

# INSPECTION REPORT

## **OUR LADY OF LOURDES RC PRIMARY SCHOOL**

Wanstead

LEA area: Redbridge

Unique reference number: 102843

Headteacher: Mrs Margaret King

Reporting inspector: Mr Brian Gosling  
22453

Dates of inspection: 22 - 24 May 2000

Inspection number: 187596

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Chestnut Drive  
Wanstead  
London

Postcode: E11 2TA

Telephone number: 020 8989 9521

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Appropriate authority: Governing body

Name of chair of governors: Mr Finbarr Lynch

Date of previous inspection: 4 March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Our Lady of Lourdes RC Primary School is bigger than other primary schools. It mainly serves a parish that comprises Wanstead and part of Leytonstone and the majority of pupils come from higher social class groups. There are 412 pupils on roll: 221 boys and 191 girls. Seventy-two pupils are on the register of special educational needs, which is broadly in line with the national average, and two pupils have Statements of Special Educational Need, which is below the national average. Forty-one pupils are eligible for free school meals and this is below the national average. Sixty-one pupils come from ethnic minority groups and English is an additional language for 95 pupils. The school has recently opened a nursery and 52 children attend part-time (26 full-time equivalent). The school is very popular with parents and is over-subscribed.

### **HOW GOOD THE SCHOOL IS**

Our Lady of Lourdes RC Primary School is a very effective school. When children enter the school, their attainment is broadly average. The quality of teaching is good throughout the school and the attainment of pupils is well above the national average by the time they leave the school. The school provides good value for money.

#### **What the school does well**

- The strong Catholic ethos of the school creates a happy and supportive working environment for the pupils.
- Pupils do well in the national tests at the end of Key Stage 2. The headteacher and deputy headteacher form an effective partnership and, together with the governing body, they are committed to maintaining high standards.
- The quality of teaching is good across the school and teachers work hard to provide a varied and interesting curriculum.
- Pupils enjoy school, behave very well and are interested and enthusiastic. Their personal and social development is very good and they have excellent relationships.
- There are excellent links with parents who support the school very well.

#### **What could be improved**

- The role of the curriculum co-ordinators has not been developed sufficiently as required by the last inspection report.
- The statutory curriculum for information technology has not been implemented fully.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in March 1996. Since then, there have been substantial changes to the character of the school. A nursery and three additional classes have been added and the number of pupils has risen from 376 to 438. Both the headteacher and the deputy headteacher have been appointed, ten of the teaching staff have joined the school and almost all members of the governing body have been appointed since the last inspection. During this period, careful attention has been paid to the building of the new classroom block to provide a nursery and three additional classrooms. This has been accomplished with a minimum of disruption and the school has effectively established a two-form entry. The senior management team has established clear terms of reference and has begun to monitor teaching and learning with a focus on writing in Key Stage 1. The governing body is well organised and benefits from the literacy and numeracy 'task forces' that enable governors to monitor standards and developments.

The many changes in personnel, the addition of four extra classes and the increase in pupil numbers have demanded a great deal of attention from the headteacher and the governing body. Consequently, there has been insufficient progress in addressing some aspects of the governors' action plan following the last inspection. There is still a lack of appropriate equipment to fully implement the National Curriculum for information technology. Although the headteacher and co-

ordinators for literacy and numeracy have conducted some classroom observations, the role of the co-ordinators has not been sufficiently developed to enable them to monitor teaching in the subjects for which they are responsible. Nevertheless, teachers have begun to monitor pupils' work and they have worked hard to provide more opportunities for pupils to plan, solve problems and carry out investigations. Pupils are encouraged to take responsibility for their own work through active participation in consultation meetings and the school council makes a valuable contribution to the school. For example, the school council is involved in the decisions made about fund-raising activities, school uniform and lunchtime arrangements. The school is suitably placed to make further improvements.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A*	A	A	very high A* well above average A above average B average C below average D well below average E
mathematics	A	B	B	B	
science	A	A	A	A	

Standards are high at the end of Key Stage 2. In English and science, pupils' attainment is well above the national average. (Pupils' attainment in English in 1998 was in the highest five per cent of schools nationally and this is shown by A\*.) Although standards in mathematics are not as high as they were, they remain above the national average and the trend in results for all three subjects over the last four years is rising broadly in line with the national trend.

