

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

A Report on the Quality of Education in

**Caia Park Nursery School
Prince Charles Road
Wrexham
LL13 8TH**

School Number: 6651007

Date of Inspection: 24 February 2009

by

**Carolyn Jane Thomas
78414**

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Caia Park 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 Caia Park Nursery School took place between 24/02/09 and 26/02/09. An independent team of inspectors, led by Carolyn Jane Thomas 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. Caia Park Nursery is situated in the Queensway ward, a large post-war socially disadvantaged council housing estate, which is 2 miles east of the centre of Wrexham. The majority of children live in close proximity to the school but a significant number travel from other catchment areas. A minority of children come from private housing with the majority living in accommodation rented from the council. According to the Welsh Standards of Deprivation, the Queensway ward ranks third in the overall deprivation table. In October 2005 the Campaign for Child Poverty identified 87 per cent of children in the ward “living in “or “on the brink of poverty”. This is the highest percentage in Wales.
2. Ninety per cent of children are from White British backgrounds and from English speaking homes. Ten per cent come from ethnic minority groups. Welsh is taught as a second language. A significant number of children entering the nursery are not toilet trained, have delayed social and communication skills and a variety of Additional Learning Needs. The school caters for children whose families have an input from Social Services and the Health Authority.
3. The nursery caters for children aged between three and four years, on a part time basis, from the term following their third birthday. This follows the Local Education Authority (LEA) guidance for admission into a nursery class. 19 children currently attend the morning session and 19 the afternoon. The three year olds, who attend the provision in the afternoons are funded according to criteria established by the Welsh Assembly Government (WAG). The Nursery and Early Years Provision are resourced provisions, providing assessment places for ten children in total with identified learning Needs.
4. There are currently no “looked after” children registered with the school and one child has a physical disability. There are however a significant minority who have minor disabilities requiring extra care and attention. No children have a statement for Additional Learning Needs but there are 19 children on the Additional Learning Needs Register. At the time of the inspection one child required support with English as an Additional Language. The nursery admits children from a full range of abilities.
5. The current head teacher was appointed in September 2007 and was not in post when the school was last inspected May 2003. Since then significant improvements have been made to the inside accommodation and the outside classroom.
6. The school has been awarded the Basic Skills Quality Mark, and the Healthy Schools initiative award for a number of years.

The school's priorities and targets

7. Caia Park Nursery School's ethos is encapsulated in the maxim that they teach the children everyday in their play that they are caring, sharing and learning.
8. Caia Park Nursery aims to provide a safe, warm, welcoming environment in which the children can thrive and develop. The nursery aims to give equal opportunities and access to the curriculum regardless of race, background, gender or stage of development. The ethos encompasses exceptional close relationships with parents, the community and outside agencies.
9. The nursery states its priorities as outlined in the School Improvement Plan for 2008-2009, are to:
 - develop the role and structure of the curriculum teams
 - update school documentation
 - further improve the outdoor learning area
 - further improve standards of oracy and numeracy
 - improve the attendance of nursery pupils
 - extend the school's self evaluation process to further incorporate the views of all stakeholders
 - review the assessment and reporting systems
 - extend recycling/eco projects
 - further develop home/school partnerships, community links and business links
 - further improve the school building to ensure an optimum learning environment.

Summary

10. Caia Park Nursery is a good school with many outstanding features in all aspects of its work.

Table of grades awarded

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

Area of learning for under-fives

Personal and social development, Well being and Cultural Diversity	Grade 1
Language, literacy and communication skills	Grade 1
Mathematical development	Grade 2
Welsh Language development	Grade 1
Knowledge and understanding of the world	Grade 1
Physical development	Grade 1
Creative development	Grade 1

11. The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
54%	46%	0%	0%	0%

12. These percentages are well above the figures published in the HMCI's Annual Report 2007-2008 (Primary) that 74 per cent of standards were Grade 2 and 10 per cent of standards were Grade 1. Taken alongside the low skill level of children on entry, this reflects the maintenance of high standards noted in the previous inspection.
13. Overall, children enter Caia Park Nursery with skill levels that are considerably lower than those attending similar schools. The majority of children have limited communication and personal and social skills. An outstanding feature of the school is the progress children make and the excellent standards they achieve in their knowledge, skills and understanding, regardless of their background.

14. By a very early stage in the academic year, all children settle into school quickly and enjoy and persevere with their activities.
15. The school monitors individual children very closely, and children often exceed challenging academic targets and initial expectations. All children with Additional Learning Needs achieve their full potential. Children are extremely well prepared for their next stage of learning.
16. The development of the key skills is outstanding. With very few exceptions, children's listening, reading and writing skills are exceptionally good despite the fact that the majority of children start school with low baseline scores. They make good progress in speaking. Their mathematical skills are good, especially when undertaking practical tasks. Their ICT skills are outstanding and most children use computers and digital cameras very well to support language, mathematical and creative development.
17. Most children have an outstanding understanding of and use Welsh greetings and phrases successfully. They also know numerous Welsh songs. Their bilingual competence shows very good progress.
18. Children's behaviour and their attitudes towards learning are outstanding features of the school. Children demonstrate respect, care and concern for each other, for adults and for their school environment. This is an outstanding feature off the school.
19. The children's personal, social moral and learning skills are outstanding in quality, with the overwhelming majority of children making effective use of their time in lessons. They are well motivated and really enjoy learning. Many are beginning to apply their thinking skills, persevere and concentrate for longer periods of time, for example, as they listen to stories during a large group session.
20. Most children are making outstanding progress in developing the capacity to work independently and they are constantly encouraged to make their own choices and decisions. They are confident and eager to explore new learning situations.
21. Relative to their young age, with very few exceptions, children demonstrate an excellent understanding of equal opportunities and a respect for diversity within their school and the wider world. They are accepting of each other, work co-operatively together and help and support each other.
22. Average attendance over the three terms prior to inspection was 83.7 per cent, which is below local and Welsh Assembly Government targets.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
58%	42%	0%	0%	0%

