

INSPECTION REPORT

Nell Gwynn Nursery School
Peckham

LEA area: Southwark

Unique Reference Number: 100770

Headteacher: Ms Jeanne Peskett

Reporting inspector: Jane Lamb

Dates of inspection: 1 - 3 November 1999

Under OFSTED contract number: 706539

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery
Type of control:	LEA Nursery School
Age range of pupils:	3 years 2 months - 4 years 9 months
Gender of pupils:	Mixed
School address:	8C Meeting House Lane Peckham London SE15 2TT
Telephone number:	0171 2528265
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Steve Wiltshire
Date of previous inspection:	17 - 20 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Jane Lamb, RgI	Language and literacy Creative development Equal opportunities	Attainment and progress Teaching Leadership and management Travellers' children
Gail Ellisdon, Lay Inspector	N/A	Attitudes, behaviour and personal development Attendance Partnership with parents and the community
Nina Bee	Knowledge and understanding Physical development	Curriculum and assessment Staffing, accommodation and learning resources
Susy Powlesland	Special educational needs Mathematics Personal and social development	Spiritual, moral, social and cultural development Support, guidance and pupils' welfare Efficiency

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MAIN FINDINGS

What the school does well

The leadership and management of the school by the headteacher and deputy head are good and they are well supported by the governors and staff.

- There is a very strong and positive ethos, which permeates the whole life of the school.
- The quality of teaching by all the staff is a clear strength of the school and contributes well to the good progress of the children in all areas.
- The curriculum is rich, stimulating, broad and balanced and reflects the cultural diversity of the school community particularly well.
- The children respond well to the staff and are well behaved, cooperative, friendly and enthusiastic.
- The attitudes of the children to school are very good. Their personal and social development is good.

Where the school has weaknesses

Assessment information is not sufficiently used to plan work for groups of children, particularly to extend groups of similar attainment, in literacy and mathematical development.

- I. There is insufficient involvement of governors in the whole school monitoring of standards and teaching.
- II. The system of tracking individual children needs to be developed further.

This is a consistently good school, with many strengths and very few weaknesses. It offers good provision and a happy, caring and supportive ethos to all the children.

How the school has improved since the last inspection

The school has made very good improvement since the last inspection, particularly in the teaching, school planning and curriculum provision and in the children’s attainment and progress. The weaknesses identified in the last inspection report have been rectified and the school is in a good position to meet its targets and improve further.

Standards

In language and literacy and mathematical development, some children are in line to attain the Desirable Learning Outcomes by the time they are five, but the majority will attain below this level. In knowledge and understanding of the world, physical development and in their personal and social development, children are in line to meet the Desirable Outcomes by the time they are five. In creative development, many children will exceed the Desirable Learning Outcomes by the time they are five. Children are making consistently good progress in all the areas of learning, and those for whom English is an additional language are making very good progress.

Quality of teaching

Teaching in areas of learning

Personal and social development	Good
Language and literacy	Good
Mathematics	Good
Knowledge and understanding of the world	Good
Physical development	Good
Creative development	Good

Teaching is at least satisfactory in all lessons and in 83 per cent of lessons it is good. In 35 per cent of these lessons, very good teaching was seen, with 3 percent of these lessons being excellent. This good teaching by a strong team of hard working teachers, nursery nurses and support assistants, is a clear strength of the school and makes a major contribution to the good progress made by the children.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Good: in all areas of the school.
Attendance	Satisfactory; children are also generally punctual.
Ethos*	Very good; the school encourages very good relationships and positive attitudes.
Leadership and management	Good; the headteacher and deputy have a clear vision for school improvement and are well supported.
Curriculum	Good; the school offers a broad, balanced and relevant curriculum and assessment procedures are good.
Children with special educational needs	Good; the provision is good and the children consequently make good progress.
Spiritual, moral, social & cultural development	Good; the school offers good provision for spiritual, moral. and social development, provision for cultural development is very good.
Staffing, resources and accommodation	Good; staffing and resources are good and are used well. The accommodation is adequate and is well used to support learning.
Value for money	The school offers good value for money in terms of the budget delegated to it, the good provision and teaching and the progress of the children.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

• **The parents' views of the school**

What most parents like about the school

- III. Their children enjoy school.
- IV. The school is approachable.
- V. Parents are kept well informed.
- VI. They are well involved in the school.
- VII. The children are well behaved.
- VIII. They like the values and attitudes promoted by the school

What some parents are not happy about

- IX. Parents were generally very happy with the

The inspectors fully agree with the parents' positive views of the school.

