



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Fairoak Nursery School
Church Road
Newport
NP19 7EJ**

Date of inspection: December 2014

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Fairoak Nursery School is in the Church Road area of Newport. There are currently 88 children on roll aged three to four years. The school admits children at the beginning of the term following their third birthday and they spend up to five terms at the nursery before transferring to local primary schools. Children attend either a morning or afternoon session.

The school identifies around 13% of children as requiring additional learning needs support. Approximately 32% of children come from an ethnic minority background and most of these do not have English as their main language at home. No children are from a home where Welsh is the first language. There are no children who are looked after by the local authority. One full-time teacher works with three full-time and seven part-time support assistants in the classrooms.

Estyn last inspected the school in July 2009. The headteacher retired in August 2014 and an acting headteacher has led the school from the start of the new term in September.

The 2014-2015 individual school budget per pupil for Fair oak Nursery School is £5,122, which compares to a national average of £6,212 for all maintained nursery schools in Wales.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- most children make good progress and a few achieve very highly;
- many children have high levels of independence and wellbeing;
- most children's numeracy and literacy skills are developing well;
- almost all children enjoy nursery school;
- most teaching is well planned and delivered effectively; and
- learning experiences engage children successfully.

Prospects for improvement

The school's prospects for improvement are good because:

- the acting headteacher provides effective leadership;
- all staff share a common value and purpose and work together well as a team;
- governors are very supportive of the school;
- effective partnerships with parents and other agencies improve outcomes for children; and
- the school has a recent track record of improvement including children's Welsh language skills and provision for information and communication technology (ICT).

Recommendations

- R1 Improve the governing body's role in acting as a critical friend
- R2 Make regular use of data analysis and other first-hand evidence to inform self-evaluation
- R3 Develop effective professional development for all staff

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Children enter the school with a wide range of literacy and mathematical skills. Over time, most make good progress and a few achieve very highly.

Most children listen well. They sit quietly paying attention to adults in lessons. Many children talk confidently to adults and other children. Many have suitable standards of speech for their age including those for whom English is not their first language at home. They ask sensible questions and use complete sentences to talk about, for example, their interests, families, pets and school. Almost all enjoy singing and join in music sessions enthusiastically.

Many are making good progress in their early mark-making skills. They begin to write for a range of purposes, such as shopping lists, signs and labels, and birthday cards. A few of those who have been in school for more than a term are beginning to write the initial sounds of their name successfully, with more able children able to write their whole name legibly. They enjoy using a variety of tools including paint, chalk, pencil and crayon to draw or colour pictures and to develop their emergent writing skills.

Most children enjoy listening to stories and joining in with familiar passages. They handle books with care independently, and show interest in the content. They talk with appropriate confidence about pictures in books. Many children can identify their own name in print accurately and a few are able to point out a few familiar words correctly.

Nearly all children are making good progress in their numeracy skills. Many can count accurately and match the correct number of articles to a written figure. They know the names of many shapes, and can repeat simple patterns and sequences. Most children make suitable use of mathematical language such as bigger, behind, thinner or taller.

Children's Welsh language skills are developing very well. They respond readily and with understanding to simple commands and instructions. They know the names of colours and numbers, and use a good range of simple phrases, which they pronounce well. A few children are starting to use Welsh independently.

Many children from homes where English is not the main language and children who need extra support with their learning achieve well in relation to their abilities and starting points. Many more able children make strong progress. Overall, boys have weaker literacy skills than girls but achieve similarly in their mathematical development.

Wellbeing: Good

Children enjoy coming to nursery school. Nearly all are enthusiastic learners. A very strong feature of their wellbeing is their ability to try things for themselves and they are developing strongly as very independent learners. Many children attend school regularly and are punctual.

Almost all children feel safe in school. They play and learn together well on their own or in groups. Most show good behaviour, are polite and have respect for other children. They make good use of strategies they have learned to deal with others' unwanted behaviour. They take turns and share their possessions successfully. Many concentrate well on activities for a long time. Children have great confidence in the adults who care for them.

Many children have a suitable knowledge of how to be active and healthy. They are developing an appropriate awareness of which foods are good for you and which they should eat only in moderation. Almost all know the importance of washing their hands before eating or after using the toilet.

Many children are involved appropriately in local community events such as singing for residents in the local nursing home or fundraising for local charities.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides children with a broad and balanced curriculum that covers the seven areas of learning in the Foundation Phase well. The class teacher, support assistants and children work together effectively to plan a wide range of interesting and challenging activities. These meet the needs of all children successfully.