23. The overall quality of teaching has many outstanding features. These percentages are well above the figures published in the HMCI's Annual Report 2007-2008 (Primary) where 83 per cent of standards in teaching were Grade 2 and 16 per cent of standards in teaching were Grade 1.
24. Outstanding features include very positive relationships between staff and children, effective teamwork, very good understanding of the Foundation Phase and very detailed planning.
25. The quality of assessment and its use in helping to raise standards across all areas of learning in the school are outstanding features. Rigorous, consistent and comprehensive procedures are in place which record and track children's progress from the time they start in school. Reports to parents are outstanding.
26. Planning for structured play supports the highly focused teaching and fosters children's independence well, ensuring that they play an active role in their own learning.
27. The Development of children's basic and key skills across the Foundation Phase curriculum is an outstanding feature of the school. Children learn through first hand experiential activities in the outstanding indoor and outdoor environments.
28. The outstanding nature of the school's provision for spiritual, moral, social and cultural development is reflected in the daily life of the school by the respect and care shown by all staff and children to each other.
29. Partnership with parents, community and other providers is outstanding. The establishment of a Home/School Link Co-ordinator to encourage parental engagement and commitment is particularly outstanding. Parents at the pre-inspection meeting were unanimous in the belief that the school was approachable and supportive of parents and pupils. The support for parents of English additional language pupils is also outstanding.
30. The school provides a happy, caring supportive and safe environment for children to learn. Caia Park Nursery is an inclusive school. Discrimination in any form is not tolerated. The provision for the well being of children in the school is outstanding.

Leadership and management

31. There is a very strong sense of direction and purpose to the work of Caia nursery. There are explicit aims and values that promote equality for all and are obvious in the daily life of the school. The quality of leadership and management shown by the head teacher is outstanding. Her management is purposeful and imaginative. She has a clear vision for the future direction of the school that she relays effectively to all those involved in the school.
32. The head teacher works very closely with all staff and over recent years, they have established a very dynamic approach to school improvement. All members of staff, governors and parents play an important role in ensuring that the school continues to maintain its high standards. There are outstanding working relationships between all stakeholders and there is a genuine sense of teamwork.
33. The Governing Body is developing well; members are very supportive of the school. Governors are dedicated, enthusiastic and support well the head teacher and the staff. They are developing their strategic role and they make increasingly effective contributions to the leadership. They are very well informed about issues that affect the nursery and are developing effective procedures for monitoring performance.
34. An exemplary culture of self-evaluation, driven by the head teacher, has been established in the school for many years. All members of staff participate in the monitoring and evaluation process, to explore the strengths and determine the future needs of the school. This is an outstanding feature of the school.
35. The school has made outstanding progress since the last inspection and overall provides outstanding value for money.

Recommendations

36. In order to improve the school and raise standards, the staff and governing body need to:

R1 Raise the standards in the area of mathematical development where minor shortcomings have been identified. *

R2 Continue the existing good strategies to improve attendance. *

R3 Further develop the role of the Governing Body.

* Recommendations already identified in the School's Improvement Plan and its Self-Evaluation Report.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

37. The findings of the inspection team match the Grade 1 given by the school in its self-evaluation report.
38. The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
54%	46%	0%	0%	0%

39. These percentages are well above the figures published in the HMCI's Annual Report 2007-2008 (Primary) that 74 per cent of standards were Grade 2 and 10 per cent of standards were Grade 1.
40. Grades for standards in areas of learning are as follows:

Personal and social development, Well being and Cultural Diversity	Grade 1
Language, literacy and communication skills	Grade 1
Mathematical development	Grade 2
Welsh Language development	Grade 1
Knowledge and understanding of the world	Grade 1
Physical development	Grade 1
Creative development	Grade 1

41. Overall, children enter Caia Park Nursery with skill levels that are considerably lower than those attending similar schools. The majority of children have limited communication and personal and social skills. On entry assessments taken during their first few weeks in school indicates that overall, standards on entry are not as high as they were three years ago. In recent years data provided by the school indicates that more children display speech and language delay. The 2007 intake data indicated that many pupils had poor mathematical skills.
42. The school's assessment evidence shows that during their time in the nursery children achieve outstanding standards regardless of their background. This reflects the high level of individual progress made by each child in acquiring new knowledge. There has been a trend of rising standards of achievement and attainment over the past few years and with very few exceptions, children reach their set learning targets and goals. Children at either end of the academic scale and those with Additional Learning Needs and English as an Additional Language achieve outstanding standards relative to their age and ability.

43. With very few exceptions, children's listening, speaking and writing skills are exceptionally good, despite the fact that the majority of children start school with low baseline scores. They make good progress in reading and when using their mathematical skills, especially when undertaking practical tasks. Their ICT skills are outstanding and most children use computers and digital cameras very well to support language, mathematical and creative development. Standards in problem-solving skills are an outstanding feature and children select materials carefully as they build a den in the garden. They do so in an enthusiastic and imaginative way.
44. Most children have an outstanding understanding of and use Welsh greetings and phrases successfully. They also know numerous Welsh songs. They make very good progress in developing their bilingual competence.
45. There are no significant differences between boys and girls achievements. Children are extremely well prepared for their next stage of learning.
46. All children consistently achieve the anticipated learning targets set for them and they achieve their full potential. Many are able to discuss their work with the staff and a few are able to review their strengths and weaknesses. A few are beginning to be aware of their potential as they are introduced to new skills. Some children are beginning to understand how they are progressing and with guidance some are also beginning to understand what they need to do to improve. Most ask for help when required as they work at their tasks.
47. The children's personal and social skills are outstanding in quality, with the overwhelming majority of children making effective use of their time in lessons. They are well motivated and really enjoy learning. Many are beginning to apply their thinking skills, persevere and concentrate for longer periods of time, for example, as they listen to stories during a large group session.
48. They make excellent progress in developing the skills necessary to maintain lifelong learning. A few of the children demonstrate good levels of initiative. They are beginning to work independently. They all co-operate well in group work or paired work. The ethos of the school makes a significant impact on the children's positive attitudes to their work and they display a positive attitude to learning and have growing self-esteem.
49. Children's behaviour is outstanding both in class and in the outside area. All the children are friendly towards each other and adults. The vast majority play and get along with each other very well. They show that they are confident in their relationships in school. They have respect for equal opportunities issues and diversity. The nursery is a happy, vibrant and inclusive community where all children are valued and nurtured. Children demonstrate respect, care and concern for their school environment. This is an outstanding feature of the school.
50. Average attendance over the three terms prior to inspection was 83.7 per cent, which is below local and Welsh Assembly Government targets. The level of attendance is adversely affected by the susceptibility of the very young

children to illness. For example children have suffered from various viral infections. In addition, an increasing number of family problems have a serious negative impact on the overall rates of attendance. With very few exceptions, pupils are punctual and the sessions start on time.

