

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

A Report on the Quality of Education in

**Rockfield Nursery School
Rockfield Street, Newport.
NP19 7DG**

School Number: 6801002

Date of Inspection: 02/06/09

by

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Rockfield 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 Rockfield Nursery School took place between 02/06/09 and 04/06/09. An independent team of inspectors, led by Glyn Robert Scott 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions	Half/around half	close to 50%
Most	90% or more	A minority	below 40%
Many	70% or more	Few	below 20%
A majority	over 60%	Very few	less than 10%

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 Rockfield Nursery is located on the eastern side of Newport, east of the River Usk, in a densely populated area not far from the City centre. It is a feeder school for Glan Usk Primary. Since the last inspection there have been some changes to the background of the school's intake of pupils, i.e. more pupils from an economically disadvantaged background. There are 55 children in the nursery at present 29 attend in the morning and 26 in the morning.
- 2 The intake represents a wide range of ability, and children present with more linguistic problems. There has been an increase in the number of ethnic minority children on roll.
- 3 Glan Usk Nursery, formerly 'Rockfield Nursery' is situated in the densely populated area of St Julian's ward, east of the River Usk. The nursery school has always fed Durham Road Infant and junior schools, the two schools amalgamated in September 2008 and are now called Glan Usk Primary. There is one full time teacher and one part time teacher who covers for Planning preparation and assessment (PPA). In addition there are two full time and two part time support staff.
- 4 The catchment area is mixed and served by mainly privately owned housing. The population is predominantly white, but with an increasing number of families from an ethnic minority background. The backgrounds of the children are varied, with a range which includes older parents, young mums, working parents', children cared for by grandparents, extended families and some from single parent families.
- 5 Rockfield Nursery was last inspected with Fairoak Nursery in 2002; the two schools were managed by one headteacher who travelled between sites. Since this time there have been many changes, not least the disaggregation of the two nurseries which received their own separate governing bodies in October 2006. The management of the nursery however, still remained with the headteacher of Fairoak Nursery.
- 6 Following the retirement of this head in April 2008, the LEA and governing body, approached Mr Beecher (head of Glan Usk Primary school) with a view to lead and manage the nursery in an acting capacity from September 2008, it was during the Autumn term 2008 that the LEA with the consent of the WAG changed the name of the school to 'Glan Usk Nursery'. Therefore Rockfield nursery technically no longer exists. However, for the purposes of this inspection it will continue to be referred to as Rockfield Nursery. In addition the teacher on charge of the nursery will be referred to in the report as the lead practitioner and references to the headteacher will refer to Mr. Beecher.
- 7 Rockfield Nursery has achieved the Basic Skills Quality Mark for the third time.

The school's priorities and targets

8 The school's priorities include:

- Develop basic learning plan BLP initiative in line with Glan Usk Primary School;
- improve observation assessments in the Foundation Phase;
- refine assessment procedures;
- consolidate the Foundation Phase curriculum;
- implement more child planning through i.e. project work;
- introduce fully the Foundation Phase in Reception;
- review assessments in line with Foundation Phase profile;
- further develop 'outside classroom';
- continue to create opportunities for continuing professional development, curriculum continuity and whole school policy making;
- produce a 'welcome pack' for newly appointed governors;
- to build on the existing work of the Nursery and further develop introduction of the Foundation Phase;
- to strengthen links, transition processes, subject and aspect continuity, policy and procedures in anticipation of amalgamation;
- review Health and Safety procedures and policy.

Summary

9 Rockfield Nursery is a good school with many outstanding features. It is a happy, stimulating and well managed learning environment for all its children.

Table of grades awarded

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

- 10 The inspection team agreed with the school's own self evaluation in four of the seven key questions. In respect to Key question 1, 2 and 4 the team felt that the school had been cautious in their assessment of the high standards being achieved and subsequently the high standards of teaching and care witnessed during the inspection.

Subjects and/or areas of learning for under-fives

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

- 11 Standards in sessions observed during the inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50%	50%	0%	0%	0%

- 12 These figures are well above the national averages published by HMCI in his latest Annual Report for 2007-8, which indicates that overall standards of achievement in primary schools in Wales are 84% Grade 2 or better, and outstanding in 12 per cent.
- 13 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.
- 14 The children are screened on entry and the majority are found to have average ability comparable with their stage of development. An outstanding feature of their progress through the nursery is how quickly they adapt to their surroundings and start to become independent learners.
- 15 Regardless of their linguistic social or ethnic background they succeed well in their areas of learning. Most children make outstanding progress in their knowledge understanding and skills. All children make very good progress in the Foundation phase, areas of learning.
- 16 Children are set appropriate targets regularly and are monitored daily and these records show that the majority reach and often exceed the targets set for them. Children who initially cause concern regarding special needs (SEN) are carefully monitored as are those who show ability and require additional learning needs (ALN) achieve well and also make very good progress.
- 17 Nearly all the children make outstanding progress in their speaking and listening skills. They communicate well with their peers and adult support. Their early reading and writing skills are also exceptional. Their numeracy skills and ICT skills are also good; they are especially adept at using the digital microscopes.

- 18 Most children are confident independent learners who enjoy solving their own problems and exploring their learning environment.
- 19 Children's bilingual skills are developing well. Many children use simple Welsh words confidently during routine sessions, outside at play and during indoor snack times and activities. Many are developing a basic knowledge and awareness of the heritage and culture of Wales.
- 20 All children enjoy each others company and play and work together very well. Their behaviour is exemplary at all times. They have learned the skills of sharing and asking appropriately for materials that are in limited numbers. This is an outstanding feature of their social development.
- 21 Attendance rates for the last three terms were good, with averages of 91 percent, bearing in mind young children's susceptibility to illness. Registration periods promote independent learning through self-registration. Children are generally punctual and the school day starts promptly.
- 22 Children's personal social, moral and wider skills are outstanding. Taking into consideration the short time they have been in nursery they have adapted well and their independent skills are also strong. Staff encourage them to make their own decisions and with their excellent understated guidance make the children consider their own solutions and choices.
- 23 All children are developing a good understanding of the diversity, of cultures and personal differences within their group and within the wider community. Structures to promote equal access and opportunities for all are evident in the children's outstanding relationships with each other.
- 24 There are regular visits by the children to areas within the community and from visitors who help them to understand the workings of the community and the wider world of work.