· **KEY ISSUES FOR ACTION**

The governors, headteacher and staff need to:-

- develop further the use of assessment information to identify suitable work for groups of children, particularly those of similar attainment, in literacy and mathematics, (paragraph 39)
- extend the current monitoring arrangements to ensure that there is a consistent whole school policy for monitoring which includes governors, (paragraph 62)
- set up a more precise system of tracking children through their different activities, including those selected by the children themselves. (paragraph 32)

· **INTRODUCTION**

· **Characteristics of the school**

1. Nell Gwynn Nursery School is situated in Peckham, in the London Borough of Southwark and provides the equivalent of eighty full time places for under-fives. There are 57 boys and 62 girls on roll, including 41 full time children. The school serves a linguistically and culturally diverse community and there are about 63 percent of children for whom English is an additional language. There are 24 children identified as having some form of special educational needs, including 2 children with statements. Almost all children come from the Local Authority housing nearby and there are significant levels of social deprivation. On entering the nursery, many children show well below average language development in English and below average attainment in their mathematical development and knowledge and understanding of the world. Children are generally admitted from the age of three onwards and most spend five terms in the nursery.
2. The school aims to offer a broad and stimulating introduction to school life which values partnership with parents and carers, independent learning, a secure environment for learning and a respect for diversity of cultures, values and beliefs. The school also endeavours to make education an enjoyable and challenging experience for the children. The current school development plan has identified as high priorities the need to improve provision in language and literacy, information technology, art and outdoor play. The improvement of the school buildings, and repairs to the external fabric of the building and play areas, are also among the priorities identified.

2. **Key indicators**

3. **Quality of teaching**

Percentage of teaching observed which is:	%
Very good or better	35
Satisfactory or better	100
Less than satisfactory	0

3. PART A: ASPECTS OF THE SCHOOL

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

3. Attainment and progress

1. In language and literacy and mathematical development, some children are in line to attain the Desirable Learning Outcomes by the time they are five, but the majority will attain below this level. In knowledge and understanding of the world, physical development and in their personal and social development, children are in line to meet the Desirable Outcomes by the time they are five. In creative development, many children will exceed the Desirable Outcomes by the time they are five. Children are making consistently good progress in all the areas of learning, including children with special educational needs. Those for whom English is an additional language are making very good progress and are well supported by all staff. There are no significant differences in the attainment of boys and girls. Travellers' children are well integrated and make good progress.
2. Many children enter the nursery school with well below average language and literacy development in English and below average development in mathematics, knowledge and understanding of the world and in their personal and social development. From this baseline, children are making consistently good progress in all areas of learning and those with English as their additional language are making very good progress.
3. In language and literacy, children are making good progress from their levels of attainment when they enter the nursery. While many children will meet the Desirable Learning Outcomes in their listening skills by the time they are five, many will not attain this level in speaking, reading and writing, particularly in their levels of both vocabulary development and understanding and using the structures of English. Children are confident in speaking, even when they have a very limited vocabulary in English. The school effectively promotes a love of books and stories and children enjoy books and understand that print carries meaning. Children are making good progress in acquiring writing skills and older children can generally write their names, make simple books and attempt to copy write.
4. In mathematics, children are also making good progress and while some children will attain the Desirable Learning Outcomes, the majority will attain below this level, particularly in acquiring a mathematical vocabulary and using their skills in simple problem solving.
5. In knowledge and understanding of the world, there are strengths in technology, such as when children make clay models and cook, in their good skills on computers and in their scientific observations and simple experiments. Children are making good progress in all aspects of this area. By the time they are five most will attain the Desirable Learning Outcomes.
6. Creative development is strength of the school. By the time they are five, children are in line to attain above The Desirable Learning Outcomes in art, dance, drama and music. A strength is the children's ability to experiment with a variety of techniques and use their developing skills to express their ideas and feelings with good levels of imagination and creativity.
7. Children make good progress in their physical development and are in line to attain the Desirable Learning Outcomes in fine and large motor skills. They use their skills well in other areas of learning such as technology and creative work.
8. The children come to school with a wide variety of needs and at very different stages of development. The school accommodates this wide variety well and work is planned to meet individual children's needs. The children's personal and social development shows good progress and they are in line to attain the Desirable Learning Outcomes by five in all areas, including independence, cooperation and