51. Overall children make outstanding progress in their moral and wider development as they work well together in an ethos that values individuals and promotes honesty and fairness. All children show their care, respect and concern for others and they willingly discuss their hopes and fears during their activities. Many have a sincere regard for the views of others and they all have a sense of what is right and wrong and are able to reflect sensitively on a wide range of age appropriate issues such as why the birds need to be fed during the winter months. The exemplary relationships between adults and children, the high priority given to children's emotional and personal well-being and the highly inclusive ethos of the school make this an outstanding feature.
52. Pupils' awareness of equal opportunities and their respect for diversity in society is outstanding for their age. They are treated equally regardless of their background or circumstance. This sense of responsibility helps develop a good understanding of equal opportunities and nurtures a healthy respect for the diversity of beliefs, attitudes and cultural traditions which helps form today's modern society. They are developing as good citizens.
53. All pupils develop an outstanding age appropriate understanding of their place in the community and the working world through visits to appropriate places and community visitors. This develops a very good understanding of the world of work.

The quality of education and training

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

Grade 1: Good with outstanding features

54. The findings of the inspection team match the Grade 1 given by the school in its self-evaluation report.

55. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
58%	42%	0%	0%	0%

56. The overall quality of teaching has many outstanding features. These percentages are well above the figures published in the HMCI's Annual Report 2007-2008 (Primary) where 83 per cent of standards in teaching were Grade 2 and 16 per cent of standards in teaching was Grade 1.

57. The varied teaching styles, methods and approaches used throughout the school cater very effectively for different ways in which young children learn. Support staff are extremely well qualified and support pupils needing extra encouragement to understand their tasks very well. The quality of teaching for pupils with Additional Learning Needs is outstanding. All pupils benefit significantly from the team teaching approach and this has a significant impact on the standards they achieve.

58. The outstanding features in teaching are:

- Excellent relationships and clear expectations of behaviour that provide a confident and positive atmosphere in which pupils' achievement flourishes;
- Very skilful planning and clear objectives that capture pupils' interest, enabling them to be fully engrossed in their work and reluctant to finish at the end of the session;
- Imaginative use of different teaching strategies and exciting and consistently challenging targets;
- Opportunities for independent and collaborative work;
- Activities that are matched sensitively to the needs of all pupils in the class, including pupils with Additional Learning Needs; and
- Support staff that are well prepared and well directed to give outstanding support in group work, developing pupils' ideas and extending their learning.

59. Outstanding activities such as using binoculars for bird watching extend the children's' interest and encourage their imagination. The use of a range of very good quality resources such as natural materials for making pictures and a wide range of musical instruments on which to create their own musical work engage pupils' interest and enthusiasm.

60. When teaching is judged to be good with no important shortcomings, the good features include:
- Pupils managed and organised well, enabling tasks to be undertaken at a swift pace with no learning time wasted;
 - Good differentiation for pupils with Additional Learning Needs;
 - Pupils responding well to teachers' high expectations by putting considerable effort into their learning; and
 - All staff communicate their enthusiasm for all tasks and this has a positive impact on sustaining the children's motivation and interest.
61. The excellent team teaching and co-operative planning ensures that the needs of individual pupils are fully met. Relationships between all staff and pupils are an outstanding feature of the work of the school. This inspires the children to achieve their very best at all times.
62. All the staff are extremely well informed about recent developments in education and they have outstanding knowledge of the areas of learning that they teach. All staff are enthusiastic about professional development and actively seek out the best and most up-to-date training. An outstanding feature is that all staff attended a course for learning basic words and greetings in Polish to help a child and his mother settle into the Nursery. All training attended has not only enhanced staff's own development but has also led to improvements in teaching and learning throughout the school. This is an outstanding feature of the school.
63. All adults treat pupils fairly and equally and all pupils benefit from the same opportunities, both during tasks and in the wider life of the school. They meet the English needs of all pupils very well and make outstanding efforts to use incidental Welsh at all times.
64. The school's assessment procedures are very good with many outstanding features and the school meets statutory requirements for assessing, recording and reporting pupils' progress.
65. Children are assessed when they enter the school and their communication and language skills are meticulously recorded. These records are used to identify specific needs which are addressed very quickly. Excellent use is made of 'The Learning Stories' and 'Reflect and Review' diaries.
66. Practitioners take every opportunity to praise children's achievements and encourage them to think carefully about the next steps in their learning. One child was delighted when, with encouragement, he successfully put on his coat. He explained what he was going to learn next: to "do up my zip".
67. An outstanding feature of the school is the daily contact with all parents/ carers. A member of staff welcomes everyone at the start of each session and all practitioners are eager to share children's achievements and work co-operatively with parents and carers. The work of the Home School Link co-ordinator is outstanding.

68. Information is gathered throughout all sessions and comments on progress or concerns are noted on 'post it' notes which are used to plan the next steps for teaching and learning and to identify skills that need consolidating. Children receive exemplary verbal feedback on the quality of their work.
69. Individuals' performance is reviewed every half term when a new chapter is written in 'The Learning Stories' book and information gathered is used effectively to provide additional support when necessary. The school uses the LEA 'Travelling Together' booklets. These are passed on to the next school when pupils move on as well as sections of 'The Learning Stories'.
70. End of year written reports are detailed, and give a clear picture of pupils' strengths. When they leave, pupils are presented with a 'treasure box' which contains their 'Learning Stories' and other interesting artefacts which they have made. This is an outstanding feature of the school.

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

Grade 1: Good with outstanding features

71. The findings of the inspection team match the Grade 1 given by the school in its self-evaluation report.
72. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
73. The school provides an outstanding broad, balanced, interesting and exciting curriculum, which is fully accessible to all pupils and complies with legal requirements including for collective worship. The curriculum is relevant to the Foundation Phase curriculum. The learning experiences provided effectively meet the needs of all learners and the school. Throughout each session every opportunity is seized upon and turned into an active "hands on" learning experience. All children with Additional Learning Needs are very well catered for and are given support to access all learning opportunities inside and outside the school. This is an outstanding feature.
74. Policy documents and detailed schemes of work ensure progression in pupils' learning and they include clear learning objectives, suggested activities and resources. They support the school's practice very well. Children are actively involved in determining the focus of their learning and the curriculum is flexible in order to meet the needs of the very young. It meets their needs and covers each area of learning in a progressive manner, closely following the principles of the Foundation Phase. Teachers and support staff work as a very effective team. They all channel much time and energy into ensuring that the curriculum is not only skill based, broad, balanced and relevant, but exciting and interesting. This motivates children well both indoors and outdoors and is an outstanding feature.

