by some teachers and support staff. In these classes children develop a good understanding of a small number of words and sing a few Welsh songs with accurate enunciation. *Y Cwricwlwm Cymreig* is well planned and implemented effectively in all curricular areas, for example, through Welsh legends.
88. Role-play, educational visits and visitors from the community help to raise the pupils' awareness of the world of work. For example, children play in the pizza house and Welsh kitchen. They visit local shops and the nearby garage and work with "people who help us" such as the emergency services and school nurse.
89. The nursery strongly promotes equality of access and opportunity for all and is robust in its efforts to tackle social disadvantage. Children irrespective of their social backgrounds, gender, disability or ethnicity are positively included in all activities.
90. Children have good knowledge of how they care for the environment and the effects of litter. Children and parents are involved in a recycling scheme that includes garden compost and planting. They use the produce such as tomatoes and apples to make food toppings and apple pies. They willingly help care for the school's pets.
91. Children's' entrepreneurial skills are well developed through role-play and practical activities. For example they sell and deliver pizzas and use the Welsh kitchen to make and sell Welsh cakes.
92. Learning experiences enable children to acquire valuable skills. The school regularly holds family learning courses such as language and number play as well as adult social and well being courses that help children see adults as lifelong learners.

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

Grade 2: Good features and no important shortcomings

93. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
94. Pupils are cared for, guided and supported very well in a very supportive, safe and happy environment. The school has a very positive ethos and all pupils are valued and included. Staff liaise effectively with a wide range of support services. Planned programmes are drawn up and parents and carers are fully involved in discussions about the care of their children
95. Teachers know pupils and their parents very well and have developed very effective partnerships with parents, carers and the community. Parent's views are sought through questionnaires and the recently introduced Effective Early Learning Project (EEL). A small number of adults provide good quality support in class. Many use their skills to support projects such as gardening. and. help with educational visits. Relationships between teachers and parents are very good. There is good daily informal contact and effective arrangements to keep parents informed about school life and to answer any concerns they may have. The school works hard to involve parents in the education of their children. Weekly maths and "homework" sheets provide parents with useful information about topics being taught. Parents regularly use the school library for books and story sacks.
96. Transitional arrangements from home to school are carefully planned and implemented. Admission arrangements are flexible and the vast majority of children have settled well at this very early stage of the term. Suitable arrangements are made for children who join later. There are good links with the receiving primary school. Children are well prepared for the next stage of their education. Staff make reciprocal visits and children visit with their teachers and with their parents. Staff in the primary school say that children settle well in reception class.
97. There are effective policies and procedures to monitor attendance and inappropriate behaviour. Attendance and punctuality are very carefully reviewed. The school operates a first day response system to absence. There are clear classroom rules and children's behaviour is closely monitored. Parents support the school's assertive discipline strategies and carry them through from school to home to help in their dealings with their children
98. There are clear well-documented policies and procedures for assuring children's well being and health and safety when in the school's care. Risk assessments are systematic. The school provides a safe and secure environment for work and play. Staff are alert to issues relating to the well being of the children. Procedures for first aid, medical support and for contacting parents in emergencies are well known to all staff. Plans are in place to start the Healthy Eating initiative. Children are involved in fruit and healthy

food tasting sessions. Parents are supportive of the school's healthy lunchbox policy.