collaboration with others. This prepares them well for their future work in reception classes.

9. The school has carefully considered the provision for children with special educational needs and they are making good progress towards the targets set for them and are consistently well supported by all staff in the nursery.
10. Since the last inspection, the school has maintained and improved standards and children's progress, and the very good improvement in teaching has had a significant impact on the consistency of the good progress made by the children. Parents are happy with the standards attained by their children.

13. **Attitudes, behaviour and personal development**

1. The previous inspection found that pupils were well behaved and had very positive attitudes and good personal skills. This still applies and parents' praise for these aspects is fully justified. The nursery's success in its aim to value every member of the school community greatly contributes to this development. This, in turn, has a very beneficial impact on the children's quality of learning and standards of attainment.
2. Parents and carers confirm that the children's gradual induction to school enables them to feel secure and very happy. This enables them to settle quickly into the routines of the nursery and to approach learning with confidence.
3. The children respond well to the good quality activities provided. They show interest in, and enthusiasm for, what they are doing and are keen to tell others about it. They sustain concentration for lengthy periods and persevere until tasks are completed. They listen to others and to music carefully and watch visual stimuli attentively. This was well illustrated when an Indian dancer visited the school during the inspection. The children paid rapt attention to the performance and very much enjoyed it. Many children are beginning to contribute sensibly by asking and answering questions, for example about their choice of music. Most know when they need help and seek it with confidence.
4. The children's behaviour is good throughout the school day, particularly at lunch times. They are courteous, kindly and well mannered. They move about the school in an orderly fashion. They wait patiently and quietly for their lunch and when taking turns. They show respect for each other and adults and take care with equipment.
5. Relationships amongst the children and with adults are very good. They co-operate well with each other and work well in groups, for instance when making pizzas. They happily share equipment such as computers and take turns fairly. Boys and girls, and children of diverse cultural backgrounds work and play harmoniously together. Many children spontaneously help and support others, for example with working on a computer or putting on a bear suit.
6. The children's personal development is good and they are trustworthy. They happily take responsibility for tasks such as getting out equipment and tidying up. Many are beginning to show independence and autonomy by making sensible choices, for example in their play activities.

19. **Attendance**

1. Attendance throughout the school is satisfactory and is close to 90% in the current year.
2. Many absences are due to common childhood ailments. However, an increasing number of parents and carers are taking their children on holiday during term time, which results in missed opportunities for the individual children concerned and is detrimental to others with whom they work closely.

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3. The number of unauthorised absences is fairly high. This is because some parents persistently fail to let the school know the reason when their children are away.

4. The majority of parents have responded well to the school's requests for them to bring their children on time and punctuality has recently been better.
5. Registers are well maintained and are marked in accordance with local authority guidelines.
6. The headteacher and governors are very aware of the need for good attendance and punctuality and are keen to improve them. Through the recently introduced Home-School Agreement parents formally contract to ensure their children's punctuality and regular attendance, and to give reasons for absence promptly.