The quality of education and training

- 25 The quality of teaching in sessions observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50%	50%	0%	0%	0%

- 26 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% of lessons and outstanding (Grade 1) in 14% of lessons observed.
- 27 Teaching overall is an outstanding feature of the school. All staff have excellent relationships with the children and they plan and present challenging learning objectives in a stimulating and stress free approach. All children are encouraged from the outset to develop their own thinking and problem solving skills while very good monitoring procedures take place throughout the day.

- 28 Assessment procedures are effective and manageable and the process has many outstanding features. The lead practitioner works exceptionally well with all support staff to plan, teach, assess and record children's progress. This applies particularly to children with Additional Educational Needs and those for whom English is an Additional Language.
- 29 Parents are very happy with the informal reporting that consists of daily discussion, 'open' and activity days and a DVD of their child's day-to-day experiences in the Nursery. This is an outstanding feature of the home-school links provision.
- 30 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.
- 31 Curriculum planning is outstanding and encompasses the seven areas of learning fully and creatively incorporates both the indoor and outdoor environments. Planning includes opportunities for developing children's skills and times for observation and assessment to ensure continuity and progression.
- 32 The schools' provision for the development of key and basic skills is robust and there are planned opportunities for children to transfer skills across areas of learning. The skills are successfully incorporated into and highlighted in short term planning. The school has been awarded the Basic Skills Agency Quality Mark Award for the second time.
- 33 The school's provision for spiritual, moral, social and cultural development is outstanding and is reflected in the daily life of the school. The ethos of mutual respect, care and guidance is often supported by activities that reveal a genuine sense of awe and wonder in the children.
- 34 Parents are extremely supportive of the school and rightly proud of its achievements. They have great confidence in the acting head teacher and all the staff of the nursery and the mutual respect shown between parents and staff is an outstanding feature. Communication with parents is excellent and the questionnaire completed by the vast majority of parents in the Nursery confirms that their views are sought and valued.
- 35 The amalgamation with Glan Usk Primary School is progressing seamlessly, in an atmosphere of mutual respect and awareness of each other's professional skills and judgements.
- 36 The care and guidance given to all children by all staff in Rockfield nursery is outstanding. Each child is seen as a valued member of the school and included in all activities. The quality of the provision for children with special or additional learning needs is also an outstanding feature of the school.

Leadership and management

- 37 The day- to- day management of the nursery is a strength of the school. The lead practitioner is an efficient and outstanding leader of her staff.
- 38 While the day- to- day management of the Nursery is delegated to the lead practitioner in the nursery, Rockfield benefits from the support cooperation and

guidance of staff within Glan Usk Primary School. The management of the acting headteacher, and the Foundation Phase coordinator is also an outstanding example of amalgamation and transition management.

- 39 The high standard of teamwork pervades all areas of the nursery and involves all stakeholders. Staff, governors and parents have regular contact and work together to further the school's aims and values.
- 40 The quality of self-evaluation in judging the school's performance and the quality of education has many outstanding features. Driven by the acting headteacher the school has a reflective ethos and culture which is at the heart of its self-evaluation process.
- 41 The Governing Body is involved in the school constantly and is a very good critical friend of the school. Through the experienced guidance of the chair who, also sits on the full governing body of the parenting school, all governors know their roles and responsibilities and are very effective in their group and individual roles.
- 42 At the time of the previous inspection there were two sections of the one nursery namely Fair Oaks and Rockfield Nursery. However, Rockfield has made significant autonomous improvements in maintaining very good standards following the last inspection and all the key issues for action have been addressed successfully.
- 43 The school is staffed by a highly qualified and committed staff. Their interpretation and presentation of the principles of the Foundation Phase is an outstanding feature. The school is well resourced and materials reflect the needs and demands of the Foundation Phase curriculum. Both indoors and outdoors are exciting and stimulating areas. Resources are regularly evaluated by the governing body and additional funds are provided by parental groups to ensure that they match the needs of the school. The financial management of resources is therefore a major priority and the nursery gives outstanding value for money.

Recommendations

The staff and governors need to:

- R1** Continue to maintain the current outstanding standards achieved in all areas of the school.
- R2** Continue the development of all Foundation phase staff to ensure the seamless transition to the new school.

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

44 The inspectors disagreed with the school's self evaluation of grade 2 as a significant number of outstanding features were recognised during the inspection.

45 Standards in sessions observed during the inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50%	50%	0%	0%	0%

46 These figures are well above the national averages published by HMCI in his latest Annual Report for 2007-8, which indicates that overall standards of achievement in primary schools in Wales are 84% Grade 2 or better, and outstanding in 12 per cent.

47 Grades for standards in areas of learning for the Foundation Phase are as follows:

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

48 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.

49 The children are screened on entry and the majority are found to have average ability comparable with their .stage of development. An outstanding feature of their progress through the nursery is how quickly they adapt to their surroundings and start to become independent learners. They show growing confidence in all that they do and begin to make decisions about their own learning early on.

50 Regardless of their linguistic social or ethnic background they succeed well in their areas of learning. Extensive evidence kept by the staff confirms this. All children speak clearly and confidently and listen attentively to instructions, stories, visiting speakers and they participate fully in all the activities provided for them. All children make very good progress in the foundation phase areas of learning.

51 Children are set appropriate targets regularly and are monitored daily and these records show that the majority reach and often exceed the targets set for them. Children who initially cause concern regarding special educational needs (SEN) and

those who show ability additional learning needs (ALN) achieve well and also make very good progress.