75. Children learn through first-hand experiential activities in the outstanding outdoor environment. For example, the woodland area promotes discovery and independence; children are encouraged to discover bugs and carefully examine them under magnifying glasses.
76. Opportunities identified for children to use the key skills of speaking and listening is outstanding. Good opportunities are given to develop reading and writing. All members of staff maximise opportunities for discussion resulting in the children's very good speaking and listening skills. Planning ensures opportunities for children to apply their numeracy and ICT skills in the 'Make and Do' and 'Finding Out' areas.
77. The off site provision to broaden and enrich pupils experiences is outstanding. Supported by a very strong link with the Venture Group, their school bus is frequently provided to take pupils on visits, including Bellis Country Market, Ty Mawr Country Park, Bellevue Park and Chirk Castle. Walking distance visits to local churches, the Venture Centre and other local businesses contribute strongly to pupils' standards of achievement and personal development. A day long trip is organised during the summer term.
78. Provision for personal development is outstanding and successfully promotes the high standards achieved by the children. Structured activities and free play activities provide children with many different life situations to enable them to share and take the lead. Provision is based on the school's promotion of the need for equal opportunities and the importance of not stereotyping in relation to gender. Provision for moral development is an outstanding feature. It is very effectively integrated into all facets of daily sessions. Excellent opportunities are given for spiritual reflection during the day but particularly when the children prepare to say prayers before snack.
79. Partnership with parents, community and other providers is outstanding. The establishment of a Home/School Link Co-ordinator to encourage parental engagement and commitment is particularly outstanding. Workshops to support parents to establish good bedtime and morning routines, toilet training, good eating habits etc have proved very successful.
80. Regular newsletters and parents' notice board provide information on a range of topics. There are parents mornings each term to discuss their child's progress and opportunities each morning to inform staff of any issues which may affect their progress. Parents at the pre-inspection meeting were unanimous in the belief that the school was approachable and supportive of parents and pupils. The support for parents of English additional language pupils is also outstanding.
81. There is some parental help in the classroom and on school trips. Links with the community are very firmly established and include Caia Park Family Centre and Community Group, Venture Group as well as local churches and businesses. The links with the Venture Group ensures a smooth transition from playgroup to early entitlement and on to nursery. There is good liaison between nursery and transition to feeder reception classes. Follow up visits

are made in the autumn term to confirm that pupils have settled well. The school regularly takes students from Glyndwr University, Yale College and pupils on work experience from local high schools.

82. Children's bilingual skills are promoted exceptionally well and are an outstanding feature of the school. Commands and vocabulary are displayed prominently around the school and are used very effectively. Good attention is paid to *Y Cwricwlwm Cymreig*. The school ensures that children develop a good understanding of their cultural heritage through traditional Welsh tales such as Bendigeidfran and Cantre'r Gwaelod. They listen to contemporary Welsh music such as the songs of Sian James. They also begin to learn simple Welsh Folk Dances.
83. Work-related education is good and well established in the nursery, relevant to their age and ability. Role play is important in helping pupils understand the world of work. The community police, school nurse and many other visitors contribute to their knowledge and is an outstanding feature.
84. The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are outstanding. All children are valued equally and as individuals and the school's commitment to social inclusion is exemplary. Good use is made of circle time and snack time to talk about such issues. The head teacher and staff work in close partnership with a range of external welfare agencies to secure the best possible support for children and their families.
85. Sustainable development is progressing well with the school working towards achieving their bronze eco school award. They recycle paper, cardboard, bottles, tins and milk cartons. There is a composter and wormery and pupils are encouraged to save water and energy. Regular litter picks take place in the school garden.
86. Pupils learn about global citizenship and other cultures through literature, culinary and creative activities and visitors to school. They are learning simple greetings and phrases in Polish and Portuguese in order to help pupils from those countries feel welcome in nursery.
87. Entrepreneurial skills are good and age appropriate. Pupils have made and sold biscuits for Comic Relief, price labelled items in the school shop and sold small teddy bears to raise funds for school.
88. The school has an outstanding commitment to laying the foundations of life-long learning and community regeneration, the work in the school garden being of particular note. National priorities such as Eco and Healthy Schools and Basic Skills are taken on with enthusiasm and incorporated into school life.

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

Grade 1: Good with outstanding features

89. The findings of the inspection team match the Grade 1 given by the school in its self-evaluation report.
90. The quality of care, support and guidance and the attention paid to children's emotional, social and personal needs is outstanding. The head teacher and staff successfully establish a climate where adults and children exhibit mutual respect and where the uniqueness of the individual child is valued and nurtured. The school provides a happy, safe, secure, exciting, welcoming and caring learning environment for each child.
91. Parents confidently state that the children are happy in school, and the support and guidance they receive is outstanding. Teachers identify and react constructively to each child's needs at an early stage and the deployment of the available support staff is organised with the aim of meeting these needs and requirements is outstanding. A wide range of available external support services and agencies is used appropriately and very effectively.
92. The school has an 'open door' policy and parents are invited into the school daily to collect their children. They are given the opportunity to discuss any matters relating to their children with the staff. The commitment and meticulous record keeping by the 'Home School Link Co-ordinator' is an outstanding feature. The good links that exist with parents ensures that the school clearly understands parents' views about many aspects of child development and school life. Regular workshops are held to discuss such matters for example 'toilet training' and 'fussy eaters'. Parents' views are constantly sought and taken into account.
93. The school's induction procedures are very well established and highly effective. All adults offer outstanding support to children when they start school, and children feel secure and settle quickly into their new environment. In addition, children are very well supported as they prepare to leave for their primary school. The positive ethos, the family atmosphere and the established induction arrangements for children are outstanding features.
94. The monitoring of attendance, punctuality, behaviour and performance is outstanding. Although the attendance for nursery aged pupils is non statutory, the school operates a first day call of absence as a means of supporting parents and encouraging regular attendance. The importance of good attendance is stressed in the prospectus and parents are required to fill in holiday forms where applicable. The supportive role of the Home School Link Co-ordinator plays an important role in supporting parents where attendance and punctuality are a concern, and is an outstanding feature.
95. The schools provision for the healthy development, safety and well being of all pupils is outstanding. The school has been involved in the Healthy Schools

initiative for six years and many of the principles are now a way of school life. Pupils are encouraged to play outside as soon as they arrive in the morning. There is a variety of balancing apparatus and specialised gym equipment available for pupils and planning includes opportunities for physical development. Chilled water and a good variety of healthy snacks are provided at break times. Health Events Day is held annually when a number of health officials are available to support and advise parents. There is a nominated person for first aid and all staff have received emergency first aid training. Appropriate security measures are in place.

