

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

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

**Grangetown Nursery School  
Avondale Road  
Cardiff  
CF11 7DT**

**School Number: 6811003**

**Date of Inspection: 14 October 2008**

**by**

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**Date of Publication: 16 December 2008**

**Under Estyn contract number: 1105008**

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Grangetown 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 Grangetown Nursery School took place between 14/10/08 and 16/10/08. 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:

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

## Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	3
<b>Recommendations</b>	8
<b>Standards</b>	9
Key Question 1: How well do learners achieve?	9
<b>The quality of education and training</b>	12
Key Question 2: How effective are teaching, training and assessment?	12
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	14
Key Question 4: How well are learners cared for, guided and supported?	16
<b>Leadership and management</b>	20
Key Question 5: How effective are leadership and strategic management?	20
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	21
Key Question 7: How efficient are leaders and managers in using resources?	22
<b>Standards achieved in subjects and areas of learning</b>	24
Foundation phase	
<b>School's response to the inspection</b>	
<b>Appendices</b>	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

## Context

### The nature of the provider

1. Grangetown Nursery is a local authority maintained school, which serves the community of Grangetown, an inner area of the city of Cardiff. It is housed in a purpose-built building that was extended in 2005.
2. The Nursery serves a diverse catchment area and more than half the children come from many ethnic backgrounds. In recent times there has been an influx of families locating within the area from Russia and Poland. The school also admits children from homes, which are neither prosperous nor economically disadvantaged as well as from families who are seeking asylum. Many of these families come from Africa and some from the Middle East.
3. Grangetown Nursery caters for children of ages 3-4 years. The number of children on roll at present is 83 of which, 48 attend in the morning and 35 in the afternoon. On entry to Nursery a significant number of children are admitted with delayed speech, language and communication skills. 8 children are on the special educational needs (SEN) register; during the inspection 3 had a statement for their special educational need. Currently 67 per cent have English as an additional language (EAL) and the Languages spoken at home are Arabic, Bengali, Dari, Farsi, Lingui, Pashto, Portuguese, Punjabi, Somali, Telugu, and Urdu. This is considerably higher than the LEA average. Fifty six children receive support for English as an additional language. No children come from Welsh-speaking homes and none is looked after by the local authority.
4. The school was last inspected in January 2003. It was awarded its second Quality Mark in 2008 as well as the Eco-Schools green flag and the first award in the Healthy Schools initiative.

### The school's priorities and targets

5. The school's current priorities are for children to have:
  - well developed skills, knowledge and understanding;
  - a love of learning;
  - a respect for others and their community;
  - confidence and independence; and
  - an ability to form positive and caring relationships.

#### **School's priorities for improvement are:**

- to secure positive outcomes for all learners through effective implementation of the Foundation Phase;
- to work in partnership with local agencies in order to provide additional integrated services for children and their families;

- to develop a linguistically rich environment for all stakeholders in order to recognise, value and celebrate the wealth of cultural diversity within the community;
- to continue to develop the process of school self-evaluation and promote reflective practice, with particular reference to the progress of boys and girls, which secures the best possible outcomes for all children;
- to continue effective partnerships with parents/carers in order to improve performance; and
- to improve opportunities for the development of Basic Skills among all children, particularly in the area of communication.

## Summary

6. Grangetown 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

### Subjects and/or areas of learning for under-fives

Personal and social development, well-being and cultural diversity	Grade 1
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 1
Welsh language development.	Grade 3
Knowledge and understanding of the world	Grade 1
Physical development	Grade 1
Creative development	Grade 1

7. Standards in sessions observed during the inspection were, as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
75%	25%	0%	0%	0%

8. These percentages are well above those for primary schools published in HMCI annual report 2006-07 where standards assessed are good or better (grade 1 and 2) in 80 per cent of lessons and outstanding (grade 1) in 10 per cent of lessons.
9. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards Foundation Phase outcomes.
10. A majority of children enter Grangetown Nursery with English as a second language, this is considerably higher than the LEA average. 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 linguistic background.

11. On entry to the Nursery, assessment indicates that children have scores that are slightly lower than the Local Education Authority average. By a very early stage in the academic year, the vast majority of children settle into school quickly and enjoy and persevere with their activities.
12. The school monitors individual children very closely; and children often exceed challenging academic targets and initial expectations. All children with special educational needs (SEN) achieve their full potential. The progress all children make and the school's preparation for their next stage of learning are outstanding features.
13. Overall, children achieve exceptionally well in their use of the key and basic skills. Although many children start school with limited communication skills, they progress very well. They make outstanding progress in Information and Communication Technology and they respond very well to the interactive whiteboard to consolidate their computing skills. Children use their outstanding numerical skills in a variety of situations.
14. Standards in problem-solving and creative skills are outstanding and children emulate the style of Jackson Pollock in an enthusiastic and knowledgeable way to create their murals.
15. Throughout the Nursery, a few children use simple Welsh words confidently during routine sessions, such as snack time. Many are developing a basic knowledge and awareness of the heritage and culture of Wales.
16. Children's behaviour and their attitudes towards learning are outstanding features of the school. The school is a happy, vibrant and inclusive community where all children are valued and nurtured.
17. Children demonstrate respect, care and concern for each other, for adults and for their school environment. This is an outstanding feature of the school.
18. Attendance rates for the past three terms average 81 per cent and children are punctual and keen to attend school. Nearly all absences are caused by a range of early childhood illnesses and recurring medical conditions. In addition, extended heritage visits have a significant impact on overall rates of attendance. The school makes every effort to improve attendance rates and works closely with parents to promote the importance of regular and punctual attendance of children.
19. 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.
20. Children's personal, moral, social and wider development is outstanding. 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, help children to develop a secure set of excellent values to guide them.