- 52 Nearly all children make good and often outstanding progress in their key and basic skills. They listen appropriately to instructions in practical activities and follow them well. They also listen with interest to the staff and contribute confidently and well in their question and answer sessions. They enjoy predicting the next point of a story and their early reading skills are developing well. Children spend time looking at books and a few pupils are beginning to enjoy the reading of simple stories.
- 53 Most children show good and sometimes outstanding numeracy skills applying them well in cookery, physical, and artistic activities. They measure and mix following simple numerical instructions and they recognise two dimensional and three dimensional shapes and a few can name and describe such shapes a cylinders and cones.
- 54 Children's information and communication technology (ICT) skills are good overall and in some cases outstanding. They use quite complex equipment namely digital microscopes confidently bringing items in from the outside environment and loading them and making interesting references to their findings.
- 55 Children's bilingual skills are developing well. Many children use simple Welsh words confidently during routine sessions, outside at play and during indoor snack times and activities. Many are developing a basic knowledge and awareness of the heritage and culture of Wales. Their creative and problem solving skills are also developing well.
- 56 Children's personal and social skills are a grade 1. They show outstandingly positive attitudes to each other and to adults. They enjoy playing, chatting and exploring together. All children, share resources willingly and care for each other very much. They co-operate very willingly and help put away equipment.
- 57 The children show very positive attitudes to learning and have great interest in their work. They all demonstrate the ability to concentrate and readily participate in the range of activities. This application to their work and their enthusiasm for it are an outstanding feature.
- 58 In all cases, children work very enthusiastically and confidently with adults and with each other. This is an outstanding feature of the school. Children respond very positively to the sensitive encouragement they receive and they make choices independently because they know that their helpers are happy for this to happen. They are beginning to understand how they can improve their work. They know when they have succeeded in their efforts and show their work confidently and proudly to each other and to their teachers.
- 59 The very positive relationships between adults and children are a very strong feature across the school. Children work very enthusiastically and confidently with adults and with each other. They are beginning to appreciate how to improve their own work.

- 60 Children's behaviour is very good. The nursery is a relaxed and orderly community and the children are well mannered, caring and friendly. The children happily work and play well together and clearly enjoy the positive learning experiences at the nursery.
- 61 For the three terms prior to the inspection attendance is 90.2%. Attendance is generally good and most absence is due to early childhood illnesses. Registers are marked in accordance with statutory requirements and registration is administered effectively. Registration periods are a welcoming and pleasant start to the school and promote independent learning through self-registration, which children do effectively. School starts promptly with the large majority of children arriving punctually at the start of the session.
- 62 The nursery staff are very good role models and very effectively promote equal opportunities throughout all of the nursery's activities. Through various weekly activities children learn to develop an awareness of, and respect for, personal differences, diversity of beliefs and some cultural traditions within society.
- 63 Children gain a good understanding of their community and the world of work through various activities. A notable feature in this is the involvement of the gardening club in the nursery in the Newport in Bloom competition. There are many well-planned opportunities for children to develop an appreciation of their own cultural heritage and that of others. Links with parents and the local community are very effective and many parents are fully involved in the life of the school and in helping their children. Children have some good opportunities to appreciate the world of work and to understand in small ways about the world of commerce.
- 64 Children are positively encouraged to treat each other fairly and to show respect for each other. All adults ensure that boys and girls are treated equally.

The quality of education and training

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

Grade 1: Good with outstanding features

- 65 The findings of the inspection team do not match the grade 2 given by the school in its self-evaluation report. The inspectors felt that the school had underestimated the outstanding quality of teaching.
- 66 The quality of teaching in sessions observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50%	50%	0%	0%	0%

- 67 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% of lessons and outstanding (Grade 1) in 14% of lessons observed.

68 Where there are outstanding features:

- All staff have very good questioning skills, know what questions to ask and pose challenging questions to extend knowledge and understanding;
- excellent relationships between all staff and children ensure that children are focused, motivated, challenged and encouraged to achieve to their full potential;
- practitioners demonstrate a very sound knowledge of the seven areas of learning and understanding. They incorporate them all into learning experiences and have a clear understanding of child development and how children learn recognising the need for play-based, experiential learning;
- excellent use of the outdoor environment as an extension to the indoor areas and very effective use of resources;
- all children's efforts are valued and practitioners consistently award praise and encouragement;
- very good quality planning with clear learning outcomes.

69 Where there are good features:

- knowing when to intervene in children's play;
- very effective teamwork between all practitioners and a sense of shared responsibility which ensure children remain focused and engaged;
- activities are well planned, attractive, developmentally appropriate and suitably challenging.

70 Teaching demonstrates a very good understanding of how to plan for Foundation Phase children in order to develop their independence and confidence in making choices from a wide range of appropriate and exciting play-based learning experiences. This is an outstanding feature. Children play an active role in their own learning and have opportunities to engage in reflective discussion about how to move their learning forward.

71 Careful planning and clear focused tasks ensure high expectations are understood by children and adults who work with them. Planning for continuous and enhanced provision encourages children to develop their skills and work with sustained concentration and is an outstanding feature. Key workers contribute to planning and monitoring and evaluations are used to inform future planning.

72 Practitioners provide extensive opportunities for revisiting and practising skills through a play-based curriculum. All staff employ a range of teaching strategies most effectively. For example, multi-sensory approaches and an emphasis on speaking, listening and thinking skills through One Step at a Time, Teaching Talking and Building Learning Power are used extremely effectively.

73 All practitioners have attended the WAG training modules on the Foundation Phase. Support staff who have recently joined the Nursery have received training from the Foundation Phase leader.

74 Assessment procedures are effective and manageable and the process has many outstanding features such as the Learning Stories. The teacher works exceptionally well with all support staff to plan, teach, assess and record children's progress. This

applies particularly to children with SEN and ALN and those for whom English is an Additional Language. On entry to Nursery all children are assessed using the Nursery baseline. The progress of all children is very closely monitored through individual portfolios.

- 75 Nursery staff hold an induction open day for parents/carers prior to their child's admission. The Nursery recognises the importance of home/school links and pays great attention to the information it receives from parents/carers during the induction day, on entry and during the child's time in the school. This is an outstanding feature of the teachers' involvement with parents.
- 76 The Nursery reports to parents/carers formally and informally about the progress of the children and operates an 'open door' policy. Parents are very happy with the informal reporting that consists of daily discussion, open and activity days and a CD of their child's experiences in the Nursery. This is an outstanding feature of the provision. All parents are offered parent consultation time to discuss their child's progress formally and receive a final written report which records children's achievements in all Areas of Learning. Recording and reporting procedures fully meet statutory requirements.
- 77 Practitioners promote equality of opportunity very well and ensure that all children are treated fairly and equally, irrespective of gender, race or ability.
- 78 Teachers meet the English language needs of all children, including those with English as an Additional Language, very well by providing a language rich environment and 'Teaching Talking' to support children's learning. Practitioner's use of Welsh is good especially during focused group sessions although their use of incidental Welsh in free activity sessions is inconsistent.

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.