96. The head teacher is the nominated person with responsibility for child protection and is trained to the appropriate level. The Special Needs Co-ordinator and the Home/School Link Co-ordinator have also received a higher level of training. All other staff have received training. The extra support offered to families - based on the trust established with the school - is an outstanding feature. Staff have been on additional training to support families in areas that may impact on child protection. All records are securely stored. All staff and volunteers are Criminal Records Bureau checked. There is a child protection policy in line with local and all Wales procedures and appropriate risk assessments are carried out before any visits.
97. Provision for children with additional learning needs, including those who require support to learn English as an additional language and children with special educational needs (SEN) is outstanding. Identification and assessment of children who require specialised support is undertaken as early as possible by school staff and interagency personnel. This is highly effective as all children are benefiting from superb nursery provision at a crucial stage in their development. Both classroom and external support are of a high standard and are managed very well by the special educational needs co-ordinator (SENCO). This is an outstanding feature and a strength of the school.
98. The quality of individual and group support provided is outstanding. All Staff are highly skilled. Their infectious enthusiasm is providing excellent role modelling for all children in their care, whatever their individual needs.
99. Very high quality additional support is regularly available from a wide range of specialised and dedicated staff for those children who require additional resources. They are superbly guided and supported from within school and also from other agencies such as sensory impairment teams, educational psychology services, local authority officers, social services and health providers.
100. This provision is outstanding in that it is complemented by highly effective, additional specialist work shops held in school for parents and other interested groups. Parents can also suggest the range of topics for which they wish to receive guidance and support.
101. There is significant, highly co-ordinated and consistent support for those children who are experiencing behavioural difficulties. This ensures that all

children are benefiting from positive behaviour management guidance. All staff are highly skilled in praising children appropriately. There are very high expectations of children regarding good manners and behaviour.

102. Throughout the school, there is an atmosphere of harmony, mutual respect and co-operation which pervades every activity and event. Children know they can access individual help and guidance at the most crucial times. This support is superbly organised and targets those children whose behaviour might otherwise impede their own and others' progress.
103. As a result, all children are experiencing total access to the areas of learning. Individual plans are concise and used appropriately. This exceptional provision ensures there are no barriers for any learners who may require additional support.
104. The importance and attention given to equal opportunities, taking into account pupils social, educational, ethnic and linguistic backgrounds and the way they promote good race relations is an outstanding feature of the school. They have equal access to all activities and stereotyping is challenged by staff. . Pupils are greeted in English, Welsh, Polish and Makaton sign language when they arrive and respond naturally in an age appropriate way.
105. There are suitable measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment are evident in pupils outstanding behaviour. Positive reinforcement, praise and a sticker reward system all contribute to the kindness and friendship shown towards each other.
106. The school takes all reasonable steps to ensure equal treatment of disabled pupils. The school complies with the Disability Equality Scheme and clear action plan. All children with physical disabilities are involved in all aspects of school life.

Leadership and management

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

Grade 1: Good with outstanding features

107. The findings of the inspection team match the Grade 1 given by the school in its self-evaluation report.
108. The school's aims and values are clearly reflected throughout the school day. All adults who are involved in the children's education are aware of them. An outstanding shared sense of purpose prevails.
109. The head teacher provides strong but sensitive leadership. Her vision for the school and her commitment to providing children with the best possible start to their education is unquestionable. She is very ably supported by all staff and the expertise offered by all is a sound basis for the very effective leadership and management across all levels in the school. This is an outstanding feature.
110. Minutes and notes of all staff meetings show that decisions on all matters are made in collaboration. Lines of communication in school are exceptionally clear. This makes for outstanding relationships between all adults.
111. Daily routines are very well established; both morning and afternoon sessions are extremely well organised. An outstanding feature is the way sessions proceed briskly with no time wasted. Administrative duties are carried out very effectively.
112. The head teacher's leadership has ensured that responsibilities are shared equally between adults. An extensive range of management policies underpins roles and responsibilities; this is very effective in ensuring consistent approaches.
113. The school's response to current initiatives is an outstanding feature of the school's management. These include the outstanding arrangements for promoting bilingualism, healthy eating, and the Foundation Phase and outdoor learning activities.
114. Arrangements for organising teaching during teacher's Planning, Preparation and Assessment time under the workload arrangements are appropriate and ensure continuity and no disruption to children's learning.
115. Performance Management is well established. It is linked effectively to staff development, school targets and needs as outlined in the School Improvement Plan and findings in the self evaluation process. All adults, who work at the school, attend a range of appropriate and often effective in-service education and training (INSET) which is very well linked to current initiatives. Outcomes

of staff development and training sessions are shared between staff and impact greatly on the outstanding quality of the provision.

116. The school sets itself and the children challenging but realistic targets. This is a direct outcome of how well the school knows itself.
117. The Governing Body is developing well; members are very supportive of the school. Governors are dedicated, enthusiastic and support well the head teacher and the staff. They are developing their strategic role and they make increasingly effective contributions to the leadership. They are very well informed about issues that affect the nursery and are developing effective procedures for monitoring performance. Governors take appropriate steps to maintain the standards and provision and all governors are linking with each curriculum area and Additional Learning Needs.
118. The governing body fulfils its regulatory and legal requirements and all governors clearly understand their roles and responsibilities. However they do not set quantitative financial targets to enable them to further evaluate the impact of their spending to raise standards.
119. All staffing and curricular matters discussed by the governing body and agreed are well documented and the school's complaints procedures are effectively established.

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

Grade 1: Good with outstanding features

120. The findings of the inspection team match the Grade 1 given by the school in its self-evaluation report.
121. The head teacher, staff and governors have a very good overview of the school and its work. An outstanding feature of the school's self-evaluation process is the very careful monitoring and gathering of evidence by all members of staff of children's achievements and progress during their time in school. This ensures that high standards are maintained over long periods of time.
122. An exemplary culture of self-evaluation, driven by the head teacher, is well established in the school. All members of staff participate in the monitoring and evaluation process, to explore the strengths and determine the future needs of the school. This is an outstanding feature of the school. Self-evaluation procedures draw on first-hand evidence from many sources including observation notes, and questionnaires completed by parents and staff. A whole day is devoted to self-evaluation. Governors and staff are invited to consider the school and its priorities and plan for future school improvements.