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 and play co-operatively together and help and support each other.

## **The quality of education and training**

### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
83%	17%	0%	0%	0%

22. The overall quality of teaching has many outstanding features. These figures are considerably above those for Primary schools published in the HMCI report 2006-07 when the quality of teaching assessed was good or better (grade 1 grade 2) in 80 per cent of lessons and outstanding (grade 1) in 14 per cent of lessons observed.
23. Outstanding features include very positive relationships between staff and children, effective teamwork, very good understanding of the Foundation Phase and very detailed planning.
24. 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 the school. Reports to parents are outstanding.
25. 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.
26. Provision for learning is outstanding and meets the needs and abilities of all children. As a result, a sense of awe and wonder is regularly seen and the curriculum meets the range of ages and abilities of all children.
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. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding

features that enrich the life and work of the school and enhance children's learning experiences.

30. Parents are overwhelmingly supportive and proud of the school. The genuine warmth, respect and partnership between parents and staff are outstanding features and are of great benefit to children. Communication with parents is excellent and parents and friends make a very good contribution to the school; their support is greatly valued by the head teacher and staff.
31. The school has developed very productive partnerships with the receiving primary schools. Arrangements for transition are very effective and ensure children settle well into their new school environments with minimum disruption to their learning and personal well being.
32. The school has established highly successful partnerships with several institutes of higher education and schools and regularly provides training facilities for student teachers and students undertaking vocational and child care qualifications. Links with the local community are wide-ranging and very successful. The school makes good provision for work-related education and ensures children have access to a range of experiences well suited and relevant to their age and understanding. The school has developed good working partnerships with local employers and relevant agencies, including Careers Wales.
33. The school provides a happy, supportive, caring and safe environment for children to learn. The provision for learners with SEN and English as an additional language is an outstanding feature. Grangetown Nursery is an inclusive school. Discrimination in any form is not tolerated. The provision for the well being of all children in the school is outstanding.

### **Leadership and management**

34. There is a very strong sense of direction and purpose to the work of Grangetown 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 very clear vision for the future direction of the school that she relays effectively to all those involved in school.
35. 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.
36. Though in its infancy, the governing body is effective and supportive, with individual governors having a wide range of expertise and ability. Governors understand their role very well. They are effectively involved in strategic

planning. The chairperson is very well informed and provides fellow governors with first-class leadership. This is a developing strength of the school.

37. The self-evaluation report produced for the inspection is outstanding. It is very detailed and accurate in its assessment of the school's strengths and areas for development. The Governing Body is fully involved in the self-evaluation process and the grades awarded by the Governing Body match the judgements made by the inspection team in five of the key questions. The inspection team has awarded a higher grade in two of the key questions, because of several identified outstanding features.
38. The school has made outstanding progress since the last inspection and all key issues raised at that time have been addressed.
39. All resources, including staffing, are kept under constant review by the head teacher and governors. The head teacher works very hard to obtain grants and funding for development from a variety of different sources to supplement the school's allocated budget. All staff and governors use resources very effectively to ensure the maintenance of high standards in teaching and learning. This is a major strength. The school provides outstanding value for money.

## Recommendations

40. In order to improve further the school should:
- R1 Continue to maintain the current outstanding standards in all aspects of school life.
- R2 \* Further improve the standards in Welsh Language Development. \*
- \* Recommendations already identified in the school's School 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

41. The findings of the inspection team match the grade given by the school in its self-evaluation report.

42. Standards in sessions observed during the inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
75%	25%	0%	0%	0%

43. These percentages are well above those published in HMCI 2006 -07 annual report where standards assessed are good or better (grade 1 and 2) in 80 per cent of lessons and outstanding (grade 1) in 10 per cent of lessons.

44. 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 2
Mathematical development	Grade 1
Welsh language development.	Grade 3
Knowledge and understanding of the world	Grade 1
Physical development	Grade 1
Creative development	Grade 1

45. 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.

46. An outstanding feature of the school is the outstanding progress children make and the excellent standards they achieve in their knowledge, skills and understanding, regardless of their linguistic background. By the end of the summer term, many children talk about their activities enthusiastically and knowledgeably.

47. On entry screening indicates that children enter the Nursery with scores that are across a full range of ability and stages of development and are slightly lower than the LEA average. Recent screening however, indicates that more children display speech and language delay when admitted to school. By a very early stage in the academic year, with very few exceptions, children settle into school quickly and enjoy and persevere with their activities. All children make good progress towards the seven statutory areas of learning in the Foundation Phase.