The school makes particularly good use of its outdoor area to grow vegetables and fruit, keep chickens and to develop forest school activities. It provides a range of effective extra-curricular activities, including a book club, a gardening club and 'stay and play' sessions for parents and children to attend together. Staff organise a wide range of visits to the local area, such as a supermarket, a hairdresser and an optician, that give children a good understanding of their community. A wildlife rescue team, a crossing patrol officer and other visitors to the school also provide beneficial learning experiences.

Provision to develop children's literacy and numeracy skills across all areas of learning is effective. The recent investment in ICT equipment means that children now have many opportunities to apply and improve their skills.

The school gives plenty of opportunities for children to learn Welsh and to develop their understanding of the history and culture of Wales. Most staff use Welsh naturally and effectively and they model it well. Children regularly sing Welsh songs. In both indoor and outdoor areas, there are a wide range of Welsh words and sentences in displays and labels to help maintain the Welsh ethos of the school.

The school provides children with an extremely valuable and successful understanding of the earth's resources and the impact of waste upon the planet. The school's eco-code of "When you throw it away, there is no away" is used in all classrooms and is a strength of the school. Due to the many cultures within the school and its links with other organisations and fund-raising, children have a good understanding of the needs and ways of life of other people.

Teaching: Good

Most staff use a highly effective "you can do it" approach with children. Staff expect children to try to do things for themselves and to become increasingly independent learners. This sets a high level of challenge and helps children to make strong progress in their learning. Most staff model the use of language very effectively. This contributes successfully to developing children's speaking and listening skills.

In most sessions, the teacher and support assistants keep learning moving along at a brisk pace. They use a good range of well-prepared resources to interest and engage children. Staff know the children in their group well and use this knowledge effectively to ask children questions that challenge and extend their thinking. They deliver activities that meet the varying needs and abilities of children in their group successfully. Working relationships between staff and children are strong and they have mutual respect for each other.

Staff use praise well and, where possible, talk to children about what they have done successfully and what they need to do better next time. In a majority of sessions, staff make good use of a 'thumbs-up, thumbs-down' system to allow children to think about how well they have achieved.

The school has effective procedures for assessing how well children are doing. Staff track children's progress accurately and use this information appropriately to identify children in need of extra help with their work.

Annual reports to parents provide them with a clear understanding of their child's progress.

Care, support and guidance: Good

The school is a caring community that successfully develops children's health and wellbeing. It provides good opportunities for children to promote their spiritual, moral, cultural and social development. For example, the school makes valuable use of a range of partnerships such as visits by the police to talk about road safety and 'stranger danger'. Additionally, visitors talk to the children about the festival of Diwali, the local minister talks about harvest festival and Royal Navy officers talk about their life and work. Staff work well to get children to eat healthily, take part in regular physical exercise and understand basic personal hygiene. There are appropriate arrangements to promote healthy eating and drinking.

The class teacher and support assistants promote good behaviour in an effective, calm and positive way. The school has worthwhile procedures to encourage good attendance and punctuality.

The school supports children with additional learning needs successfully. It consults with parents well and involves them appropriately in all discussions about their child. Individual learning plans meet statutory requirements. However, targets for improvement do not always link closely enough to children's needs. Communication with other agencies, such as the educational psychologist and health workers, is good. These links ensure effective guidance to support children's wellbeing.

The school's arrangements for safeguarding children meet requirements and give no cause for concern.

Learning environment: Good

The school creates a very inclusive and friendly ethos. All children have equal access to the areas of learning and activities provided. Staff consider carefully the needs of children with physical limitations. This allows them to interact with their peers and access the full range of activities effectively. Children have complete equity within the school regardless of gender, ethnicity or background. Mutual respect between adults and children ensures that everyone feels valued. Staff support parents well so that they too feel part of the school community.

Maintenance both inside and out is good. Classrooms are bright and airy, and displays throughout the school enhance children's learning and celebrate success. Resources for the outside area are very good and the area is used regularly. The raised beds, flowerpots and forest school areas support children's learning well.

An issue relating to the number of children's toilets was brought to the attention of the governing body.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The acting headteacher provides effective leadership for the school. She delegates management tasks appropriately taking into account staff's experience and expertise, but she retains overall accountability for other actions and initiatives. For example, the class teacher is responsible for the day-to-day management of the support assistants whilst the headteacher oversees their levels of performance. The acting headteacher has begun to challenge staff effectively to improve the school's performance. For example, she is developing staff's ability to assess the quality of children's work more effectively. She successfully links the outcomes of performance management and appraisal to school targets. Recently she has started to provide worthwhile opportunities for all staff to develop their teaching skills.

All staff share a common vision, value and purpose and work together successfully as a team. They understand and fulfil their roles well. This contributes effectively to the school's positive and nurturing ethos, and to the good progress made by children.