- 79 The findings of the inspection team match the grade given by the school in its self-evaluation report.
- 80 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.
- 81 The school provides an outstanding broad, balanced and relevant Foundation Phase curriculum which is stimulating, appropriate to the children and their community and enriched by many relevant practical experiences.
- 82 The curriculum is flexible in order to meet the needs of very young children including those who show initial concern regarding special needs (SEN), the more able with Additional Educational Needs (ALN) and the children who require English as an Additional Language, who are well integrated into all activities.

- 83 Curriculum planning is outstanding and encompasses the seven areas of learning and creatively uses both the indoor and outdoor environments. Planning includes opportunities for developing children's skills and times for observation and assessment to ensure continuity and progression.
- 84 Provision for all areas of learning is very good with outstanding opportunities for children to explore, investigate and find things out for themselves. Children learn through first hand experiential activities such as "potting snails", handling different species of spider and examining land snails under magnifying glasses, and as a result, a sense of awe and wonder is regularly seen in the children.
- 85 The schools' provision for the development of key and basic skills is robust and there are planned opportunities for children to transfer skills across areas of learning. The skills are successfully incorporated into and highlighted in short term planning. The school has been awarded the Basic Skills Agency Quality Mark Award for the second time.
- 86 There are outstanding opportunities for children to broaden and enrich their learning experiences, particularly on educational visits to places of interest in the local community such as the shops, Gateway Church, Newport Wetlands Nature Reserve and HMS Severn. The school subsidises the cost of educational visits for those families who are unable to make a financial donation. A range of visitors such as the Police liaison officer, the Royal Society for the Protection of Birds, Road Safety and the Tufty Scheme and those from the community enhance the curriculum, for example, the school recently arranged for tarantulas to visit the nursery to link with work on minibeasts. These experiences make a positive contribution to the standards children achieve and to their personal and social development.
- 87 Provision for personal and social development is outstanding and successfully promotes the high standards achieved by pupils. Children are given opportunities to take on responsibilities such as self-registering with their parents on entry. Adults in the Nursery are exemplary role models which impacts on the children's ability to form appropriate relationships with others. Structured and free play activities provide children with many different life situations such as working in a hairdresser's salon and flying an aeroplane enabling them to share and take the lead.
- 88 The school's provision for spiritual development is outstanding and children meet collectively to hear stories and pray and are given opportunities for regular reflection throughout the day. The children's spiritual development is successfully promoted through their observations of the outdoor environment, their study of living things and by exploring multi sensory experiences in the nursery. Practitioners create effective opportunities to further children's spiritual development during circle time. A sense of surprise, awe, wonder and excitement permeates all activities.
- 89 Provision for moral development is also an outstanding feature. Practitioners successfully encourage moral values and provide good opportunities for children to show kindness and consideration to each other. Regular fundraising activities for charity, such as the Samaritan's Purse, are held in school to raise children's awareness to those less fortunate than themselves. Strategies such as Assertive discipline ensure that children can recognise right from wrong and learn the

boundaries of acceptable behaviour in a positive way. Focused teaching times include persona dolls and moral stories.

- 90 The school's provision for cultural development is very good. Children are aware of their own culture through the provision for Y Cwricwlwm Cymreig. This is introduced through visitors to school including a prominent harpist and through participation in Welsh dancing, reading Welsh books, listening to the music of Wales and by Welsh artists. Children celebrate St David's Day and Dydd Santes Dwynwen which enhance their understanding and appreciation of Welsh culture. The use of the Welsh language incidentally throughout the day ensures that children succeed in developing bilingual competence.
- 91 Parents are extremely supportive of the school. They have great confidence in the acting head teacher and staff and the mutual respect shown between parents and staff is an outstanding feature. Communication with parents is excellent and the questionnaire completed by all parents in the Nursery confirms that their views are sought and valued. Parent's responses, to the pre-inspection questionnaire indicates their appreciation of the information provided by the school.
- 92 The school works extremely hard to involve parents and carers in the education of their children. They are actively encouraged and enabled to participate in a wide range of school activities such as LAP (Language and Play) NAP (Number and Play) and PALS (Parents as Learners) which enhances family learning and significantly increases parent's confidence.
- 93 Provision for current educational initiatives is outstanding and fully embedded in the life and work of the school. Eco school activities are well established ensuring that children are aware of composting and recycling. Every day a different child is appointed as an eco helper. Outside activities provide very good opportunities for children to understand the need to respect the environment and care for the plants and birds in the Nursery garden. The school has been awarded the bronze Eco Schools Award and is waiting for confirmation of the silver. Provision for the understanding of the importance of healthy eating and living is well established and put into practice at snack times and through participating in physical activities led by a trained external provider. The Nursery effectively promotes children's early awareness of global citizenship through the provision of very good learning experiences such as visitors to school, through various celebrations and fundraising events.
- 94 The children have a basic understanding of entrepreneurship and have developed their problem-solving and decision-making skills through a variety of enterprising activities. They have a developing awareness of how they can make things to sell to parents and visitors at the Christmas Fayre and participate in the Enterprise week with the primary school. Children also participate in sponsored events to raise money for the school and for charity.
- 95 Rockfield Nursery joined the neighbouring primary school in September 2008. Since that time the acting headteacher and staff have worked very hard to ensure arrangements for transition into the reception class are effective and that children settle well into their new school environment with minimum disruption to their learning

and personal well being. Following extension of the age range of the primary school, children from Reception regularly visit the Nursery, making use of the facilities and working with Nursery children. Links between the two settings are outstanding. Partnership with the feeder schools within the cluster and private providers is very good.

- 96 The Nursery makes very good efforts to promote lifelong learning and community regeneration. The range of community activities available is often outstanding including parent learning courses and participation in the cluster Oracy Play days. Effective links have been established between the Nursery and the local authority (LA.)
- 97 Children have some good opportunities to appreciate the world of work and to meet some people who help them. These activities are integrated effectively and include visits from parents, professionals and staff from public service and voluntary agencies who speak with the children about their work. Children are beginning to appreciate through role-play activities how to run a business, for example when playing in the hairdresser's shop.
- 98 Children's learning experiences throughout the day are planned to help develop their skills such as problem solving and decision-making. They are involved in mini enterprise through making things to sell in Enterprise week with the primary school.
- 99 The arrangements for raising children's awareness and understanding of social responsibility are effectively promoted through links with the local church. Children have helped fund-raise for Sri Lankan tea plantations. Children acquire first-hand knowledge and understanding about their environment on a daily basis. They learn about the importance of respect and care for their community and the natural world. Children's learning experiences are greatly enhanced by participation in the Eco-Schools project and the school have received their Silver award. The children are involved with a range of sustainability projects including planting composting and they take great pride in wearing their eco aprons to recycle paper and materials.
- 100 Children's awareness and understanding of global citizenship are good. They are developing an awareness of aspects of different lifestyles, cultures and traditions in China, for example, through music and celebrations. They also fund raise for events such as Red Nose Day.