48. Nearly all children achieve challenging academic targets and often exceed initial expectations. All children with SEN achieve their full potential. The progress all children make and the school's preparation for their next stage of learning are outstanding features. There are no significant differences between boys' and girls' achievements.
49. The vast majority of children achieve very well in their use of the key and basic skills. Although many children start school with limited communication skills, they progress very well. By the end of the summer term, many children achieve above average standards in their listening, speaking reading and writing skills. They are outstanding in their use of ICT and they respond very well to the use of the interactive whiteboard to consolidate their computing skills. They respond well and are confident using a range of technological equipment such as digital cameras, magnifiers and metal detectors for a variety of purposes.
50. Standards in problem solving are outstanding and very well developed. Most children identify the need to use strong glue when sticking their leaves on paper and the need to use sellotape when sealing a cardboard box for making a train. In creativity, standards are outstanding and children emulate the style of Jackson Pollock in an enthusiastic and knowledgeable way to create their murals.
51. Throughout the Nursery, a few children' use simple Welsh words confidently during routine sessions such as snack time but lack the confidence to do this in less familiar situations. They are developing a basic knowledge and awareness of the heritage and culture of Wales.
52. Nearly al children use their outstanding numerical skills in a variety of situations such as measuring the baby's head in the clinic and counting the number of friends in a line.
53. Nearly all children's behaviour and their attitudes towards learning are outstanding features of the school and contribute significantly to the standards they achieve in all areas of learning, particularly in their personal and social development. The school is a happy, vibrant and inclusive community where all children are valued and nurtured.
54. All children are enthusiastic learners and enjoy their work and play. They listen carefully to teaching and support staff, are interested in everything around them, join in activities with enthusiasm and are keen to do their best. They take delight in their achievements, which they readily share with others.
55. All children respond positively to the calm, supportive and consistent environment. Children demonstrate respect, care and concern for each other, for adults and for their school environment. They are happy, settled and growing in confidence. This is an outstanding feature of the school.
56. Attendance rates for the past three terms average 81 per cent and children are punctual and keen to attend school. Nearly all absences are caused by a

range of early childhood illnesses and recurring medical conditions. In addition, extended heritage visits have a significant impact on overall rates of attendance. The school makes every effort to improve attendance rates and works closely with parents to promote the importance of regular and punctual attendance of children.

57. 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.
58. Children's personal, moral, social and wider development is outstanding. 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, help children to develop a secure set of excellent values to guide them.
59. Relative to their young age, 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 and play co-operatively together and help and support each other.
60. Children actively take part in the life and work of the local community and they support many community activities.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

61. The findings of the inspection team match the grade given by the school in its self-evaluation report.

62. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
83%	17%	0%	0%	0%

63. The overall quality of teaching has many outstanding features and is considerably above the figures published in the HMCI 2006-07 report where the quality of teaching assessed was good or better (grade 1 grade 2) in 80 per cent of lessons and outstanding (grade 1) in 14 per cent of lessons observed.

64. The outstanding features in teaching include:-

- Excellent relationships between all staff and children that ensure that children are attentive, motivated and encouraged to achieve as well as they can;
- teachers' very good subject knowledge, purposeful use of specific vocabulary and particularly effective use of outstanding resources;
- very effective teamwork between all adults which ensure that children remain focused and "on task";
- very careful and skilful planning and clear lesson objectives;
- frequent use of praise to encourage all children, particularly those with additional learning needs;
- excellent use of the outdoor environment as an extension to the classroom;
- considerable emphasis on ensuring equality of opportunity for all children.

65. Excellent team teaching and co-operative planning ensures that the needs of individual children are fully met. This is an outstanding feature of the school. All staff employ a range of teaching strategies most effectively. For example, multi-sensory approaches and an emphasis on listening and thinking skills are used extremely effectively. 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. Staff are well placed to implement the Foundation Phase with confidence.

66. Staff promote equality of opportunity very well and ensures that all children are treated fairly, irrespective of their abilities and backgrounds. They meet the English language needs of all children very well and make good efforts to use

incidental Welsh words and simple phrases during the group focused activities, particularly at snack and story time.

67. The quality of assessment and its use in helping to raise standards across all areas of learning in the school is outstanding. Recording and reporting procedures meet statutory requirements. On entry to school all parents/carers are interviewed. The school recognises the importance of home/school links and pays great attention to the information it receives at this meeting.
68. Assessment informs planning very well and procedures are effective and manageable, including those for children with English as an additional language and Additional Learning Needs. They provide information about children's progress in the seven areas required in the Foundation Phase, as well as information about social achievement and behaviour.
69. All practitioners have an excellent understanding of child development and the needs of children. They observe children carefully and make daily 'field notes' on their progress, involvement and enjoyment. This is an integral part of the learning process in the school and is one of its major strengths. Practitioners regularly share their detailed field notes and these form the basis of all assessments. These and the excellent English as an additional language programmes are moderated and monitored regularly and inform the planning of future activities to meet the individual needs of the children. This is an outstanding feature of the school.
70. All practitioners have been trained, by the head teacher, to use the Effective Early Learning programme and different groups of children are clearly identified and tracked using the programme. All staff keep careful records of the levels and involvement of the children using the Effective Early Learning Project (EEL) tracking and involvement observation sheets. Detailed and achievable targets are set and these help staff to plan suitable activities and to support individual children very well. Again this is an outstanding feature of the school.
71. 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 that he was going to learn next "to do up my buttons". An outstanding feature of the school is the daily contact with all parents/carers. The head teacher 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. There are planned formal opportunities for parents to visit the school and discuss their children's progress.
72. The annual report to parents is an outstanding document. This well presented document has a colour photograph of the child on the front and includes regular and appropriate comments in the seven areas of learning of the Foundation Phase, as well as an "All About Me" section. A "Sharing Notice Board" is sited opposite the main entrance and photographs, comments and

artwork are posted here daily so that parents/carers are kept regularly informed of their children's progress and achievements.

