

A report on

Tremorfa Nursery School

**Mona Place
Tremorfa
Cardiff
CF24 2TG**

Date of inspection: March 2026

by

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

About Tremorfa Nursery School

Name of provider	Tremorfa Nursery School
Local authority	Cardiff Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Nursery
Religious character	
Number of pupils on roll	41
Pupils of statutory school age	0
Number in nursery classes	41
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 21.7%)	
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 9.2%)	
Percentage of pupils who speak Welsh at home	
Percentage of pupils with English as an additional language	
Lead partner in Initial teacher education	No
Date of headteacher appointment	24/05/2021

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Date of previous Estyn inspection (if applicable)	22/02/2019
Start date of inspection	16/03/2026

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Tremorfa Nursery School provides a highly nurturing, inclusive and stimulating environment where pupils thrive, supported by a committed and reflective team. The school's vision is realised in practice, creating a culture where joy, curiosity and a sense of wonder underpin all learning experiences. Leaders work effectively with staff, parents and governors to establish shared values that are evident in the school's strategic direction and daily practice. A strong culture of collaboration and self-evaluation ensures that all stakeholders contribute meaningfully to improvement. Leaders recognise the need to improve how consistently staff identify and evaluate pupils' progress to inform next steps in learning.

Staff engage well in purposeful dialogue, research and partnerships with other settings to refine their practice. This has led to innovative and responsive provision, with planning increasingly shaped by pupil voice and observation. The bespoke curriculum reflects Curriculum for Wales principles well, providing rich, authentic experiences that support pupils' holistic development. Teaching is highly effective, enabling most pupils, including those with additional learning needs and those from low-income households, to make good progress from their starting points.

Provision for wellbeing is particularly strong. Skilled staff plan and deliver a wide range of high-quality activities, including beach visits, allotment sessions and forest school. As a result, nearly all pupils develop confidence, independence and resilience through a wide range of stimulating activities. They show positive attitudes to learning, strong problem-solving skills and increasing competence in communication, numeracy and digital learning. Enrichment opportunities and strong family engagement are further key strengths that enhance pupils' experiences and wellbeing.

Recommendations

We have made one recommendation to help the school continue to improve:

R1 Strengthen the consistency with which staff identify and evaluate pupil progress.

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main evaluation

Tremorfa Nursery School provides a happy and caring environment where pupils thrive and make progress, supported by a highly committed and dedicated team. The school places a strong emphasis on equity and inclusion, ensuring that all pupils are valued and supported to succeed. This creates a nurturing ethos where joy, curiosity and a sense of endless possibility underpin pupils' daily experiences. Leaders work purposefully with pupils, parents, staff and governors to establish shared values that guide all aspects of the school's work. These values are reflected consistently in the strategic direction of the school and in the rich and engaging learning experiences provided for all pupils. As a result of effective collaboration and a well-embedded self-evaluation culture, all stakeholders contribute meaningfully to school improvement. This ensures that staff at all levels share a strong understanding of priorities and their role in achieving them.

A strong culture of collaboration underpins the school's approach to professional learning. Staff engage in regular professional dialogue to review and refine provision, while leaders promote continuous professional development to enhance expertise across the team. Beneficial partnerships with colleagues from nearby nursery schools enable staff to work collaboratively, share effective practice and consider how best to adapt new learning to meet the specific needs of their pupils. Teachers and teaching assistants undertake purposeful research to broaden their understanding of effective teaching approaches, they apply this well to strengthen provision. Leaders have fostered an innovative and reflective team who are committed to realising the school's vision. Recent professional learning has improved practice in areas such as block and clay play. Planning is becoming increasingly responsive, drawing effectively on children's voices and observational assessment to inform next steps. Leaders plan learning strategically through a comprehensive programme of training that supports staff to deepen their knowledge in key areas, including additional learning needs and curriculum development.

The school provides a bespoke curriculum that is inclusive, responsive and firmly rooted in the principles of Curriculum for Wales. It places a clear emphasis on developing pupils' skills through engaging and authentic learning experiences that support their holistic development. The curriculum is thoughtfully designed to reflect the natural rhythm of the year, while providing purposeful opportunities for pupils to develop early communication, numeracy and digital competence skills. Staff make effective use of pupil voice to shape learning, particularly through 'Plan of the Day' sessions, where pupils make meaningful choices and reflect on their experiences. This approach enables staff to adapt provision appropriately and plan relevant next steps. Ongoing observations and assessments are used effectively to tailor learning experiences to pupils' developmental needs, supporting their continuous progress. Weekly reflective practices help staff build on prior learning,

respond to pupils' interests and identify opportunities to deepen understanding and extend skills. Most staff understand how to support pupils' development and well-being, although a minority do not identify and evaluate pupils' progress consistently enough.