The school is making good progress towards meeting national and local priorities and has implemented the Foundation Phase very successfully.

Governors are supportive of the school and take their responsibilities seriously. They help to provide a clear sense of direction for the work of the school. The headteacher informs them appropriately about the general performance of the school and issues that affect it. However, governors lack enough information about children's standards to develop their ability to provide sufficient challenge to leaders.

Improving quality: Adequate

The school's self-evaluation procedures give a mixed picture. The school has identified shortcomings in its provision for ICT well. Spending on resources has addressed this and has considerably improved opportunities for children to use ICT on a regular basis.

Effective training by senior staff means that all adults now assess children's strengths and shortcomings well and this therefore enables them to track the progress of individual children successfully. Recently, leaders have introduced an appropriate system of lesson observations to feed into staff development programmes. They have made good progress in addressing national initiatives such as tackling deprivation, improving literacy and numeracy, and developing children's Welsh language skills. These factors have resulted in improvements in provision, children's wellbeing and the standards they achieve.

However, the school's self-evaluation processes do not always use an effective analysis of first-hand evidence to make decisions about how well the school is doing. It does not review the success of previous initiatives systematically. Leaders do not yet effectively analyse the wide range of data they collect to investigate trends and progress over time for groups or for individual children. Although priorities in the school improvement plan are helping to improve many aspects of the school, they do not always target issues that will have the most effect on raising standards.

Partnership working: Good

The school has a good range of partnerships with parents and carers, other education providers, external agencies and the local community. These partnerships have a positive effect on improving children's wellbeing and standards. Parents value the termly 'Stay and Play' sessions where staff model good learning experiences. This supports parents well in their understanding of how to help children effectively with their learning at home.

Parents often help in lessons. This contributes well to the high quality of learning experiences. For example, parents take groups to bake cakes and biscuits. Other parents are involved successfully in working with children who attend the popular gardening club. The school welcomes students from local colleges and from abroad. As extra adults in the classroom, they support children effectively in developing their skills and wellbeing.

There are beneficial links with the adjacent pre-school setting and local health visitors. These help children to settle well into nursery school. There are very good arrangements with the primary school to which most children transfer. Arrangements with other primary school are appropriate.

Links with a local supermarket promote healthy eating. Opportunities for children to visit a store and buy food for different purposes help to develop their life skills effectively. Links with local places of worship support children's spiritual development well.

The partnership with a local sports organisation provides children with high quality experiences, which have a strong impact on their physical development. The school provides useful support to the neighbouring pre-school setting in developing effective outdoor provision.

Resource management: Good

The school has sufficient qualified teachers and support assistants. Leaders deploy staff appropriately to make best use of their time, expertise and experience in order to deliver the Foundation Phase curriculum effectively.

Teachers make good use of relevant training opportunities such as developing effective questioning to challenge children. They share this well with other colleagues. Training has had a positive effect on improving the staff's Welsh language skills and consequently those of the children. Most training for support staff focuses appropriately on relevant issues such as first aid or child protection training. Very recently, the school has started to offer a wider range of training, which relates well to overall school needs. These include support for the school's administrative officer and training for staff to work with children who need extra help with their learning. However, this has yet to make a difference to the standards children achieve. The school has little involvement in networks of professional practice.

The school has sound budgeting arrangements and spending links effectively to the school's priorities and plans. Leaders make successful use of grant money to provide valuable additional support for children who need extra help with their learning and to help tackle disadvantage.

In view of the good progress made by most children and the overall quality of provision and leadership, the school provides good value for money.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

The number of responses received were fewer than 10. No data will be shown.

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	25	20 80%	5 20%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	25	21 84%	4 16%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	24	21 88%	3 12%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	25	19 76%	5 20%	1 4%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	25	16 64%	8 32%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	25	19 76%	6 24%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	25	16 64%	9 36%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	22	7 32%	8 36%	3 14%	0 0%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	25	17 68%	7 28%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
My child is encouraged to be healthy and to take regular exercise.	25	18 72%	4 16%	0 0%	0 0%	3	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	25	18 72%	7 28%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	25	17 68%	6 24%	1 4%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	24	14 58%	7 29%	3 12%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	24	15 62%	9 38%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	25	12 48%	9 36%	2 8%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	25	15 60%	10 40%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	22	12 55%	9 41%	1 5%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	23	16 70%	5 22%	2 9%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	23	16 70%	7 30%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Richard Hawkley	Reporting Inspector
Sheila Margaret Birkhead	Team Inspector
Julie Ann Price	Lay Inspector
Heather Morgan	Peer Inspector
Andie O'Brien	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.