Results in the national tests for pupils at the age of seven are not as high as they are at age 11. Results in reading are close to the national average, but results in mathematics and science are below the national average. Evidence from this inspection confirms the high standards at age 11, and shows standards at age seven to be improving and close to the national average in reading, writing and mathematics. This is supported by early indications of this year's tests at age seven. The school has set realistic targets for improvement.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show maturity and interest in their learning. They have very good attitudes to their work and this makes a significant contribution to the high standards achieved.
Behaviour, in and out of classrooms	Pupils behave very well at work and at play. They are polite and helpful and show a high level of respect for their teachers. There have been no exclusions.



Personal development and relationships	Pupils benefit from the high priority given to their personal development. This results in excellent relationships throughout the school and pupils are very supportive of each other.
Attendance	Pupils enjoy coming to school and attendance is good.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is good. In 78 per cent of the lessons seen, the teaching ranged between good, very good and excellent and in 30 per cent teaching was very good or excellent. The rest was satisfactory. The quality varied between year groups. For under-fives in nursery and reception, 66 per cent was good. In Key Stage 1, 57 per cent was good or better and 29 per cent was very good. In Key Stage 2, 92 per cent of lessons seen was good or better and 38 per cent was very good or excellent. The good quality of teaching has been maintained since the last inspection.

Teachers achieve and maintain a very good learning environment in all classrooms. Pupils respond positively with interest and enthusiasm. There has been a focus on the planning of lessons, which maintain a good pace and use introductory and plenary sessions well. Literacy and numeracy are taught well and teachers consolidate pupils' literacy and numeracy skills effectively in other subjects, such as design and technology. Generally, the needs of all pupils are met well and pupils with English as an additional language usually achieve national expectations by the time they are seven. However, there are inconsistencies in teaching across the school. In particular, some lessons in Key Stage 1 do not provide sufficient challenge for the talented pupils. The school has not established a 'whole-school' approach to share good practice and further raise the quality of teaching.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a wide curriculum that is enlivened by a variety of visitors from a range of cultures. However, statutory requirements for information technology are not fully met.
Provision for pupils with special educational needs	The needs of these pupils are well catered for and they make good progress in relation to their prior attainment.
Provision for pupils with English as an additional language	Pupils with English as an additional language receive good support. At the end of both the infant and junior stages, these pupils attain standards that meet national expectations and many exceed national expectations.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very effective. They develop very positive attitudes to the contributions that they make to the school, the family, the local parishes and the wider community. Visiting artists and musicians contribute well to pupils' cultural development.

How well the school cares for its pupils	The procedures for ensuring pupils' welfare are very good and the school makes good arrangements to ensure the health and safety of the pupils.
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The school has established excellent links with parents and they support the school very well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and the deputy headteacher form an effective partnership and the senior management team has begun to rigorously assess the school's achievements. However, the role of curriculum co-ordinators has not been sufficiently developed since the last inspection.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well and has organised itself effectively to gain a good understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	The school analyses test results and carefully monitors the personal development of pupils. However, it has yet to establish an effective system of monitoring teaching and learning in the classroom that fully involves curriculum co-ordinators.
The strategic use of resources	The school makes effective use of its resources and applies the principles of best value well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The progress their children make.</li> <li>• Behaviour in the school is good.</li> <li>• The good quality of the teaching.</li> <li>• The information they receive about their children's progress.</li> <li>• The school is approachable.</li> <li>• The high achievement of the pupils.</li> <li>• The close links with parents.</li> <li>• The leadership and management of the school.</li> <li>• Their children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel that there is too much homework, some feel there is not enough.</li> <li>• The range of activities outside lessons.</li> </ul>

Inspectors agree with parents' positive views of the school. A new homework policy has recently been introduced, following consultation with parents, which includes the youngest children in the nursery. The range of activities outside lessons compares favourably with that provided at most primary schools, although they are generally aimed at the older pupils.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The strong Catholic ethos of the school creates a happy and supportive working environment for the pupils.**

1. The school's mission statement makes a clear affirmation of its Catholic belief and ethos that is understood and fully shared. All meetings begin with a prayer. The school maintains close links with the clergy of Our Lady of Lourdes Parish that includes support for the Eucharist preparation programme at Our Lady of Lourdes Church. Mass is said in school at the beginning of term as well as on Holy Days. Services of Reconciliation are held in school and pupils have the opportunity to celebrate the Sacrament of Reconciliation. Assemblies are held in the parish church at the end of each term.
2. The strong Catholic ethos that permeates the work of the school at all levels establishes a very effective working environment. Prayer and worship are part of the daily life of the school and there is a commitment to good relationships based on mutual respect. This is apparent in the excellent relationships between adults and pupils, and the supportive manner in which pupils of all ages work together.