123. Views of parents and carers as well as other adults are actively sought. Questionnaires to parents are appropriately user friendly to ensure honest replies. As with questionnaires provided during inspection, responses are very complimentary about the school and often provide ideas to which the school responds immediately. The inclusive and open nature of the school means that parents have first hand evidence of what is happening; this adds to their effectiveness as stakeholders in the self-evaluation process.
124. The School Improvement Plan is a very comprehensive document. Priorities are agreed following careful audits and analysis of information. The plan is carefully focused on maintaining high standards. Purposeful aims and objectives are set as a result of careful consideration of the school's priorities and the LEA strategic plan. They are subsequently related to the seven key questions in the Estyn Inspection Framework.
125. The head teacher and governors ensure that all priorities are adequately resourced. They work very hard to obtain grants and funding from a variety of sources to supplement the school's budget.
126. The self-evaluation report produced for the inspection is outstanding. It is very accurate in its assessment of the school's strengths and areas of development. It matches the judgements made by the inspection team in all of the key questions.
127. Priorities set in previous action plans have been met and have a significant positive effect on the school's progress. The school has made outstanding progress since the last inspection and all the key issues raised have been thoroughly addressed.

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

Grade 1: Good with outstanding features

128. The findings of the inspection team match the Grade 1 given by the school in its self-evaluation report.
129. The school is staffed by a dedicated team of highly qualified and experienced practitioners. Their very successful implementation of the Foundation Phase is an outstanding feature of the school. All practitioners feel valued and understand the crucial role they play in the life of the school. The team spirit of the school, led by the head teacher, is an outstanding feature.
130. The part time secretary and caretaker make important contributions to the day-to-day running of the school. All staff members have appropriate job descriptions, which clearly define their roles and responsibilities. Arrangements for teachers to have time for planning, preparation and assessment are very good. Valuable cover for colleagues during these sessions ensures progression and continuity in children's learning.

131. The school has successfully developed its procedures for work-force remodelling structures introduced in September 2008.
132. The adult - child ratio is excellent and at the time of the inspection the recommended 1:8 ratio is fully implemented.
133. All Staff are highly trained and regularly take part in on-going, high quality, professional development. Staff share information with one another in regular formal and informal meetings and this contributes significantly to the high standards achieved. All members of staff are outstanding providers for the Early Years Entitlement at the school.
134. Accommodation is of a good standard and well maintained. It meets the needs for the number of pupils on role and outstanding use is made of the facilities. The outdoor area provides a particularly stimulating environment and inspiring use is made of it throughout the day. Straight and curving paths, climbing frames, Percy's shed are but a few of the many opportunities for experiencing, creating and developing children's skills across all areas of learning. The use of the outdoor environment is an outstanding feature of this highly successful school.
135. Internal accommodation is well organised, bright, colourful, clean and welcoming. Stimulating, regularly changed displays reflect and celebrate the myriad of Foundation Phase experiences the children enjoy. Every corner of the nursery is imaginatively and creatively resourced to encourage active, independent learning. There are adequate toilet facilities and appropriate disabled access.
136. The school has a range of exceptional resources both inside and outside the building. These include books, materials and equipment of very high quality of provision in all curriculum areas. Resources are well cared for and are shared and stored appropriately. All staff audit and monitor resources and information gathered is fed into the school development plan.
137. The head teacher, chair of the governing body and LEA support officer meet regularly to plan, monitor and manage financial expenditure very carefully. However, the newly appointed governors do not sufficiently understand the complexities of the budget and consequently are unable to play a full role in the process. This has been identified by the school and appropriate training is being sought.
138. Overall, the school gives outstanding value for money.

Standards achieved in subjects and areas of learning

Foundation Phase

Grade 1: Good with outstanding features

139. The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

Personal and social development, well being and cultural diversity

Grade 1: Good with outstanding features

Outstanding features

140. All children make exceptional progress in settling happily into nursery. They quickly learn the pattern of the day and move around confidently, making choices, willing to “have a go” at anything and everything! All children know that they are valued and special. They love to receive stickers and celebrate other achievements when they all meet together in their groups for their recall sessions. On arriving at nursery, they successfully select their name and self register.
141. All children are willing to persevere, but readily seek help and support when they need it. All children gave outstanding relationships with all practitioners. All children know the importance of washing their hands and help prepare and serve their daily snacks. Many children are able, with a little help, to put on their Wellingtons and coats and, with very few exceptions, are able to go to the toilet independently after a short time in the nursery.
142. With the help of caring adults, children are learning to take responsibility for their belongings. Many of them join in enthusiastically at “tidy up” time. They pick up toys and put away resources in carefully labelled containers.
143. The nursery is an exceptionally inclusive family, where all children treat each other and adults with respect and obvious affection. They are surrounded by a diversity of cultures and languages that make up a multicultural Wales. All children enjoy a Harvest celebration and are willing to try out new foods. They develop a very good understanding of their own locality and Welsh heritage and a growing awareness and respect for the different cultural backgrounds of their friends.
144. All children are learning, with encouragement, and the support of adults, the importance of taking turns on tricycles and other much loved play equipment. Nearly all children show sustained concentration when engaged in their play. For some children the absorption is very intense.
145. All children are developing an interest in the world around them. They examine the leaves and the soil through digging and exploring. They experiment with clays and paints. They sit quietly in the make-shift den, just

thinking, reflecting and observing. They understand the need to be still. They display an outstanding sense of awe and wonder.

146. All children are learning to greet each other through songs in English and Welsh. They confidently greet each other in Polish and carefully sign using Makaton. All children have a good understanding of the cultures of other people. They understand that they have their own traditions and that this is valued and respected by all.