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

Grade 1: Good with outstanding features

- 101 The findings of the inspection team did not match the school's self evaluation. The team considered that the overall care and support for children and the staff's performance in monitoring and ensuring all children's progress and their support for parents had outstanding features.
- 102 The care and guidance given to all children by all staff in Rockfield nursery is outstanding. Each child is seen as a valued member of the school. Their needs emotionally physically and academically are developed through a wide range of

activities that stimulate and challenge in an atmosphere of mutual respect and cooperation.

- 103 In addition, the school's support and guidance for parents is also an outstanding feature. Parents are kept continually informed of all aspects of their child's day from their learning experiences to their social and emotional interaction. Parents comment on the respect they feel they receive from all staff and of the support they have in supporting their children's learning. A particular example is the school's habit of producing individual DVD's of children's everyday work so that parents can share at least visually in their child's experiences.
- 104 The school very successfully promotes an ethos where all children, have equal access to all areas of school life regardless of gender background or ability.
- 105 The induction processes are well organised and children visit the nursery before entry and parents views and concerns are sought and noted. All adults offer outstanding support to children when they start school, and children feel secure and settle quickly into their new environment. Regular weekly contact is made with the reception teachers and children of Glan Usk Primary School with children from the reception class 'buddying-up' with the nursery children in joint activities.
- 106 All children confidently engage with the adult support. They share their concerns and have no hesitation in seeking guidance and support from adults. The school offers a very safe and secure environment for them all. They have regular circle time and group sessions to address their concerns and to discuss social issues such as sharing and appreciating each others efforts and contributions.
- 107 Healthy living is encouraged and children talk about exercising their bodies with the help of the local sports coordinator. They understand that some foods are healthier than others and regularly snack on fruit and toast that they make themselves. The school has exceptional policies for ensuring the children's health and well-being.
- 108 The acting 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. The school has effective measures to deal with appeals and complaints and to promote the protection of children.
- 109 In providing support and guidance for the children, the school takes very good account of equal opportunities. The qualities of fairness and opportunity for all are pervade all aspects of the school life. There are no gender issues and all children play on the range of materials with equal confidence and conviction.
- 110 The school policy for Special Educational Needs is comprehensive and appropriate. It complies fully with the Code of Practice. Links with the SENco in Glan Usk and the Local authority are strong and regular discussions and evaluations take place. When appropriate independent learning plans are produced for children who are deemed to require additional support. All staff are exceptional in their regular monitoring and evaluation of all children's needs. They communicate constantly with each other and keep daily records of children's needs and progress.

- 111 The quality of the provision for children with SEN and ALN is an outstanding feature of the school. Children showing early cause for concern are monitored and parents involved at the earliest opportunity. Such is the relationship with parents that they themselves will seek guidance and support from staff. The team work of parents and staff in relation to those who exhibit concern and those who show particular aptitude and skills is an outstanding feature.
- 112 There are very secure procedures for dealing with children whose behaviour may cause. However the procedures for promoting positive attitudes in the school and the emphasis on mutual respect and harmony are evident throughout the day and behaviour is not an issue in the school. Both the provision and the children's attitude to each other is an outstanding feature of cooperation and trust. In addition the cooperation and day to day contact with parents contributes to this ethos.
- 113 The quality of provision for equal opportunities, the promotion of gender equality, good race relations and respecting diversity are very good and often outstanding. The nursery comes under the umbrella of Glan Usk Primary and as a result there is a clear disability and equality scheme and the accompanying action plan. This is a very comprehensive and useful document. In addition a disability access policy is in place.
- 114 The nursery offers a friendly and welcoming environment which provides a good range of opportunities for all who attend. Statutory documentation for equal opportunities and racial equality conforms to and takes into account children's different backgrounds, gender and educational requirements. Parents and carers at the pre-inspection meeting and discussion during the inspection highly praised how the nursery made all children feel equal and that no one is treated differently regardless of gender or ability.
- 115 There is little ethnic mix or cultural diversity amongst the children. However, the nursery successfully raises children's awareness of these issues by multi-cultural activities such as celebrating the Chinese New Year, food tasting, stories from other traditions and through role-play. The school has well developed strategies to deal with children whose behaviour impedes their progress. These strategies are particularly effective as training and support have been provided for staff and links with parents are strong.

Leadership and management

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

Grade 1: Good with outstanding features

- 116 As has been stated in the context, Rockfield Nursery has been absorbed into Glan Usk Primary School and the leadership and management of the school now falls under the overall leadership of the headteacher of Glan Usk Primary School. Aspects of key questions 5, 6, and 7 are therefore related to the amalgamation of leadership and management roles within Glan Usk Primary School. While the day- to -day

management of the Nursery is delegated to the lead teacher in the nursery, Rockfield benefits from the support cooperation and guidance of staff within Glan Usk School. It is with this in mind that the following key questions have been judged.