99. There is a very effective policy and well-established procedures for child protection. One class teacher is the designated person and the headteacher is her deputy; teachers and support staff are very well aware of their responsibilities.
100. The school has good relevant policies and procedures in place to support and guide children taking into account their social, educational ethnic and linguistic backgrounds. Policies and practices positively promote gender and race equality and this is observed in all areas of the school's provision.
101. The school building has been suitably adapted to accommodate children with disabilities. There are no children with physical disabilities currently attending the school. The school has a comprehensive plan to enable access for those with physical disabilities.
102. The provision for learners with SEN is good. There are effective systems using baseline assessment and other standardised tests to diagnose educational and behavioural needs at an early stage. The register for SEN pupils is regularly updated and governors are kept properly informed.
103. Children with SEN are effectively supported by the special education co-ordinator (Senco), teachers and support staff, who know the children well and have a good understanding of their needs. Valuable support given to small groups and individuals enhances the provision in the classroom, and the special educational needs co-ordinator gives outstanding one-to-one support to one child. Children on the register benefit greatly from additional help and make good progress relative to their abilities.
104. Carefully planned provision within classes for more able children is good, and vulnerable children participate successfully in particular schemes, for example, POPAT, for improving language skills. All children with additional needs are well integrated into the life and work of the school.
105. Each child with SEN needs has a detailed individual learning plan, which has specific short-term targets that are achievable and have measurable outcomes. These are appropriate to the specific needs.
106. The school follows the stages of the SEN code of practice correctly with parents being included regularly in discussing the achievement of their children, keeping a home/school diary which notes progress, and contributing to the termly and annual reviews.
107. Effective use is made of outside agencies, such as the speech and language therapist, to promote learning for children with specific difficulties. Children with behavioural problems make good progress through the effective use of well-developed strategies put in place by the school.

Leadership and management

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

Grade 2: Good features and no important shortcomings

108. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
109. The headteacher gives a clear and firm lead to the rest of the professional staff at the school, who all work together well as a harmonious and dedicated team. Emanating from the good example set by the headteacher there is a strong sense of commitment to the children who attend the school and a willingness to provide a rich and very stimulating environment for children to develop their personal and intellectual skills to the full. All children, including those with SEN are made to feel important and receive good support to enable all to have equal opportunities to learn and to make progress.
110. The teaching staff and nursery nurses and teaching assistants monitor and evaluate children's all round achievements regularly. They formally and informally evaluate what has gone well and what needs to be repeated. All staff have conscientiously engaged in a thorough review of the school. Teachers discharge their responsibilities well and have a direct and positive impact on those areas for which they are responsible. Recently adopted procedures have enabled all teachers to evaluate teaching and learning at first hand and to contribute to each other's professional development.
111. The school pays close attention to national and local priorities. For example, links with the primary school to which most children transfer are strong and mutually beneficial. Children are encouraged successfully to be aware of the importance of looking after themselves and of taking care of living things and their environment. The school is preparing well for the introduction of the foundation phase. Children's views and opinions are sought regularly and respected.
112. The school has put in place well organised and effective arrangements to provide teaching staff with appropriate time during the school week to plan, prepare and assess. There are sound arrangements to promote teachers' professional development which are carefully linked to the SDP. This is a detailed working document which contains considerable useful detail to judge its progress.
113. The school's self evaluation document is systematically constructed and firmly based on first hand evidence and discussion amongst the professional staff of the school. The governing body's views have not been sought formally. The school's self-evaluation document is beginning to impact on the school's future development and upon the performance of individual staff.
114. The school has made some progress in addressing the recent changes of role recommended by WAG to enable the school's management panel to become a

school governing body. However, there is still work to do to complete this process. Governors have become familiar with the SDP and with the school's own self-evaluation document. As yet they have been reliant on the guidance of the professional leadership of the school to judge the accuracy and progress of these documents. The governing body has yet to put in place arrangements to judge the overall impact of its spending decisions and to act as a critical friend of the school. Some arrangements for governors to receive training in their new roles have been made but these have as yet to be undertaken.

115. The school's budget has been set appropriately and there are thorough arrangements in place to monitor its progress and to make governors aware of the school's longer term strategic needs. Day-to-day administration is cheerful and functions efficiently.
116. Bearing in mind the good quality of provision, matched by the progress children make, the high quality of teaching and leadership by the professional staff, the school gives good value for money.