**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**

73. The findings of the inspection team match the grade given by the school in its self-evaluation report.
74. 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.
75. The school provides an outstanding, broad, balanced and relevant Foundation Phase Curriculum. Children are actively involved in determining the focus of their learning and the curriculum is deliberately flexible in order to meet the needs of very young children.
76. Provision for all areas of learning is outstanding with remarkable opportunities for children to find things out for themselves. As a result, a sense of awe and wonder is regularly seen in the children.
77. The development of children's basic and key skills across the Foundation Phase curriculum is an outstanding feature of the school. An example of this practice is well illustrated by the skills developed through the collaborative creative arts project that the children are involved in.
78. Children learn through first-hand experiential activities in the outstanding indoor and outdoor environments. For example, the Forest School promotes discovery and independence; children are encouraged to discover tiny snails and carefully examine them under magnifying glasses.
79. Provision for personal development is outstanding and successfully promotes the high standards achieved by 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.
80. Provision for moral development is an outstanding feature. It is very effectively integrated inconspicuously into all facets of daily sessions.
81. A wide range of outstanding educational visits and visitors to school are arranged to enrich learning and provide children with first-hand experiences. Visits include the local hairdressers, which resulted in the nursery's own hair-dressing salon. The Cardiff Bay visit stimulated extensive play in the construction area, where cardboard boxes were imaginatively turned into a

- bus. A visit by the Health Visitor to the nursery 'baby clinic' greatly enhanced the interest and learning in this area.
82. Provision for learning across all seven areas of learning is outstanding. Learning is fun and children have opportunities to find out for themselves and also benefit from the sensitive and appropriate intervention of practitioners.
  83. The outstanding nature of the school's provision for spiritual, moral, social and cultural development is reflected in the daily life of the school and the respect and care shown to each other.
  84. Parents are overwhelmingly supportive and proud of the school. They have great confidence in the head teacher and staff, value the school's welcoming nature and appreciate the strong sense of community fostered by the school. The genuine warmth, respect and partnership between parents and staff are outstanding features and are of great benefit to children. Communication with parents is excellent and parents and friends make very good contributions to the school; their support is greatly valued by the head teacher and staff.
  85. The school has developed very productive partnerships with the receiving primary schools. Arrangements for transition are very effective and ensure children settle well into their new school environments with minimum disruption to their learning and personal well being.
  86. The school has established highly successful partnerships with parents, the local community other schools and several institutes of higher education. They regularly provides training facilities for student teachers and students undertaking vocational and child care qualifications. Students from local secondary schools also undertake work-experience placements at the school. Students are well supported by staff and they make a good contribution to the life and work of the school. They work alongside teachers and support staff and take an active role in children's learning and personal development.
  87. Links with the local community are wide-ranging and very successful. Educational visits and the expertise of members of the local community make a positive contribution to children's learning. The school and its various activities are very well supported and valued by the community, which it serves.
  88. The school makes good provision for work-related education and ensures children have access to a range of experiences well suited and relevant to their age and understanding. Through role play, visits in the locality and the contribution of personnel from various occupations and professions, children gain a good understanding about the range of work people do within their community.
  89. The school has developed good working partnerships with local employers and relevant agencies, including Careers Wales. Several teachers have undertaken business courses, which have contributed to their professional development and enhanced curricular provision for children.

90. Overall, the school successfully promotes children's bilingual skills and gives them a good understanding of the heritage and culture of Wales. At the time of the inspection, children had only been in school for a few weeks but most were already understanding and responding to simple phrases and greetings in Welsh. In addition, outstanding provision is made to support children with English as an additional language to ensure they are fully included in all aspects of school life.
91. The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are outstanding, and children succeed regardless of their ability, gender, race or backgrounds. All children are valued equally and as individuals and the school's commitment to social inclusion is exemplary. The head teacher and staff work in close partnerships with a range of external welfare agencies to secure the best possible support for children and their families.
92. Provision for education for sustainable development and global citizenship (ESDGC) is outstanding and fully embedded in the life and work of the school. The school makes every effort to act in a sustainable way and children are involved in re-cycling, composting and gardening initiatives. They demonstrate a very good understanding of how important it is to care for their environment.
93. The school is part of the *eco-schools award scheme* and is justly proud of achieving the *European Green Flag* in recognition of its commitment to conservation and the environment.
94. The head teacher, staff and governors are successfully laying the foundations for lifelong learning and community regeneration, and national priorities are very well reflected in the life and work of the school. The high priority given to the development of children's independence and the promotion of children's decision-making skills, and the successful partnerships with the receiving primary schools prepare children to move on to the next stage of their education with confidence.
95. The head teacher, staff and governors are fully committed to the local community and work in close partnership with a range of local agencies to secure the regeneration of the local community and to support children and their families.

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

##### **Grade1: Good with outstanding features**

96. The findings of the inspection team match the grade given by the school in its self-evaluation report.
97. The quality of care, support and guidance and the attention paid to children's emotional, social and personal needs is outstanding. Relationships between

staff and children are exemplary and this contributes greatly to children's self-worth, confidence and personal development. 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.