- 117 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. Not least of these is the seamless transition that is taking place between the nursery staff and the staff of the caretaker school Glan Usk. Expertise and leadership and management skills are being followed in an atmosphere of mutual cooperation and a desire to provide the best opportunities and learning experiences for the children.
- 118 While the headteacher of Glan Usk Primary is in overall charge of the nursery, the day to day management of the building the staff and children is the responsibility of the lead teacher. She has over the years set and applied clear aims and values that are evident in her exceptional work and the equally exceptional work of her support staff. Their vision and clear direction are outstanding features and contribute greatly to the high standards and happy ethos of the school.
- 119 The lead teacher coordinates and organizes a committed group of staff who take responsibility for the areas of learning introducing innovating and stimulating activities that support the raising of standards. There is a clear team based approach within the management of the school with a well informed governing body who are very proactive in the running and development of the school. Parents' views are sought and regular consultations feed the objectives of the school.
- 120 The Foundation phase coordinator is based in the infant department of Glan Usk primary school and together with the lead teacher they have forged leadership links with the local authority. All staff working within the nursery have been fully trained in the Foundation Phase. In addition to national priorities the school has been involved in a wide range of locally led initiatives with support staff being trained in for example the 'One step at a time' programme for additional learning support. Other experiential learning such as Eco schools and forest schools initiatives enhance the provision.
- 121 The team work and respect for the support staff is an outstanding feature, as a result the quality of learning and teaching by all staff contributes greatly to children's learning. All staff are fully involved throughout the day not only in teaching but in the monitoring evaluating and organising of the school as a whole. Continuous professional development is part of the school ethos and often staff take responsibility for their own training.
- 122 The Governing Body is involved in the school constantly and is a very good critical friend of the school. Through the guidance of the chair who also sits on the full governing body of the parenting school all governors know their roles and responsibilities and are very effective in their group and individual roles.
- 123 Governors are well informed and receive regular training. The Governing Body meets statutory requirements and ensures that good and often outstanding 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

- 124 The findings of the inspection team match the grade given by the school in its self-evaluation report.
- 125 The inspection team agree with the grades given by the school in four of the seven key questions. The inspectors gave a higher grade than the school had given itself in three key questions. The school giving itself a grade 2 when the team felt that there were sufficient outstanding features to warrant a grade 1, It was felt that the school had underestimated the outstanding standards achieved by the children, the quality of educational provision and training and also the exceptional quality of care, support and guidance shown to the children.
- 126 The quality of self-evaluation in judging the school's performance and the quality of education has many outstanding features. Driven by the acting headteacher the school has a reflective ethos and culture which is at the heart of the self-evaluation process. The self-evaluation report provides a clear picture of the school and shows a good awareness of the school's strengths and areas for improvement. The Foundation Phase Leader was seconded from the primary school to the Nursery to audit provision and continues to provide a programme of monitoring and support. The leadership of the school is well informed about the quality of teaching, the breadth and balance of the Foundation Phase curriculum and the appropriateness of experiences to ensure learning. All information is shared with governors who are proactive in all aspects of the self-evaluation process. This is an outstanding feature of the school.
- 127 Leaders and managers set clear priorities and actions to bring about improvement. The SIP (School Improvement Plan) is used well by the school as a tool for improvement. It includes targets, identifies costings and responsibilities, records the time allowed for achieving targets and outlines the criteria used for measuring success. The document is shared and updated termly with governors.
- 128 Views of parents and carers are actively sought. Regular questionnaires given to parents and a visitor's book provide opportunities for them to give their views and opinions and the school responds positively to any suggestions made by them. The inclusive and open nature of the school means that parents have first hand evidence of what is happening and are encouraged to discuss issues and share ideas adding to their effectiveness as stakeholders in the self-evaluation process.
- 129 At the time of the previous inspection there were two sections of the one nursery, namely Fair Oaks and Rockfield Nursery. However Rockfield has made significant improvements in maintaining very good standards following the last inspection and all the key issues for action have been addressed successfully. Leaders and managers ensure that all SIP priorities are adequately resourced.

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

Grade 1: Good with outstanding features

- 130 The findings of the inspection team match the grade given by the school in its self-evaluation report.
- 131 The school is staffed by a highly qualified and committed staff. Their interpretation and presentation of the principles of the Foundation Phase is an outstanding feature. The nature of the team and their interaction, eminently well led by the lead teacher, with each other and the children is also an outstanding feature. They continually strive to expand the children's vocabulary, thinking skills, independence in a warm and caring atmosphere. In addition the nursery recruits outside support from local people to sporting organisations to enhance learning. These are also of outstanding quality.
- 132 The one-to-eight ratio suggested by Wag has been achieved and all support staff show a high level of dedication and expertise in supporting provision for all children.
- 133 The school is well resourced and materials reflect the needs and demands of the Foundation Phase curriculum. Both indoors and outdoors are exciting and stimulating areas for the children from gardening to role play to opportunities to study mini-beasts. All areas of the site are fully utilised as an outstanding Learning environment.
- 134 The accommodation has limitations indoors, However every effort has been made to reduce these limitations and taken as a whole site, both indoors and outdoors, the staff are to be commended on the organisation of the facility. Outside learning areas include an attractive and functional garden, areas for interesting physical play. Role play buildings which are extensively used by the children and adapted regularly in relation to the children's interests.
- 135 The part-time clerk, caretaker and cleaner make important contributions to the smooth day-to-day running of the school.
- 136 All staff are highly trained and benefit from the amalgamation with the parent primary school where they receive quality professional development from within the school and also from LA courses and outside agencies. All have clear and relevant job descriptions which are regularly reviewed and monitoring and mentoring systems have been established. The headteacher of the parent school has put in place a strong management structure that supports the nurseries specific needs. The arrangements to provide the lead practitioner with the required time for planning, preparation and assessment tasks (PPA), during the teaching day, are well organised and effective.
- 137 Resources are regularly evaluated by the governing body and additional funds are provided by parental groups to ensure that they match the needs of the school. Members of the governing body regularly attend the school to see the use made of resources.
- 138 The governing body, nursery staff and the headteacher meet frequently to review resources and are at present in the process of organizing movement to a new site for the whole school. The financial management of resources is therefore a major priority and the nursery gives outstanding value for money.

Standards achieved in subjects and areas of learning

Under 5s

- 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 settle quickly to the nursery and enter daily with enthusiasm for learning. They know the pattern of the day and also know that their views and needs are valued by all staff. They have outstanding relationships with each other and are caring warm and supportive of each other. They know the importance of sharing and taking turns and confidently move around the learning environment making positive decisions about their learning. They enjoy receiving praise and rewards for good work and also celebrate the successes of their peers. They interact exceptionally well with the adult support and are polite and respectful of visitors welcoming them to join in their experiences.
- 141 All children show very good levels of independence, most dress themselves appropriately for activities such as outdoor play, painting and cookery. They know that before and after certain activities it is important wash ones hand to avoid germs. The children know when it is important to sit and listen and to behave exceptionally well at times such as the snack time and home time.