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

Grade 3: Good features outweigh shortcomings

117. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report.
118. The quality of the school's self evaluation document is good. However, the school underestimated the quality and efficiency with which its resources are managed. The document is systematically put together. These documents are the result of close co-operation and discussion between the headteacher and the professional staff of the school. It is accurate and closely matches the needs of the school. It is built around a rigorous review system which the professional staff have used consistently over some time. The school improvement plan, combined with the SDP is well matched to the school's budget.
119. Currently however the school's self evaluation process has some shortcomings. Because of the recent changes in the role and composition of the governing body, little work has been undertaken by the governing body in order to contribute to judgements about the school's strengths and areas for development. Governors only have a general impression of the school's work and currently lack the knowledge and understanding to undertake and contribute to the self-evaluation process. Currently the governing body lacks training and experience to judge accurately the success of its spending decisions and the impact of longer term strategic planning for school improvement. Currently its role as a critical friend of the school is not sufficiently developed.
120. There are detailed and well-used procedures in place for teachers to look carefully at the standards children achieve on entry and the progress they make over the time they are at the school. There are also sound arrangements in place for the headteacher to assess the quality of education which the school provides including the quality of teaching.
121. The school's self-evaluation is closely linked to the SDP. The latter is appropriately detailed and carefully linked to priorities agreed locally and nationally. Within the document there is an effective arrangement to address the requirements to provide time for teachers to plan, prepare and assessment during the taught week. Arrangements to improve the performance of staff are also well established and effective.
122. The school's plans for improvement combined with the SDP are well matched to the school's budget. The school has made good progress since the time of the last inspection and all the key issues of that inspection have been addressed successfully. The inspection team agrees with nearly all of the strengths and areas for development identified in the SDP. The inspection team also agrees with nearly all of the judgements made by the school when it addressed the seven key questions of the inspection. In Key Question 7 the

Report by Peter Mathias
Two Locks Nursery – September, 2006

school underestimated the quality of its provision and of the effectiveness with which resources are used.

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

Grade 2 : Good features and no important shortcomings

123. The judgements of the school do not match those of the inspection team. The school underestimated the quality of its provision in this area.
124. The school is well staffed and employs a sufficient number of qualified and experienced teachers and support staff. Teachers and support staff are deployed appropriately and effective use is made of their expertise. Members of staff are committed to providing the best for children in all aspects of school life. Children have free access to outside play in each session and make very good use of the different areas available for example the pizza house, garden and garage.
125. Learning resources are of good quality and are replaced and updated to meet the needs of the children and the curriculum. Parents make good use of the library and story sacks. The nursery makes good use of all resources available. For example one class is taught in the nearby ICC daily. This relieves the pressure in the school for one session each day.
126. The nursery is situated in a single storey building on a busy main road. Staff ensure that the gate is secure. The accommodation is well maintained and cleaned to a high standard. It is bright and welcoming with good quality displays of children's work. However the design of the building means that children pass through one classroom to reach their own, occasionally causing disruption. Some areas such as the corridor and cloakroom are small and narrow and quickly become congested at certain times.
127. Economic, efficient and effective use is made of resources. Purposeful and efficient planning ensures that the same resources are used at different times of the day by the three teachers.
128. The school has set procedures and systems to ensure that staff work efficiently. The deployment of staff and their professional development are clearly linked to whole school priorities, and full use is made of staff skills. The good effect of INSET is evident in teaching and learning, for example, in ICT. Cover for teachers' preparation, planning and assessment time is very good, and high standards are maintained. A regular programme for monitoring the quality of teaching has been established. Resource decisions are closely linked to the school's priorities and objectives.
129. The headteacher manages finances well, and economic, efficient and effective use is made of available resources. The use of resources is regularly reviewed by the head and staff to ensure that money is well spent.

Standards achieved in areas of learning

Language, literacy and communication skills

Grade 2: Good features, and no important shortcomings

Good features

130. Children are developing good listening skills. They listen attentively to other children, and make good use of the listening centres to listen to stories. They follow simple instructions accurately and carry them out appropriately.
131. Many children, although starting from a low baseline, develop confidently within a short time. The majority speak clearly in a variety of situations, using a growing vocabulary with increasing confidence. However, they only express themselves in short sentences and statements.
132. Children's reading skills are developing well. Most of the children recognise their own names, and a few more able children recognise some letters in the text. Children enjoy looking at books and use pictures to gain an understanding of the story. They handle books correctly and describe favourite characters well. When retelling stories the majority sequence events correctly and answer questions about the book intelligently.
133. Children's early writing skills are developing well. A small minority succeed in writing their names correctly. They make good use of the interactive whiteboard, and a variety of writing materials to practise their writing skills. They show a good understanding of the functions of writing when role-playing, or sending messages in envelopes to other children.