25. QUALITY OF EDUCATION PROVIDED

25. Teaching

1. The overall quality of teaching is good and is a clear strength of the school. There has been good improvement since the last report in teachers' and nursery nurses' planning, support for the children and in assessment. The previous inspection found that teaching was satisfactory or better in about eighty percent of lessons and unsatisfactory in the remainder.
2. Teaching in all lessons is satisfactory or better and in 83 per cent it is good or very good; in 35 per cent of lessons very good teaching was seen with 3 per cent of this teaching being excellent. The overall planning of activities and lessons has improved significantly. There are many strengths in the teaching and no weaknesses and this good provision makes a major contribution to the good progress made by the children. This picture includes teaching by class teachers, nursery nurses and support assistants who work very closely together as a team.
3. All areas of learning are taught by staff with very good understanding of the learning needs of young children. The main strengths are the good planning, and the very good interactions between the adults and the children, which consistently promote language development well. The very positive relationships and caring ethos make a good contribution to the children's personal and social development.
4. In the best lessons, staff have good subject knowledge and high expectations of the children's work and behaviour, display very good child and classroom management skills and ensure good use of time and an appropriate pace of learning. Relationships with the children are very good and they are well supported and extended according to their needs and previous attainment. This includes children with special needs. Support assistants give very effective help in lessons and are well deployed. A major strength of the best teaching is the liveliness and enthusiasm of the teachers and nursery nurses, which encourages, interests and motivates the children well. Resources are consistently well used to support learning and the preparation for sessions and activities is meticulous.
5. The teaching of children with special educational needs is consistently good and they are well supported by all staff. Individual education plans for children with special educational needs contain specific targets and sound documentation is kept of each child's progress. The support assistants and others who work with these children give good and often very good support. This enables these children to make good progress.
6. The provision for children with English as their additional language includes good support from a bilingual nursery nurse. All staff have very good awareness of the need to focus on the development of English with these children in all their activities. This thoroughness and consistency of practice results in these children often making very good progress in acquiring English. Travellers' children are also well integrated and supported according to their individual needs.

7. Teachers plan lessons well, and clear learning intentions are given for focus activities, which are often linked to the previous attainment levels of the children and assessment information. The school is taking parts of the literacy hour programme and teaching these for short sessions in an appropriate way linked to the children's language levels and maturity. While adult focused activities are well recorded, there is no consistent system of tracking the choices of individual children in their self-selected activities to ensure balance.
8. Teaching in language and literacy is good with very good teaching seen in nearly half of the sessions. In mathematics, teaching is also good and the newly introduced policy and good scheme of work have contributed to this. The teaching of knowledge and understanding of the world is good with particular strengths in the teaching of technology and information technology. The teaching of creative activities is good with very good emphasis on teaching skills and then allowing the children the time and opportunity to use them to explore, express ideas and experiment. Teaching in physical development is good with a good range of activities, which includes good development of fine motor skills, dance, apparatus work, outside activities and swimming. The personal and social development of the children is very effectively fostered in every activity in the school and contributes well to the good progress made.
9. The consistently good quality of teaching by all staff, and the high levels of professionalism, care and concern shown, have had a major impact on the improved, and consistently good, progress made by the children and the improved standards attained.

34. **The curriculum and assessment**

1. The curriculum is broad, rich, relevant and balanced and covers all the areas of learning which lead to the Desirable Learning Outcomes for children by the time they are five. The diverse cultures of the school community and the children are particularly well represented in all aspects of curriculum provision. The school also offers many opportunities for learning beyond this, such as visits to the Maritime Museum, the National History Museum, the Cutty Sark and Epping Forest. Planned activities are interesting and well resourced and provide good opportunities for children to learn in small groups, individually or in larger groups. They are consistently well linked to structured play and practical activities and tasks. The curriculum caters well for the personal development of the children and their social and emotional growth.
2. Lessons are planned using a long-term curriculum plan, which is built around a central topic, currently Light and Dark. It provides a comprehensive, rich and diverse set of activities using both inside and outside learning areas. These long-term plans result in good medium and short-term plans with clearly identified learning objectives, which are carefully evaluated. There is an appropriate balance between adult directed and child selected activities. The teachers' planning has shown good improvement since the previous inspection. Tasks are modified to support children of different previous attainment by giving extra support to individuals. The teachers' plans are well implemented and evaluated weekly.
3. Provision for pupils with special educational needs is good. The school has responded to the national Code of Practice by putting a staged referral system in place. Procedures for the identification and assessment of children are sound. Individual education plans generally set specific targets. Reviews of the individual plans for children with special educational needs are completed regularly and are satisfactorily documented. During these meetings the provision is also reviewed. Parents are invited to reviews and receive copies of the individual education plans. The curriculum provides equality of opportunity and access to permit all to make good progress.
4. The provision for pupils who have English as their additional language is good. They are well integrated and supported by both the school staff and the bi-lingual nursery nurse to make good progress. All activities reflect the need to widen the children's understanding and improve their skills in English. The provision for Travellers' children is also good; their individual needs are well supported and they are

fully integrated into the school.