Good features

- 142 There are regular social and cultural activities such as Easter Bonnet, and Harvest as well as the celebration of events such as St David's day and in the wider culture the Chinese New Year.
- 143 The children take a special interest in sustainability with all wishing to wear the recycling bibs. They politely take it in turns and if out of turn they wish to wear it they canvass their peers to see if it is acceptable before they do the task. They show exceptional levels of perseverance and even treat breaks either domestic or toileting as an intrusion into their learning experiences.
- 144 All children take responsibility for their nursery and tidy up and put away equipment often immediately after use before they take another item. They treat resources with respect and are developing a good understanding of sustainability through recycling and the use of 'junk' materials for their play and creative activities.

Shortcomings

- 145 There are no important shortcomings.

Language, literacy and communication skills

Grade 1: Good with outstanding features

Outstanding features

- 146 Nearly all children listen attentively during story time instruction time and during directed activities. They follow instructions exceptionally well in for example their organised physical activity sessions presented by an outside provider. They speak confidently and with a growing vocabulary. They can repeat a sequence of instructions and will question statements that they need further clarification on.
- 147 Children listen politely to visitors such as the spider-man, who brought large life spiders for them to view. They use appropriate voices in group sessions and also ask questions in a polite manner. A few children exhibit quite advanced vocabulary and can enter into simple debate about aspects of their learning such as in discussion about some of the spiders' habitats and eating habits.
- 148 Mark making and emergent writing activities are an outstanding feature with children developing a very good understanding of the purposes and uses of writing, from lists and letters and simple stories. They write using a range of small and large items both inside and outside the class creating large colourful works as well as small notes and stories. In addition their early reading skills are also exceptional. They can write their names clearly enjoy sharing their stories with visitors. They create stories for the soft toy characters they are allowed to take home and with the support of parents produce accounts of the toys adventures in their company. Some parents talk of long conversations between child and toys.

Good features

- 149 They choose regularly to sit and 'read' in the book areas and tell their versions of well known stories such as 'the hungry caterpillar.' All children hold books appropriately and show respect for them and tidy them away when they have finished. They talk amongst themselves in book sharing sessions and a few are able to read some simple words. They are able to borrow books and parents often share their story experiences with the teachers. A few children have been recognised as more able in terms of reading and are being monitored and supported by staff and parents.

Shortcomings

- 150 There are no important shortcomings.

Mathematical development

Grade 1: Good with outstanding features

Outstanding features

- 151 Children's mathematical development is good with outstanding features. All children develop a very good understanding of mathematical concepts throughout their experiences in play. Children sort, match, measure and count numbers and shapes beginning to adapt and apply this knowledge across the curriculum through successfully engaging in challenging activities such as sorting potatoes grown in the Nursery garden, exploring faces of blocks using natural wood and building the Great Wall of China. This is a noteworthy feature within their mathematical development. Many children have developed a very good idea of the use of money and are able to apply this knowledge in role-play shopping activities such as the green grocers. They recognise a few coins, understand the process of giving change and demonstrate capable use of a cash register.
- 152 The majority of children are beginning to assess their own performance and discuss next steps in their learning.

Good features

- 153 The majority of children have a growing understanding of number and are able to count accurately to 10 taking part in activities such as searching for mini beasts in the outdoor area and making a tally chart of their findings. Children count confidently and recognise colours in both English and Welsh.
- 154 Most children use arbitrary measurements when filling containers such as different size bowls with pasta. During role play sessions children make up measurements, for example, in their role of hairdresser. Children use the language of colour and shape when choosing a carpet on which to sit.
- 155 Most children understand the passage of time and can describe their activities in relation to this. They demonstrate an early understanding of tall, short, heavier and lighter and have a good sense of bigger and smaller when describing the size of the dough balls required making a caterpillar's head and body segments.

Shortcomings

- 156 There are no shortcomings.

Welsh language development

Grade 2: Good features and no important shortcomings

Good features

- 157 All children enjoy singing welsh songs and action poems and they are growing in confidence when speaking welsh.
- 158 They answer simple questions in Welsh and count up to five and a few can count to ten. They also know their colours in welsh. Nearly all children use welsh greetings such as 'bore da' and 'bore da friendiau.'
- 159 And answer 'yma' l n verbal registration sessions. A majority know some simple expressions about the weather such as 'mae hi'n braf' and respond with one word answers when asked how they are feeling. Sut wyt ti.'
- 160 All children are increasing their vocabulary from expressions and words they hear displays they see in class and during Welsh related activities such as St. David's Day.

Shortcomings

- 161 There are no important shortcomings.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Outstanding features

- 162 Learning in the outdoor environment is a core part of children's experiences in the Nursery. Children make very good progress and demonstrate excitement and curiosity in their outside environment especially when looking for minibeasts and when the temperature causes the water in the water tray to freeze. They are able to solve problems and explain that in order to remove an object from a block of ice you must first use heat to melt the ice. Children are able to transfer knowledge gained from a previous experience and apply it to a new one. For example, when making crispy cakes they were able to describe that the chocolate melted due to the effect of heat and made the connection to the ice melting. This is an outstanding feature in their development of exploring changes in their environment and materials.
- 163 Children have the ability to talk about where they live and that children in Wales have access to healthy food and clean water compared with children in Africa who eat rice every day and dirty water to drink. They readily share this information with adults.
- 164 Children are beginning to use and understand a range of information sources with increasing awareness. They demonstrate good problem solving skills when operating digital cameras and at the computer station are able to download and save images from the digital microscope choosing the appropriate icons with increasing accuracy.

Good features

- 165 Children in the Nursery have a very good understanding of where food comes from and what plants need to grow. They have a good knowledge and understanding of what is required to grow their own food and work very enthusiastically to prepare the soil for planting.
- 166 Children exhibit natural curiosity when handling living things such as land snails, caterpillars, minibeasts and tarantulas and when investigating various habitats with a magnifying glass.
- 167 Children have a good understanding of the passage of time in the context of the school's daily procedures and a number know what day of the week it is and accurately describe the weather conditions such as hot, cold and windy. Many children are able to explain simple wind direction when observing smoke from chimneys.

Shortcomings

- 168 There are no shortcomings.