Shortcomings

134. Children use few Welsh words and phrases in speaking around the school.

Personal and social development

Grade 2: Good features and no important shortcomings.

Good features

135. Children make good progress in acquiring personal and social skills. They are friendly and welcoming towards visitors, and are aware of the need to conform to classroom rules. They work and play well together, and are very willing to take responsibility as 'helper of the day'. They are willing to share resources and co-operate well with others during activities such as role-play and when using the computer. In general, they have a good understanding of the need to take turns, and display a caring attitude towards others.

136. Many children display appropriate self-control, and have a good awareness of the need for cleanliness, for example, washing their hands before cooking activities. They are attentive, interested and motivated, and the great majority concentrate well on their tasks. They display a high degree of independence indoors and outdoors, when solving problems and making choices.

Shortcomings

137. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

138. Children are beginning to understand some basic mathematical concepts when learning about number language and how a group of objects can be counted. For example, when counting the spots on a ladybird they know the names of numbers within 10 and count on and back accurately. They count backwards from 10 when starting a space adventure. They recognise that a series of shapes and colours can be repeated in the same order. They know that triangles have three sides and three corners. They quickly sort materials using different criteria logically and accurately. They hunt successfully for shapes when searching outside to find them.
139. Children use the language of size confidently, ordering a series of objects from 'small' to 'big' and use phrases like 'more than' and 'bigger than' correctly. They are beginning to use and understand the language of position well. They place objects 'behind' and 'in front of' accurately.
140. In 'The Baker' they understand the use of money and carry out transactions when they role-play, making and selling Welsh cakes. They measure accurately the ingredients they will need to make 'fish biscuits' when working in the kitchen, or when investigating using water containers in their wet and dry areas.

Shortcomings

141. There are no important shortcomings.

Knowledge and Understanding of the World

Grade 2: Good features and no important shortcomings

Good features

142. Children have a growing understanding of their routes to school and of the main features in their local area. They use 'play people' and small replica objects to construct models of their journeys to school. They are beginning to understand

that life is different in other countries and continents. They compare their own lives with that of young children in an area of Nigeria when listening to the story of 'Chili Only Likes Blue'. They look carefully at photographs of one child's family in Nigeria.

143. As a result of visits to Bristol Zoo and Greenmeadow Farm they know that it is very important to take care of the environment and to recycle materials. They know that birds, animals and fish need special conditions to survive. They take care of the ducks on the nearby canal. They are beginning to realise that living things can be divided into groups because of the way they breed. They distinguish between the life cycles of sheep and frogs and know that some animals drink milk, 'just like us'.
144. Through the many very effective opportunities provided, children understand that seasons change. They appreciate that in some seasons plants grow and thrive and in others they are dormant or die. They plant and tend a variety of vegetables and flowers and look carefully at how they grow, for example measuring sunflowers and enjoying the taste of their own tomatoes which they have grown from seeds. They know the names of many fruits and understand and practice good hygiene routines when eating them.
145. Children investigate carefully how and why some objects sink or float. They measure accurately how many marbles a boat will hold before it sinks. They are beginning to understand the importance of making sure that all the marbles weigh the same. They design a breakfast bowl for 'baby bear' in the story of Goldilocks and test how it works. They look carefully at how ingredients change when they are cooked together. They systematically classify materials into waterproof and non-waterproof after testing them.
146. They play together thoughtfully, investigating how bubbles are formed and what happens to them when they fly away in the wind. They have a growing awareness of the work that people do and know that some people such as the policemen, firemen and postmen carry out important work to help us.
147. Across the school children use the computer and interactive whiteboard to follow simple programs. They know how to control the cursor using the mouse and how to move through a simple programme. They draw pictures on the computer using an art package.