**Pupils do well in the national tests at the end of Year 6. The headteacher and deputy headteacher form an effective partnership and, together with the governing body, they are committed to maintaining high standards.**

3. The headteacher and deputy headteacher, as well as almost all members of the governing body, have been appointed since the last inspection. Furthermore, ten teachers have joined the school in the same period. Although there have been changes in personnel, pupils' attainment at the age of 11 has remained high since the last inspection.
4. In the national tests at the end of Key Stage 2 in 1999, pupils' attainment was well above both the national average and the average of schools with a similar intake in English and science, and above both the national average and the average of similar schools in mathematics. Pupils write for a wide range of purposes that include letter writing and play scripts. They plan their stories carefully and write at length using lively language thoughtfully. They have a very good understanding of punctuation and grammar and use paragraphs well to organise their work. In a lesson on 'Haiku' poetry, the oldest pupils used words with precision, carefully considering their meaning. In mathematics, pupils develop sophisticated methods of calculation. For example Year 4 pupils, needing to work out the angle of a three-quarter turn, made 180 into 200 before adding 90 and subtracting 20. By Year 6, pupils have a very good understanding of number and make quick, mental calculations. They use estimation to check the validity of an answer and consider context when deciding the level of precision required, for example, in deciding whether it is appropriate to round an answer up or down.
5. The results for seven year olds in the national tests in 1999 were not as good as for the older pupils. Compared with all schools nationally and similar schools, standards in reading were close to the average but standards in writing and mathematics were below the average. This showed an improvement on the results

in 1998 when standards in writing and mathematics were well below the national average. The school continues to demonstrate a commitment to addressing this issue, and inspection evidence shows that standards have risen again this year and are now close to the national average in reading, writing and mathematics. Early indications of the national tests this year support this judgement.

6. The school has appointed four new teachers to the Key Stage 1 classes this year including two newly-qualified teachers. It is not possible, therefore, to investigate the link between teaching and learning and the disappointing results in 1998 and 1999. Nevertheless, results at the end of Key Stage 1 have risen each year since the appointment of the current headteacher. The headteacher and deputy headteacher form an effective partnership committed to high standards, and they have analysed the test results to identify weaknesses in pupils' attainment. Consequently, a revised approach to the teaching of spelling has been introduced, along with assessments for the early identification of pupils who are experiencing difficulty and an improved programme of parental support. Particular attention has been given to the effective introduction of the National Strategies for Literacy and Numeracy and this is having a positive effect on raising standards for the younger pupils. The governing body has identified governors who, through the 'task forces' for literacy and numeracy, are monitoring standards and developments in the school. Governors take pride in the school's achievements and are aware that sometimes it is a greater challenge to maintain high standards than to improve standards.
7. The school's commitment to high standards is expressed clearly in the headteacher's statement that, "There is a common assumption that no matter how effective the school is, more can be achieved, weaknesses identified and areas developed".

**The quality of teaching is good across the school and teachers work hard to provide a varied and interesting curriculum.**

8. There is a striking atmosphere of enthusiasm and interest in the school. Classrooms are busy and lively with attractive and varied displays. Teachers work hard to improve the quality of pupils' learning. They provide a range of opportunities for pupils to solve problems and carry out investigations, and the effective implementation of a homework policy has enhanced pupils' attitudes to learning. Teachers manage pupils very effectively. This creates a calm, learning environment that is supportive and stimulating and pupils respond with very positive attitudes. For example, in some lessons seen, pupils responded reassuringly to a pupil who made an incorrect response. Teachers maintain a good pace in lessons with a clear introduction that involves all pupils and an effective plenary session that ensures pupils' learning.
9. Throughout the school, there are teachers who teach very well. They enable pupils to achieve their best and use their skills to support one another. Pupils are actively involved in interesting tasks that are appropriate to their level of development. High expectations of behaviour and achievement are maintained and teachers use questioning very well to extend and challenge pupils. They involve all pupils skilfully and they use praise and encouragement very well; every pupil's response is valued, which in turn, makes pupils even more confident and responsive. Teachers and classroom assistants work well together and they are very supportive of each other.