98. The school works in full and productive partnership with a wide range of agencies and support services to ensure children's needs are carefully assessed and provided for. This multi-disciplinary approach is particularly beneficial for children in challenging and vulnerable circumstances.
99. The school enjoys close and very effective working partnerships with parents and carers, which contribute significantly to quality of support and guidance offered to children. An outstanding feature is the way in which the head teacher regularly consults parents and carers, listens carefully to them and takes into consideration their views and opinions.
100. 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 primary school.
101. The school provides excellent personal support and guidance to children. Children's individual needs are well known to staff and a carefully structured pastoral programme ensures these needs are met with sensitivity. Children are confident in seeking the help and support of adults in the school; they are listened to and treated with kindness and respect.
102. Personal and social education (PSE) underpins the life of the school and children benefit from many rich experiences. The school's partnership with outside agencies including health professionals, the police, psychological and social services is excellent.
103. The monitoring of behaviour, attendance, punctuality and performance is thorough and rigorous and early intervention ensures any issue is dealt with swiftly and efficiently.
104. The school has established very successful arrangements that contribute to the well being of children. The school has a detailed policy and set of procedures to promote health and safety, including risk assessments, which are monitored and implemented consistently by the head teacher, staff and the governing body.
105. Very effective strategies are in place to promote healthy eating and a healthy lifestyle and parents are very supportive of this approach. Children are encouraged to eat fruit and healthy snacks, and they have access to a wide range of physical activities that contribute to their well being.

106. The school has effective measures to deal with appeals and complaints and to promote the protection of children. The head teacher has designated responsibility for child protection issues and ensures that all adults in the school are well aware of the correct procedures to be followed and that training is regularly updated.
107. The school policy for Special Educational Needs is comprehensive and appropriate. It complies fully with the Code of Practice.
108. The quality of the provision for children with special or additional learning needs is an outstanding feature of the school. Practitioners have excellent knowledge of the backgrounds and needs of all children. In particular, the school is exceptionally good at meeting the needs of children on the autistic spectrum, children who have severe/profound hearing loss and those children who have English as an additional language.
109. All practitioners are aware that the Foundation Phase is based on the principle of providing children with experiences that meet their developmental needs.
110. The dedicated, highly trained staff work very effectively as a team, to provide support of an exceptionally high standard.
111. Very good Individual Educational Plans are in place and are referred to and reviewed regularly to ensure very good quality teaching and learning takes place.
112. All children feel are encouraged to develop very good self esteem. Consequently, the behaviour of all children is very good. Relationships between home and school are outstanding.
113. A very effective system of praise and reward is enforced by all practitioners. The Friday, "Golden Book" assemblies reinforce positive behaviour with certificates and celebration of children's achievements.
114. The school provides an excellent example of total inclusion and respect for diversity. Children and adults of all ages, races, abilities, social, ethnic and linguistic backgrounds live together as a happy school family. Differences are recognised and celebrated across the Foundation Phase curriculum.
115. The school ensures that boys and girls play equally with all resources. Gender equality is carefully promoted and a senior teacher is currently undertaking research on equality of opportunity for boys and girls as part of her Master's degree. The school's provision for equal opportunities is outstanding. The school is totally committed to ensure that all children are treated equally.
116. Through their knowledge of children's interests, needs and abilities, all practitioners effectively differentiate their questioning to ensure that the less able and most able have the opportunity to make very good progress in their learning.

117. The school raises awareness of multiculturalism well by promoting a culture of respect for all and firmly believes that the increase in children from other cultures and ethnic backgrounds enriches the school life. Parents have expressed delight at the school's recognition of their backgrounds. Children are actively encouraged by staff to recognise and respect diversity.
118. Recently constructed ramps leading to the school to the school enables adults and children with physical disabilities to be involved in al aspects of school life. The school complies with the Disability Discrimination Act in its clear accessibility plan.

## Leadership and management

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

#### Grade 1: Good with outstanding features

119. The findings of the inspection team do not match the grade given by the school in its self-evaluation report. The inspection team has awarded a higher grade because many outstanding features were identified.
120. There is a very strong sense of direction and purpose to the work of Grangetown 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 very clear vision for the future direction of the school that she relays effectively to all those involved in school life. It is this factor that has developed the school into a place that is frequently visited by practitioners from the local area, Wales and beyond to see good practice. Her commitment to early years education has been recognised both locally and nationally.
121. The head teacher works very closely with all staff and, over the recent years, together 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.
122. All staff have a very clear view of strengths and shortcomings in their areas of responsibilities. Policies and documentation are of an exceptionally high standard and reflect the high expectations set by the school.
123. The school takes very good account of national and local priorities. For example, it has been involved for many years in the Language and Play scheme and is very aware of sustainability issues and healthy lifestyles.
124. The school sets realistic and challenging targets and appropriate goals are met. Targets provide a very clear educational direction to all the work of the school.
125. The school shows an outstandingly strong commitment to developing the expertise of both teaching and support staff. The performance management system ensures that all members of staff value the opportunities available to improve their expertise. All staff, teaching and support, monitor standards of teaching and learning and this is an outstanding feature. The system promotes teachers' continuous professional development very well and is valuable in improving standards and the quality of teaching. Training objectives reflect an excellent balance between the school's priorities and the needs of the individuals.