Shortcomings

148. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

149. Children have a very clear understanding of health, hygiene and safety. They know that some foods such as fruit and milk are very good for you and eat them readily. They know that there are also some foods which are bad for your teeth and which should be avoided. They take care to ensure that their hands are clean before they begin to prepare their food, for example when making a pizza or when eating the finished product. They know how important it is to show consideration for others in order to play safely, for example when riding their tricycles around the routes in the outdoor play area delivering pizzas to customers.
150. Using a range of climbing and balancing materials and apparatus, children show a growing control and co-ordination in the way they move. They climb 'over' and 'under' confidently. They walk, run and skip when playing 'on the beach' or when landing 'on the moon'. They are beginning to use movements to express their feelings and show respect for each others' personal space when moving together.
151. Children show good control when using devices, for example when sending remote control messages to a moving toy car. They cleverly make it move in different directions and at different speeds. They construct shapes using large materials such as empty boxes and containers. They are beginning to cut and stick accurately using small tools, scissors and glue carefully and thoughtfully. They use toy spanners and building equipment realistically.

Shortcomings

152. There are no important shortcomings.

Creative development

Grade 1: Good with outstanding features

Good and outstanding features

153. An outstanding feature is the excellent artwork children produce, using a wide variety of media and techniques. They show vivid imagination in their paintings and in their three-dimensional clay models. They produce colourful images on the computer. They mix paints effectively to create exciting repeating patterns, self-portraits and large-scale wall paintings. Their paintings of flowers, and work based on the styles of famous artists, show outstanding observational skills.

154. Children have a good recall of the words of many songs in English and Welsh, and sing them in a lively fashion. They hold and play percussion instruments correctly, and experiment with them in a sensible way. They keep the beat effectively.
155. One of the outstanding features of creative development is the way in which children respond with sensitivity to music when dancing, for example, when performing an elephant dance. Children role-play most effectively in the outdoor pizza house, and display a high degree of confidence in their drama work, for example, in the outdoor 'Bear Hunt', and in their use of puppets to retell Bible stories.

Shortcomings

156. There are no important shortcomings

School's response to the inspection

157. The staff and governors of Two Locks Nursery were pleased that the school was judged to have some outstanding features. Making learning fun, the positive and caring attitudes of all staff and good relationships are a strong feature of our school.
158. The inspection team recognised that all staff work hard to make best use of an older building and praised the vivid imagination of our children in their play both inside the school and outdoors.
159. An action plan to include the recommendations will be produced and form part of the schools strategic plan. This will help us to ensure we continue to move forward and improve all aspects of our work with young children. The schools self-evaluation document supports these improvements.
160. All staff and governors would like to express their thanks to the inspection team who were sensitive in their approach to the children who had just started their nursery education.
161. The inspection process was an extremely positive experience for staff and governors.

Appendix A

Basic information about the school

Name of school	Two Locks Nursery
School type	Nursery
Age-range of pupils	3 - 5
Address of school	Two Locks Road Cwmbran Torfaen
Post-code	NP44 7HQ
Telephone number	01633 483136

Headteacher	Miss Brenda Jones
Date of appointment	1 st September 1989
Chair of governors/ Appropriate authority	Mrs Collette Thomas
Registered inspector	Mr Peter Mathias
Dates of inspection	18 th -20 th September 2006

Appendix B

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	54	0	0	0	0	0	0	0	54

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	13:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	N/A
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection		
Term	N	Whole School
Autumn 2005	86.6	86.6
Spring 2006	85.1	85.1
Summer 2006	82.6	82.6

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

Appendix C

Evidence base of the inspection

- A team of three inspectors who were present at the school for five inspector days.
- Pre-inspection meetings were held with parents and the management group to discuss the life and work of the school.
- Four questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff with responsibilities and support staff.
- School documentation and samples of childrens' work were examined.
- Twenty-two lessons or sessions were observed.
- A sample of childrens' work from across the ability range in each year group was examined.
- Discussions were held with children about their work and about the life of the school.
- Children's behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Post inspection meetings were held with the staff and the governing body.

Appendix D

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Rgl)	Context Summary and recommendations Key Questions 5 and 6 Contributions to Key Questions 1 and 2 Mathematical development Knowledge and understanding of the world Physical development
Mrs Caterina Lewis (Lay)	Contributions to Key Questions 1, 3, 4 and 7
Mrs Zohrah Evans	Contributions to Key Questions 2, 3, 4 and 7 Special educational needs Language, literacy and communications skills Creative development Personal and social development

Acknowledgement

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

The Inspection Contractor

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