10. There are, however, inconsistencies in teaching across the school. For example, some lessons are not planned to provide tasks that are matched to the learning needs of different groups of pupils, particularly the higher attainers. Marking is not always of the same high quality that notes the progress pupils have made and offers suggestions for them to improve their work. These inconsistencies in the quality of teaching are due to the lack of a whole-school approach (based upon rigorous monitoring of teaching and learning) to share good practice throughout the school.

**Pupils enjoy school, behave very well and are interested and enthusiastic. Their personal and social development is very good and they have excellent relationships.**

11. Pupils' attitudes to school and their behaviour are very good. The youngest children are happy, settle well to school routines and have sound attitudes to learning. Many become very involved in the wide range of activities provided for them, such as role-play in the 'home corner'. A number of children have difficulty, initially, maintaining concentration and interest and they often move from activity to activity leaving tasks unfinished. Children learn to share toys and equipment and they become aware of others' needs and feelings. The excellent quality of relationships in the school has a positive effect on the children's acceptance of good manners, such as the gentle reminders they receive about appropriate behaviour. The children's personal and social skills are developing well. For example, two children were observed comforting another child who was feeling unwell.
12. As they move up the school, pupils show increasing maturity and interest in learning, with very good attitudes to work. They are eager to learn and have very good sustained concentration and perseverance. For example, two younger pupils applied themselves admirably for a whole lesson while working enthusiastically on models made from everyday materials. The oldest pupils maintained great concentration when attaching intricate components to their models of fairground roundabouts. Pupils are co-operative and work very well collaboratively, being very supportive in paired reading. The oldest pupils are able to work independently very well.
13. The behaviour of pupils is very good at work and play. They make sure that their play does not intrude on others' activities at break-times. They are polite and helpful and behave well in class showing a high level of respect for their teachers.
14. Personal development is given a high priority. Pupils show an excellent awareness of the importance and value of the individual. For example, when a small minority of pupils misbehaved in a country-dance lesson, their classmates reprimanded them for spoiling the lesson. Again, when a few pupils sniggered at an incorrect response to a question in a lesson, other pupils responded quickly and positively to support the pupil involved. The quality of relationships in the school is excellent with mutual respect central to the ethos of the school. This has a significant effect on pupils' learning. Boys and girls mix easily together and there is social and racial harmony.
15. The school council plays an important part in the life of the school. Pupils' views are listened to and acted upon when appropriate. For example, following pupils' suggestions, all pupils now eat their lunch together. The use of initiative and

awareness of citizenship are enhanced through the school council's organisation of fundraising, where almost £1,000 was donated to the Mozambique Appeal Fund. Clearly, pupils enjoy school and their attendance is good. Parents are very pleased with the behaviour and attitudes in school.

**There are excellent links with parents who support the school very well.**

16. The quality of partnership that the school has with parents is very good. Many parents contribute to classes throughout the school, often providing invaluable help, such as supervising small groups or preparing resources and displays. They appreciate the welcome that allows them to be actively involved in the daily life of the school.
17. Parents are very supportive of the work of the school and the opportunity for their children to be educated in a Catholic environment. They work very successfully, raising considerable funds to enhance their children's education through the Parent Teacher Association. Children receive a good introduction to homework starting with the nursery. The detailed home-school diaries allow parents the opportunity to communicate with teachers and gain a greater understanding of the work provided and their child's progress.
18. Overall, parents' views of the school are very positive. They are particularly pleased with the quality of annual reports and the information that they receive about their children's progress.

**WHAT COULD BE IMPROVED**

**The role of the curriculum co-ordinators has not been developed sufficiently as required by the last inspection report.**

19. The quality of teaching in the school is good overall. However, there are inconsistencies and teaching could be even better if the existing expertise is used to evaluate teaching in the classroom and set targets for further improvement.
20. Curriculum co-ordinators have begun to monitor pupils' work and this is enabling them to gain a clearer understanding of the standards pupils achieve. However, there is less understanding of the strengths and weaknesses in the teaching in their subjects; the reasons for the high standards achieved; and the causes of lower standards, such as the standards in writing and mathematics in Key Stage 1 and information technology in Key Stage 2. The school has not established and maintained a regular and systematic system for co-ordinators to monitor teaching and learning in their subjects.