126. Arrangements to allow teachers time for planning, preparation and assessment are thorough and the head teacher supports the two newly qualified teachers very well. All members of staff are mentored and this is effective in helping to ensure that everyone feels valued and supported in their work.
127. Though in its infancy, the governing body is very effective and supportive with individual governors having a wide range of expertise and ability. Governors understand their role very well and they are fully involved in strategic planning. The chairperson is very well informed and provides fellow governors with first-class leadership. This is a developing strength of the school. Governors are involved in all aspects of self-evaluation.
128. The Governing Body meets regularly and individual governors are very involved in sub committees. Governors are well informed and receive regular training. The Governing Body meets statutory requirements and ensures that very good standards of education and a high degree of support are provided for the children.

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

**Grade 1: Good with outstanding features**

129. The findings of the inspection team do not match the grade given by the school in its self-evaluation report. The inspection team has awarded a higher grade because of several identified outstanding features.
130. 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.
131. 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. Self-evaluation procedures draw on first-hand evidence from many sources, including field notes, Effective Early Learning Project observations and questionnaires completed by parents and staff. A whole day annually is devoted to self-evaluation. Governors and staff are invited to consider the school and its priorities and plan for future school improvement.
132. 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 the 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.

133. The School Improvement Plan is a very comprehensive document. Priorities are agreed following careful audits and analysis of available information. The plan is clearly focused on maintaining high standards. Purposeful aims and objectives are developed 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.
134. The head teacher and governors ensure that all identified priorities are adequately resourced. They work very hard to obtain grants and funding for development from a variety of sources to supplement the school's budget.
135. The self-evaluation report produced for the inspection is outstanding. It is very detailed and accurate in its assessment of the school's strengths and areas for development. It matches the judgements made by the inspection team in five of the key questions. The inspectors gave a higher grade than the school had given itself in two key questions, as the team felt that it had understated the outstanding quality of the school leadership.
136. Priorities set in previous action plans have been met and have had 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**

137. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
138. 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. The part-time clerk, caretaker, cleaner and lunch time supervisor make important contributions to the smooth 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.
139. The school has successfully developed its procedures for work-force re-modelling with new structures introduced September 2008.

140. The adult-child ratio is excellent and at the time of the inspection the recommended 1:8 ratio was further enhanced by practitioners who supported children with hearing loss, children who learn English as an additional language and those who come from families seeking asylum.
141. 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. The head teacher is an Effective Early Learning Project (EEL) trainer and all practitioners have benefited from this training.
142. Outstanding use is made of the accommodation. Every corner of the nursery is imaginatively and creatively resourced to encourage active, independent learning. Stimulating, regularly changed displays reflect and celebrate the myriad of Foundation Phase experiences the children enjoy.
143. Inspiring use is made of the outside learning areas. Straight and curving pathways, a barge, Romany caravan and forest school, 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 outside environment is an outstanding feature of this highly successful school.
144. The school has a range of exceptional resources both inside and outside the building. These include books, materials and equipment of very high quality, which enhance the quality of provision in all curriculum areas. All resources are well cared for and are shared and stored appropriately.
145. The head teacher, finance committee and LEA support officer meet regularly to plan, monitor and manage financial expenditure very carefully. The head teacher is very successful in raising considerable additional funds to support and extend school provision. The use of resources is regularly reviewed and the school gives outstanding value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

146. 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

147. 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 certificates and celebrate each others achievements when they all meet together for their “Golden Book” assemblies on Fridays. On arriving at nursery, they select their name from their picture and self register.
148. All children are willing to persevere, but readily seek help and support when they need it. All children have excellent 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.
149. With the help of the caring adults, children are learning to take responsibility for their belongings. Many of them join in enthusiastically at “tidy up” time. They sweep sand, pick up toys and put away resources in carefully labelled containers.
150. 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 combined Harvest and Eid celebration and are willing to try out new foods, like spicy potatoes and vegetarian cawl. 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.
151. 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 so intense that politely but assertively they tell curious practitioners who ask about their play “I haven’t got time to talk now”.

152. All children are developing an interest in the world around them. They examine baby snails, autumn leaves and the soil through digging and exploring. They experiment with paints and clay. They sit quietly in the willow arch and the Romany caravan, just thinking, reflecting and observing. They understand the need to be still. They display an outstanding sense of awe and wonder.
153. All children are learning to greet each other through songs in English and Welsh. They sit in the kaleidoscope and see themselves and other children from all angles, curiously touching their reflected images.

### **Shortcomings**

154. There are no important shortcomings.

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

#### **Grade 2: Good features and no important shortcomings**

#### **Good features**

155. Most children, many of whom start school with significant language delay, make outstanding progress in their language skills. Within a few weeks they achieve good and often outstanding standards in relation to their ability.
156. The progress and confidence of the high number of children with English as an additional language in a range of language skills is outstanding. With very few exceptions nearly all are able to follow simple instructions clearly and accurately and in sequence.
157. Nearly all children are developing outstanding listening skills. They listen attentively to staff and respond appropriately to what they hear showing good understanding. They concentrate very well when listening to other children and make good attempts to join in discussions. They enjoy listening to stories, rhyme and respond well to questions.
158. Children's early reading skills are outstanding. They respond well to stories and rhymes and enjoy sharing books with adults. 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. baby record book, they start to understand that not all reading material contains pictures. Children make effective use of the school's Lending Library and this contributes significantly to the outstanding standards achieved.
159. Children's early writing skills are outstanding. All use a large variety of writing materials to practise their writing skills effectively both inside and outside the classroom. They show outstanding attempts at mark making and understanding of the functions of writing when role-playing e.g. making appointments at the hairdressers, recording details about medication in the baby clinic.