Inclusion and equity of opportunity are strengths of the school. Staff create a highly supportive environment in which all pupils take a full part in their learning and benefit from tailored approaches. Planning for pupils with additional learning needs (ALN) ensures that their needs and interests are met effectively. Practitioners use a wide range of strategies, including targeted interventions and personalised support, to help pupils make progress. Leaders have established robust systems to identify and support pupils with ALN. Strong partnerships with external agencies provide valuable specialist advice and support for both pupils and their families.

Regular assessment processes, including observations and reviews, enable staff to track pupils' progress carefully and support small but important steps in learning. Although many pupils enter the school with skills below those expected for their age, most, including those with ALN and those from low-income households, make good progress from their starting points. This is due to the high-quality support, effective teaching and strong relationships across the setting.

Following a recent move to a temporary site, staff have created a nurturing, emotionally secure environment in which pupils flourish. This supports pupils to develop confidence, independence and resilience, enabling them to engage purposefully in their learning. Pupils show positive attitudes, immersing themselves in play and approaching activities with curiosity and increasing independence. They make meaningful choices, take responsibility for aspects of their learning and demonstrate resilience and perseverance. Practitioners provide sensitive and timely support and adapt activities effectively to sustain engagement and support progress.

Staff model language skilfully, supporting less confident pupils to communicate their needs using both verbal and visual cues, while extending the vocabulary of more able pupils. As a result, most pupils develop effective communication skills. Adults also use Welsh regularly in daily activities. This helps pupils to develop a growing understanding of basic phrases. Many pupils enjoy books and develop a growing awareness of the purpose of print alongside emerging mark-making skills.

Most pupils make good progress in developing their numeracy skills, applying concepts such as counting, measuring, volume and capacity meaningfully within their play. Practitioners provide purposeful opportunities for pupils to explore mathematical ideas through practical activities, including cooking, construction and water play. This supports their understanding effectively. Pupils also engage appropriately with digital resources to

enhance their communication and thinking skills, for example when investigating minibeasts using electronic microscopes and light boxes.

Through a rich range of play-based and exploratory experiences, most pupils develop very strong problem-solving skills. Staff enhance the outdoor environment well and provide varied play-based learning opportunities that foster curiosity, creativity and a sense of awe and wonder. As a result, most pupils gain confidence and learn to take risks and solve problems. They develop good physical coordination and control, alongside growing confidence and well-developed creative skills through a wide range of expressive and investigative activities.

Spotlight: High-Quality and Inclusive Enrichment

Provision for enriching learning through off-site experiences is a notable strength of the school. Skilled staff plan and deliver a wide range of high-quality activities, including beach visits, allotment sessions and forest school activities. They demonstrate a strong commitment to equity of access, carefully organising structured programmes to ensure that all pupils benefit. This helps pupils to develop a strong connection with the natural environment while improving their wellbeing, confidence and wider life skills.

The governing body has a good understanding of the school's priorities and the quality of provision. Governors bring valuable expertise and experience to their role. They have played an important part in supporting the transition to the school's new location, ensuring that this has not impacted negatively on pupils' learning experiences. Governors manage finances well, ensuring that spending aligns closely with the school's priorities and that pupil development grant funding supports pupils' progress effectively. Leaders monitor attendance carefully and take timely action to address any concerns. Governors fulfil their statutory duties effectively, including ensuring robust safeguarding procedures and appropriate arrangements to promote healthy eating and drinking. This supports leaders to ensure that staff have a clear understanding of safeguarding procedures and respond promptly to any concerns.

Leaders place a strong emphasis on developing effective relationships with parents and carers. Staff build trusting and respectful partnerships with families, communicating clearly and responding sensitively to individual circumstances. They provide valuable opportunities for parents to engage in the nursery's activities and to gain a clear understanding of how they can support their child's development at home. This inclusive approach helps to break down barriers and strengthens communication, while contributing positively to pupils' well-being and engagement.

Spotlight: Effective Family and Community engagement

The school builds strong, trusting relationships with families from the earliest stages, creating a welcoming and inclusive community. It provides a wide range of valuable opportunities for parents to engage in school life, including stay-and-play sessions, and targeted initiatives. Regular input from external specialists supports families with areas of concern, while shared learning activities encourage families to learn together. These experiences strengthen parental confidence, promote well-being and help families access wider support networks.

Parents receive regular updates through consultations and written reports. This ensures that they have a good understanding of their child's progress. In addition, the school supports transitions effectively, offering well-planned opportunities for families to engage with the setting prior to admission. It works closely with local primary schools to ensure continuity in learning. This strong partnership with parents supports the positive outcomes achieved by pupils.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

A site management concern was raised during the inspection, and the local authority has been notified.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

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

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

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Publications Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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