**The statutory curriculum for information technology has not been implemented fully.**

21. Standards in information technology have not improved since the last inspection and remain below national expectations at age 11. The raising of standards of achievement in information technology was a key issue for development in the last inspection report. There is evidence that pupils develop their skills in using word processors and databases. However, insufficient attention has been given to

developing pupils' skills in Key Stage 2 of the 'controlling, monitoring and modelling' strand of the National Curriculum. Furthermore, there is little evidence of information technology being used to support other subjects of the National Curriculum.

22. Following the last inspection report, the governing body produced an action plan to secure improvements in the provision for information technology. During the year 1996-1997, equipment was upgraded, planning improved and teachers received professional training to improve their knowledge and understanding of the requirements for the subject. However, this process has not been continual and much of the equipment is now out of date and not all computers are attached to a printer. There has also been a considerable number of staff changes since the last inspection, which necessitates further training.
23. The governing body and the senior management team are aware of the situation and have plans to establish a computer suite. This should be implemented as a matter of urgency. The co-ordinator for information technology has been appointed recently. She demonstrates a competence and enthusiasm that promotes confidence in the future development of the subject and improvements in pupils' achievements.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

24. In order to maintain high standards and seek further improvements, the headteacher, staff and governors should:
  - (1) Develop the role of curriculum co-ordinators by:
    - a) enabling co-ordinators to systematically monitor teaching and learning in their subjects, as required by the last inspection report;
    - b) establishing procedures to identify strengths and areas for improvement in their subjects to provide support and leadership that is focused on sharing good practice.
  - (2) Ensure the statutory requirements for information technology are fully met, and implement plans for improvements in the subject as a matter of urgency.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	13

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	26	48	22	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	412
Number of full-time pupils eligible for free school meals	n/a	41

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	72

English as an additional language	No of pupils
Number of pupils with English as an additional language	95

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	17

### Attendance

#### Authorised absence

	%
School data	4.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.



### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	29	31	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	23	25
	Girls	30	26	28
	Total	56	49	53
Percentage of pupils at NC level 2 or above	School	93 ( 82 )	82 ( 77 )	88 ( 85 )
	National	82 ( 80 )	83 ( 81 )	87 ( 84 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	25	28
	Girls	25	28	29
	Total	47	53	57
Percentage of pupils at NC level 2 or above	School	78 ( 78 )	88 ( 88 )	95 ( 95 )
	National	82 ( 81 )	86 ( 85 )	87 ( 86 )

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	30	27	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	20	29
	Girls	23	23	26
	Total	48	43	55
Percentage of pupils at NC level 4 or above	School	84 ( 88 )	75 ( 75 )	96 ( 92 )
	National	70 ( 65 )	68 ( 59 )	78 ( 69 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	20	27
	Girls	23	20	23
	Total	44	40	50
Percentage of pupils at NC level 4 or above	School	77 ( 80 )	70 ( 81 )	88 ( 80 )
	National	68 ( 65 )	69 ( 65 )	75 ( 72 )

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	20
Black – African heritage	14
Black – other	21
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	291
Any other minority ethnic group	4

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	16.7
Number of pupils per qualified teacher	24.7
Average class size	29.4

#### **Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	133

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	35

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	750,249
Total expenditure	742,841
Expenditure per pupil	1,696
Balance brought forward from previous year	42,432
Balance carried forward to next year	49,840

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	464
Number of questionnaires returned	309

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	26	2	0	1
My child is making good progress in school.	60	37	3	0	0
Behaviour in the school is good.	69	28	2	0	1
My child gets the right amount of work to do at home.	39	39	14	3	4
The teaching is good.	66	31	1	1	1
I am kept well informed about how my child is getting on.	52	41	5	2	1
I would feel comfortable about approaching the school with questions or a problem.	64	32	3	1	1
The school expects my child to work hard and achieve his or her best.	69	26	1	1	3
The school works closely with parents.	59	35	5	0	1
The school is well led and managed.	73	24	1	0	2
The school is helping my child become mature and responsible.	64	32	1	0	3
The school provides an interesting range of activities outside lessons.	33	30	19	6	13