Physical development

Grade 1: Good with outstanding features

Outstanding features

- 169 An outside provider from a sports organisation comes to the school to provide organised physical sessions with the children. In these lessons nearly all children exhibit exceptional motor skills in running jumping catching both large and small balls. They enjoy scoring goals win a variety of ways by throwing or kicking balls into a series of nets available. They are able to make simple assessments of their own performances and together they evaluate each others efforts. They show respect for their instructor and listen and follow instructions very well.
- 170 In all their physical activities whether organised or free the children respect each others space, when they are running or riding tricycles. They behave appropriately and keep a good level of noise. All children understand the importance of safety and care.
- 171 They show good motor skills when cutting, pasting drawing and painting using both large and finer brushes. They pour and measure carefully when cooking and watering and when they are making clay or 3D models of for example their mini beasts.

Good features

- 172 They dig and turn in their gardens and help with the planting. And care of various plants. They load up slightly 'heavy' logs and they manoeuvre them around the site on sack trucks. A few understand the need for such trucks to move heavy objects.
- 173 In their weekly dance lessons provided by a trained dance teacher on the staff they move confidently and interpret the movements of animals and invent their own shapes and movements sometimes to music. In what is a limited space they have good body awareness and adapt exceptionally well to their space. They are at present learning sequences for a future dance display.

Shortcomings

- 174 There are no important shortcomings.

Creative Development

Grade 1: Good with outstanding features

Outstanding features

- 175 Children explore and experiment with a variety of techniques and materials such as collecting twigs from the garden to make clay hedgehogs, imprinting clay tiles with a pattern and learning the skills of origami. Using fruit and vegetables they explore different ways of printing applying these skills to making a tablecloth for the ugly bug ball. Children understand and experience the process of making paper and are able to discuss work in progress and completed. Their evaluative skills are good and this is an outstanding feature in their creative development.
- 176 Of particular note is the outstanding quality of role play as they enact their own experiences with imagination and expression sharing them with their peers and making decisions as to which adults require a visit to the hairdresser. They also accept responsibility for maintaining their area in good order.

Good features

- 177 All children are good music makers and experiment with untuned instruments before making choices when performing to an audience. They explore a range of sound sources in the garden using home made shakers on copper pipe and chopsticks on paper plates during Chinese New Year. Children enjoy singing songs and rhymes in English and Welsh. Their response to stimuli is good and they move and dance freely to music stopping and starting on command.
- 178 Children apply paint confidently with bold strong brush strokes. They use good decision making skills when choosing from a variety of tools to create their end product and when decorating biscuits with edible materials. Children handle equipment such as paste spreaders, paintbrushes and clay tools very well.

Shortcomings

- 179 There are no shortcomings.

School's response to the inspection

The Head teacher, Staff and Governing Body have considered the outcomes of the recent school inspection and are delighted that the findings, acknowledge that 'Glan Usk Nursery' is a good school with many outstanding features. We are very proud that the outstanding features include "the progress made by the children in their acquisition of knowledge, skills and understanding, regardless of their background".

We believe that this report is an accurate analysis of the school's strengths and we are very pleased that the report highlights that the quality of provision for pupils with special needs is a strength of the school, and recognises the importance that the head teacher, leadership team, lead professional and all staff place on the care and well being of the children at the school and also that this is enhanced by the close links we have with our parents.

The skill and dedication of all staff are duly acknowledged as working very effectively as a team and contributing to the outstanding ethos and smooth running of the school, along with the high quality of its teaching which exceeds the Welsh Assembly Government figures. It is also pleasing the findings in the report highlight that the 'quality of assessment is excellent and its use in helping to raise standards across the Foundation Phase areas of learning is outstanding'.

At Glan Usk Nursery School, there is a genuine feeling of pride in all that we do. The inspection has given the school the opportunity to take a detailed look at all aspects of its life and work, and to note all the school's achievements to date. The inspection has reinforced our strengths and has identified the areas where further development is possible.

The headteacher and leadership team of Glan Usk Primary are very pleased that the very effective work put in to ensuring the smooth transition and amalgamation of the nursery school into the primary school has been acknowledged, we will continue to strive to maintain our high standards and high expectations and everyone can now look forward to moving to brand new accommodation and to being part of the larger community that is Glan Usk Primary School.

The Head teacher, Staff and Governors appreciate the professional, supportive and sensitive way in which the thorough inspection of the school standards and achievements was carried out and would like to thank the inspectors for the constructive discussions and feedback.

Appendix 1

Basic information about the school

Name of school	Rockfield Nursery School
School type	Primary inc Foundation Phase
Age-range of pupils	3-4
Address of school	Rockfield Street Newport
Postcode	NP19 7DG
Telephone number	01633 258291

Headteacher	Mr. Jeffrey Beecher
Date of appointment	1/09/2008
Chair of governors/ Appropriate authority	Mrs S Harry
Registered inspector	Mr. Glyn Scott
Dates of inspection	2 nd - 4 th June 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	27.5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	1	1	1.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	N/A
Pupil: adult (fte) ratio in nursery classes	1:8
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	N/A
Teacher (fte): class ratio	1:27

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	91%	n/a	n/a
Spring 2008	92%	n/a	n/a
Summer 2008	89.9	n/a	n/a

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

Appendix 3

Evidence base of the inspection

A team of three inspectors were present at the school for 7 inspector days, with a nominee from the school.

Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school;

- 31 questionnaires were completed by parents and carefully analysed.
- discussions were held with the headteacher and staff with responsibilities and support staff;
- school documentation and samples of children's work were examined;
- sixteen lessons and a further four activity sessions were observed;
- discussions were held with children about their work and about the life of the school;
- children's behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions;
- inspectors attended assemblies;
- post inspection meetings were held with the staff and the governing body.

Appendix 4

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Glyn Scott (Registered Inspector)	Context Summary and recommendations Key Questions 1,4,5,7 Personal and social development Language Development Welsh Language development Physical development Special educational needs
Mrs. Elizabeth Halls. (Lay Inspector)	Contributions to Key Questions 1, 3, and 4. Personal and social development
Mrs. Ruth Evans (Team Inspector)	Contributions to Key Questions 2, 3, 6 Mathematical development Knowledge and understanding of the World Creative development Assessment and Recording
Mr. Jeffrey Beecher (Headteacher & Nominee)	Contributions to all Key Questions

Acknowledgements:

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation assistance and courtesy before and during the inspection.

Inspection Contractor:

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