160. Although 67 per cent of children have English as a second language and many have limited speaking skills when they start in the Nursery, overall they make good progress in developing their speaking skills. Through constant encouragement by staff, including EMAS staff, and by using effective strategies in every situation, the children are building good levels of confidence and vocabulary to speak individually and in small groups.
161. A minority of children speak willingly and confidently in Welsh pronouncing well. They use known vocabulary with enthusiasm.

### **Shortcomings**

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

### **Mathematical development**

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

#### **Outstanding features**

163. Mathematical development is an integral and exciting part of the daily activities in the nursery. Most children playing outdoors in the Forest School have an excellent understanding of length and sorting as they search eagerly for twigs. When collecting autumn leaves many children show a good understanding of the changes of the time of year and a few children know that it is autumn. Almost all children, even at this early stage in the term, have a very good understanding of the pattern of their nursery day. They know that tidy-up time comes before snack time and confidently and eagerly make their way to the appropriate areas. With a few exceptions children understand that when the giant egg timer runs out, it will be their turn.
164. All children are beginning to develop a good concept of number. At snack time they are able to take one piece of fruit and pass the plate on to the next child. Some children demonstrate a good understanding of the concept of "more than" and point out that they would like more sandwiches too! A few of the more able children explain that if they want three sandwiches they will need to take two more. One child, having collected and sorted leaves, placed five leaves under the interactive microscope and confidently announced "I've got five"! This developing understanding of the concept of number is an outstanding feature of the nursery.
165. 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 most able children recognise and name the less common shapes, for example, star, diamond, rectangle. With some support, many children are beginning to recognise the properties of these shapes by counting the number of sides and corners and identifying longer and shorter sides. Many children are beginning to demonstrate their understanding of the purpose of money. Having visited Cardiff Bay, they make a bus from cardboard boxes and collect fares for the journey.

166. Throughout the nursery many children use developing mathematical language in their play and are beginning to use this language to explain their actions. For example, on the outdoor climbing frame one child tells a practitioner how he has to “get over the top, go down there and under there”, and before he begins this journey he counts one, two, three.

### **Shortcomings**

167. There are no important shortcomings.

## **Welsh language development**

### **Grade 3: Good features outweigh shortcomings**

#### **Good features**

168. Many children listen enthusiastically to spoken Welsh in familiar situations. A minority respond in Welsh to the marking of the register. A few children answer simple questions in Welsh.
169. Most children enjoy action songs and join in with simple finger rhymes with increased enthusiasm.
170. Around half of the children follow stories from familiar books and they respond appropriately. A few recognise some of the characters and name them in Welsh.

#### **Shortcomings**

171. Many children lack the confidence to respond orally, including during familiar situations.
172. Many children’ knowledge of Welsh is insecure and they are unable to use their learnt vocabulary outside of a familiar activity such as snack time.

## **Knowledge and understanding of the world**

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

#### **Outstanding features**

173. Children have an outstanding understanding of the cultures of other people. They understand that they have their own traditions and that this is valued and respected by all.
174. 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.
175. An outstanding feature is the children’s knowledge of the living world around them. Children handle and study octopus and other fish with considerable interest. They discuss the suckers and fins with great enthusiasm and secure

knowledge. They know the importance of providing and maintaining good conditions for the fish to survive.

176. All children carefully collect and place their collection of leaves under the microscope. They mount them carefully on card, and laminate them to make "picture hangings" to very good effect. Many collect conkers and understand that the fruit is inside the shell and fall on the ground in autumn.

### **Good features**

177. Many children have a well developed understanding of their own homes and where they live. They know where the hairdressers, shops and library are in relation to the school. They know that Cardiff Bay 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 for a trip to Cardiff.

### **Shortcomings**

178. There are no important shortcomings.

## **Physical development**

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

#### **Outstanding features**

179. All Children's fine motor skills are exceptionally good. They use a variety of media such as, pens, pencils, paintbrushes, glue sticks with increasing dexterity. They handle small equipment, such as scissors, pastry cutters, and knives correctly and safely. Nearly all display fine motor skills and they spread butter and jam on bread with great enthusiasm when making sandwiches.
180. Children move exceptionally well and respond imaginatively to musical stimuli whilst dancing on the outside stage. Many have an exceptional awareness of rhythm and move in time to the music with dexterity and imagination.
181. All children show an appropriate awareness of space and others around them as they carefully manoeuvre their tricycles and bikes around the outside play area. They demonstrate very good co-ordination, energy and confidence as they run, jump walk and hop on the designated area. Many climb the ladders and apparatus displaying outstanding skills.

#### **Good features**

182. Nearly all children move around inside the building using the limited space available in a sensible manner.
183. All children develop good ball handling skills as they throw and catch and kick balls with a good measure of skill.