Shortcomings

147. There are no important shortcomings.

Language, literacy and communication skills

Grade 1: Good with outstanding features

Outstanding features

148. Many pupils start school with significant language delay but they make outstanding progress particularly in their speaking and listening skills. The progress of children with English as a second language is outstanding.
149. Children's listening skills are very well developed. They fully understand the importance of this in order to be heard themselves and to understand what they need to learn. They display an outstanding desire to listen to stories and do so in many different places around the school.
150. Children's early writing skills are outstanding. Children enjoy making marks on paper, both inside and outside the classroom. They all use a large variety of writing materials effectively to practise their writing skills. They show outstanding attempts at mark making and understanding of the functions of writing when role-playing and when planning their activities. Most pupils are starting to understand that written symbols have sound and meaning and recognise their own names and are able to identify the letters in their names and place them in the correct order. More able pupils can differentiate between letter names and letter sounds.
151. Children's early reading skills are outstanding. They respond well to stories and rhymes and enjoy sharing books with adults. All pupils are able to listen attentively to a story and respond enthusiastically with rhyming words or to questions about it. They are beginning to ask appropriate questions and listen patiently to the responses of others. Many pupils are able to use the mouse and arrows on the screen in order to listen and watch stories from a computer CD. All children enjoy handling books; they handle them carefully and talk about the pictures. All children hold the books the right way up and start at the beginning. As they create simple books, e.g. to record their activities, they start to understand that not all reading materials contain pictures. Children make effective use of the school's Lending Library and this contributes significantly to the outstanding standards achieved.

Good features

152. Children's ability to communicate with adults is good. They talk as they play, to each other and to adults. More able pupils speak with developing clarity using a range of vocabulary and complex sentences. They respond appropriately to questions from adults during activities. A few of the older pupils can discuss their own work. All pupils are acquiring new vocabulary introduced; for instance, they understand and use key words in the dressing up corner and construction area correctly. They retain and recall these words well. They show an increasing understanding of language when acting out nursery rhymes and singing language songs linked to their topic.

Shortcomings

153. There are no important shortcomings; however a few children's speech patterns are limited to single words and brief statements.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

154. Mathematical development is an integral and exciting part of the daily activities in the nursery. Most children playing outdoors have a good understanding of length and sorting as they search eagerly for twigs and leaves when making autumn pictures. When collecting the leaves, many children show a good understanding of the changes of the time of year and a few children knew that it was spring. Almost all children have a very good understanding of the pattern of their nursery day. They know that "tidy up" time comes before snack-time and confidently make their way to the appropriate areas.
155. Around half are beginning to develop a good sense of number. At snack time they are able to take one piece of fruit and pass the plate on to the next child. A few children demonstrate a good understanding of the concept of more than and point out that they would like more fish fingers too! A few are able to explain that if they want three fish fingers they will need two more. One child having successfully blown bubbles confidently announced "I've blown five bubbles"
156. Through explorative play many children demonstrate their interest in shape and space. Most children recognise the common shapes of triangle, square and circle. Some of the older children recognise and name the less common shapes, for example, star and rectangle. With some support many older children are beginning to recognise the properties of these shapes by counting the number of sides and identifying longer and shorter. Many children are beginning to demonstrate their understanding of the purpose of money. Having visited the Community Café, they set up a café in the nursery and collected money for the food and drinks purchased.
157. Throughout the nursery many children are beginning to use developing mathematical language in their play. Older children are beginning to explain

their actions, for example, on the indoor climbing frame, one child tells a practitioner how he has to “go to the top, go down and then hide under the frame”. Another child says he has to count “one, two three,” before he goes to hunt the bugs.

Shortcomings

158. Many children have insecure understanding of number concepts.

Welsh language development

Grade 1: Good with outstanding features

Outstanding features

159. All children listen enthusiastically to spoken Welsh in familiar situations. All children make very good progress and enjoy exploring the Welsh language. They respond confidently in Welsh during whole and small group sessions. They use greetings and expressions well. Their pronunciation and intonation is outstanding.

160. All children show they understand a range of instructions, by responding quickly and purposefully in a range of situations.

161. All children enjoy action songs and join in with increased enthusiasm to a very high standard. Many can follow stories from familiar books and recognise some familiar characters and they name them in Welsh.

Good features

162. Many children look at and read familiar books and they respond appropriately. A few recognise some of the characters and name them in Welsh.

Shortcomings

163. There are no important shortcomings.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Outstanding features

164. Many understand that their own world has changed considerably since they were very small. They understand that there are different seasons which bring different weather conditions and temperatures

165. Many children know the days of the week. They have an outstanding understanding of time through well – established daily routines. When discussing experiences outside school many older children talk about “today” and “yesterday”. Their broad awareness of the past is when they talk about their grandparents.

166. Children's knowledge of the living world around them is exceptional. Through helping in the garden children understand very well how plants and flowers such as daffodils grow. They describe in some detail what the flowers need to thrive. They demonstrate outstanding understanding of the purpose of the compost bin. They know the importance of providing and maintaining good conditions for all animals and plants to survive. Children handle and study bugs and insects with considerable interest. They discuss the colour and camouflage with great enthusiasm and secure knowledge.
167. All children carefully collect and place their collection of leaves on a tray. They mount them carefully on card, to make "picture hangings" to very good effect. Many discussed conkers and they understand that the fruit is inside the shell and falls on the ground in autumn.
168. When using the computer most children demonstrate an outstanding knowledge of IT skills. They make very effective use of the mouse to select and respond to instructions. They use the computers very well to support their learning in all areas of the curriculum.

Good features

169. Many children have a well developed understanding of their own homes and where they live. They know where the post office, shops and café are in relation to the school. They know that Wrexham town is close and that the bus stop is close at hand. Most children know about the jobs that various people do e.g. at the hairdressers. They recall and act out the role of the bus driver when using boxes to make a bus at the police station and the hospital.

Shortcomings

170. There are no important shortcomings.

Physical development

Grade 1: Good with outstanding features

Outstanding features

171. Children are developing an excellent awareness of their bodies, they move confidently and safely around the class with increased control and co-ordination. An outstanding feature is the way in which children enter the classroom from the outside using and sustaining movements using different parts of the body.
172. All children move extremely well and imaginatively when responding to music. They have a very good awareness of parts of their bodies and of the whole body when climbing, running skipping and crawling.
173. In their outdoor play, children expertly negotiate their way around the tracks using tricycles confidently and with good co-ordination. They demonstrate strength and determination when pushing prams and trucks. They move confidently and energetically when running, walking and jumping on the

grassed areas and their climbing skills on large apparatus display outstanding features. They show good balancing skills as they walk along the stepping logs and stones.