#### **Shortcomings**

184. There are no important shortcomings.

## **Creative development**

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

#### **Outstanding features**

185. Nearly all children across the Foundation Phase are confident, enthusiastic, excited and happy to respond creatively to the exceptional range of resources available.
186. In the malleable area, children work with brown clay exploring its properties and demonstrating their confidence by freely and independently selecting from the extensive range of natural materials available. They decorate their models and admire other children's designs. The level of involvement of the children and their individual creative responses are outstanding features.
187. Stimulated by Jackson Pollock's artwork they have seen on the interactive whiteboard, children in small groups, work out of doors, experimenting with colour. They squeeze paint through rubber gloves onto a large canvas. Many are beginning with encouragement, to communicate their preferences and discuss colour combinations. Most think about how to solve problems, for example, when the paint doesn't flow easily, they recognise that a larger hole is needed. The standard of work produced is outstanding.
188. The quality of the children's response to music on their 'X Factor stage' is outstanding. Nearly all show very good co-ordination, timing and rhythm. They select and play instruments confidently and compose their own accompaniments. During singing sessions, children join in with obvious enjoyment to songs in both Welsh and English.
189. The quality of role play across the nursery is outstanding and is strength of the school. Many children in the baby clinic take on the responsible role of parents. They demonstrate their understanding of care and interact together. They make baby record books and are purposeful and imaginative in their use of equipment. They become totally engrossed in their play and enact the role of the visiting health visitor, imitating her actions and employing different roles and emotions.
190. All around the nursery the children's creative responses are imaginatively and sensitively displayed. Much of this outstanding work is inspired by the visiting artist Elle Reynish. Children enjoy explaining how they produced their "work of art" and their sense of achievement and growing self esteem is apparent.

#### **Good Features**

191. In the sensory room, a majority of children play with puppets. Using their own puppet creations they produce "Shadow Stories" and encouraged by practitioners are beginning to communicate their feelings.

#### **Shortcomings**

192. There are no important shortcomings.

## School's response to the inspection

The Head teacher, Governing Body and team at Grangetown Nursery School welcome the recent Estyn report, following the full inspection undertaken in October 2008. The outcomes of the inspection recognise the many strengths and the outstanding provision at the school, which works to benefit the youngest members of our community.

The school is delighted that the inspectors have awarded the highest grade in all seven key questions. These judgements reflect the outstanding commitment, enthusiasm and professional manner in which all those involved in the life of the school undertake their responsibilities.

The school appreciates the acknowledgement by the inspection team of the outstanding quality of learning and teaching in evidence. This reflects the depth of dedication of all stakeholders to meet the needs of all learners, in order to be a truly inclusive setting.

All members of the team at Grangetown Nursery School consider that such positive endorsements will enable the school to build upon these achievements to secure continued improvement.

In order to address the recommendations of the inspection team the school intends to:

- Continue to maintain the current outstanding standards in all aspects of school life by continuing the effective process of whole school self-evaluation and improvement.
- Raise standards in Welsh Language Development within the school's priority of enhancing the linguistically rich environment for children and all stakeholders.

*The recommendation in the Inspection report relating to Welsh Language Development had already been identified in the school's School Improvement Plan and Self-Evaluation Report.*

Parents/carers will be kept fully updated with the school's progress through the Governors' Annual Report to parents/carers.

In conclusion the school would like to sincerely thank the inspection team for their integrity, experience, professionalism and the courteous manner in which the inspection was conducted. Grangetown Nursery School will strive to maintain the standards and quality of provision identified throughout the report.

## Appendix 1

### Basic information about the school

Name of school	Grangetown Nursery School
School type	Foundation Phase
Age-range of pupils	3-4
Address of school	Avondale Road, Cardiff
Postcode	CF1 7DW
Telephone number	029 20 345 026

Head teacher	Mrs Jan Comrie
Date of appointment	09.09.05
Chair of governors/ Appropriate authority	Mrs Lynda Thorne
Registered inspector	Mrs Carolyn Jane Thomas
Dates of inspection	14 <sup>th</sup> – 16 <sup>th</sup> October 2008

## 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	42								83

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	2	4.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	
Pupil: adult (fte) ratio in nursery classes	1:8
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	N	R	Rest of school
Autumn 2007	80.3%	N/A	N/A
Spring 2008	81.0%	N/A	N/A
Summer 2008	80.9%	N/A	N/A

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

## Appendix 3

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

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

Inspectors visited 18 sessions or part inspection.

Members of the inspection team had meetings with staff, governors and the parents before the inspection, and during the inspection with Head teacher, staff, Chair of the Governing Body, the LEA and the children.

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.

Seventeen 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 4

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Carolyn J Thomas Registered Inspector	Context of the school Summary report Recommendations Key questions 1/2/5 Language, Literacy and communication skills Welsh language development Knowledge and understanding of the world Physical development
Caryl Dobson Team inspector	Key questions 3/4/6/7 Personal and social development, well-being and cultural diversity Mathematical development Creative development
Janet Warr Lay Inspector	Contributions to Key questions 1/3/4/
Lynne Bowen-Jones Peer Assessor	Observing lessons documentation scrutiny and attending team meetings
Jan Comrie Nominee	Provision of Information

#### The contractor was:

Evenlode Education Ltd  
Little Garth  
St John's Close  
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#### Acknowledgement

The inspection team would like to thank the governors, the head teacher, the staff, children and parents/carers for their co-operation during the inspection.