Good features

174. Children's fine motor skills are good. They use pens, pencils, paintbrushes, glue sticks and the computer mouse with increasing dexterity. They handle small equipment, such as scissors, cutters and tools correctly and knead and roll the play-dough energetically when making models.
175. Some pupils demonstrate good levels of skill when using balls for aiming at targets for example kicking a football to a goal and throwing a ball into a net.
176. They select and pick up small tools and markers with care, and develop their finer movements. This is further enhanced by the emphasis given to using different cutlery for snack time.
177. Children show good hand/eye co-ordination in the make and do area and the water area. They glue small object onto collages and use jugs to pour water into containers. They are able to control objects on the computer screen by using a mouse.
178. Outside, in the stimulating play area, children are enabled to develop a further range of physical skills. They use large play equipment with safety and care. They manoeuvre the wheeled toys skilfully showing good awareness of space and the ability to ride bikes on the marked track. Pedalling skills on bikes are further enhanced by the layout of the outside area and the use made of varying levels to create inclines.

Shortcomings

179. There are no important shortcomings.

Creative development

Grade 1: Good with outstanding features

Outstanding features

180. The children are excited and happy to respond creatively. They respond enthusiastically to singing and musical activities. They show an appreciation and good knowledge of traditional bilingual songs. They sing tunefully and maintain a steady rhythm. Nearly all show outstanding co-ordination, timing and rhythm. They all explore a range of sound resources and understand that instruments can produce a variety of different sounds.
181. Children take full advantage of the many exciting role-play situations in both indoor and outdoor areas. The quality of role play is outstanding in the Noah's Ark area, Percy's hut outside and the clothes shop. Children use a very good range of building material such as blocks and boxes to construct buildings to a very high standard. Many children build 'hides' using the large building blocks

imaginatively. They discuss their builds and test out strength and purpose of the materials that they carefully select. This is an outstanding feature.

Good features

182. Children work with paint creatively, they are able to make choices between colours and mix a range of different colours. When they have finished their paintings, they unclip them, hang them on the drying rack and wash their hands ready for the next activity. They make good use of a variety of material when constructing 3D models and making animal mask collages.
183. In the 'Make and do' children use a range of media including clay well. They are able to talk about what they make and how they will make changes and they express their likes and dislikes.

Shortcomings

184. There are no important shortcomings.

School's response to the inspection

The Governing Body, staff and Head teacher would like to thank Mrs Carolyn Thomas and her inspection team for the highly professional way in which they carried out the inspection of Caia Park Nursery School. We welcome and celebrate the very positive report which identified the school as a place where, 'there is an atmosphere of harmony, mutual respect and co-operation which pervades every activity and event'.

We are delighted that the inspection team agreed with the school's judgement and awarded grade 1 in all seven of the Key questions and that they identified many outstanding features within the six areas of learning. This confirms the dedication, hard work and commitment of all members of the school community. We were extremely pleased that the inspectors judged that the quality of teaching and standards had many outstanding features and exceeded the targets published in the HMCI'S Annual Report 2007-2008.

The inspectors praised the children's behaviour and judged their attitudes towards learning as outstanding. We were extremely pleased that the inspection team recognised the outstanding progress made by the children during their time in the school. In addition, inspectors stated that children with additional learning needs benefited from 'superb nursery provision at a crucial stage in their development' and that this 'exceptional provision ensures that there are no barriers for any learners'.

The inspectors recognised the 'exemplary' relationships between adults and children that are an 'outstanding feature of the work of the school.'

The Inspection Team also noted that, 'lines of communication in school are exceptionally clear' which makes 'for outstanding relationships for all adults'. We were delighted that they recognised the outstanding 'team spirit' of the school.

Caia Park Nursery is very proud of its partnership with parents and community stakeholders. We were therefore extremely pleased that the team recognised this as an outstanding feature.

The inspectors described the school as 'highly successful' and we were delighted that they found the school to be a happy and vibrant place, having a 'highly inclusive ethos' where 'all children are valued and nurtured.'

A post inspection action plan will now be drawn up with input from all stakeholders. This report will then be submitted to the Local Education Authority for their approval. All parents and relevant bodies will then be given copies.

The Governing Body are grateful to the Inspection Team for recognising and reflecting the superb work that goes on in Caia Park Nursery and the dedication and commitment of the staff in making the learning journey for their children so exciting, stimulating and effective. They also wish to thank the Inspection Team for making the inspection such a positive experience for all concerned.

Appendix 1

Basic information about the school

Name of school	Caia Park Nursery School
School type	Primary inc Foundation Phase
Age-range of pupils	3 - 4
Address of school	Prince Charles Road Wrexham
Postcode	LL13 8TH
Telephone number	01978 356177

Head teacher	Mrs Rhian Hughes
Date of appointment	September 2007
Chair of governors/ Appropriate authority	Mrs Hilary Harriman
Registered inspector	Mrs Carolyn Jane Thomas
Date of inspection	24.02.09.

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	9.5								19

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	1	1	1.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	
Pupil: adult (fte) ratio in nursery classes	1.4
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	
Teacher (fte): class ratio	

Percentage attendance for three complete terms prior to inspection	
Term	Nursery
Autumn 2008	82.6%
Spring 2008	82.0%
Summer 2008	84.2%

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

Appendix 3

There are no end of year national assessments for nursery children.

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of eight inspector days in the school. The head teacher accepted the role of a nominee and a peer assessor was also present. A team meeting was held prior to the inspection.

Inspectors visited 26 sessions or part sessions.

Members of the inspection team had meetings with staff, governors and the parents before the inspection, and during the inspection with the Head Teacher, staff LEA, members of the community, representatives of external agencies and the LEA.

The team also considered:

- The school's Self-Evaluation Report.
- A comprehensive range of documentation provided by the school before and during the inspection.
- A range of children's activities.

22 inspection questionnaires were returned by parents. 100 per cent were positive.

The inspection team also held post-inspection meetings with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Carolyn Jane Thomas Registered Inspector	Context, Summary, Recommendations & appendices Key Question 1, 2 5 and 6 Personal and Social and well-being and cultural development Knowledge and understanding of the world. Mathematical development
Mrs Buddug Bates Team Inspector	Key Question 3, 4 and 7 Language, Literacy and communication Welsh Language development Physical development Creative development
Mrs Colette Gribble Team Inspector	Special Educational Needs
Mrs Justine Barlow Lay Inspector	Contributions to Key Question 1, 3, 4 and 7
Mrs Amanda Edwards Peer Assessor	Contributed to all Key Questions
Mrs Rhian Hughes	Liaison between the inspection team and the school

Contractor:

Evenlode Education Ltd
Little Garth
St Johns Close
Hawarden
Flintshire
CH5 3QJ

Acknowledgement

The inspection team wish to express their thanks to the governing body, head teacher, staff, parents and pupils of Caia Park Nursery school for the co-operation and assistance both before and during the inspection.