5. Procedures for assessment are good. Useful records are developed and these are regularly supplemented by information from on-going day to day observations. Teachers also keep clearly described work samples for all children. The system of assessing and recording what the children can do is consistent and informative individual records are developed on how the children are progressing. Opportunities for assessment tasks, however, are not yet clearly identified in the planning. Teachers do not yet use assessment information sufficiently for future teaching and planning, particularly for groups of children of similar attainment in language, literacy and mathematics. The school is aware of the need to develop this area and has identified some groups of similar attaining children for literacy work. Reports to parents and carers are of good quality and identify areas for improvement. By the time they leave the nursery, children's records inform parents and their receiving schools well about their attainment and personal development.

39. **Pupils' spiritual, moral, social and cultural development**

1. The school is successful in fostering children's spiritual, moral, social and cultural development. It has a very strong and positive ethos of care and respect for every individual, which permeates the whole life of the school. This ensures that children quickly adopt positive social attitudes and that there is little friction or inappropriate behaviour. Parents are very pleased with this aspect of the school and value the school's provision and ethos, which have been well maintained since the last inspection.
2. Children's spiritual development is fostered well, both through the approaches to learning and teaching, which embody clear values, and through some occasions which engender a sense of awe and wonder. The current theme at the time of the inspection was Light and Dark and also the festival of Divali. Staff used lighted candles and incense and the playing of soft Indian music, with lights turned off, to engender a magical feeling of awe. The children were completely quiet and spoke softly and in hushed tones for some time after this experience. As part of this theme, children were also investigating animals which spend much of their lives in the dark under the ground. During an examination of earth worms which they had brought in from outside, children showed sensitivity to how the worms might be feeling and were fascinated with the way they moved.
3. The children start to develop a sense of right and wrong which is fostered both by the expectations of kindness and mutual care and by discussions in the context of stories and of day to day happenings. They are starting to be aware of the way in which their behaviour affects others.
4. Children's social development is carefully fostered in all areas of life in the nursery and they are able to be co-operative, to collaborate, to share and take turns. Boys and girls and children from a variety of backgrounds and cultures are successfully encouraged to get on well together and to take responsibility around the nursery.
5. The school has an active and very effective approach to cultural and multi-cultural education. The children develop a wide understanding through the use of books and stories from different traditions such as the story of Rama and Sita as part of the theme of Divali. The school provides a range of cultural events very effectively, such as a performance of Indian dance, which kept the children's complete attention for an hour. The attractive and interesting displays and activities based on religious and cultural themes promote children's interest in, and knowledge of, their own and other cultures and beliefs. The cultures and traditions of the community served by the school are well reflected.

44. **Support, guidance and pupils' welfare**

1. This is a caring school which makes good provision for the well-being and development of each child.

Parents and carers value the good support that their children receive. The school has maintained the high standards of care noted in the previous inspection report. The carefully planned arrangements for introducing young children to the nursery play an important role in starting them on their school lives with confidence and a positive attitude to their education. Similarly, the transfer of older children to their primary schools, though difficult given the number of schools involved, is done with care and understanding.

2. Staff know the children well and carefully monitor the progress of each individual. Personal and social development is well observed and recorded by staff and all areas of development are fully monitored. Staff provide very well for pupils with special educational needs and they are monitored well through their individual education plans and regular review meetings. There is effective liaison with other agencies.

3. The school's arrangements for promoting good behaviour are very effective. All staff emphasise their appreciation of good behaviour. The frequently discussed and revised 'Do's and Don'ts Paper for Staff' is simple and provides a secure basis for whole-school practice. Consistent expectations among staff based on good relationships between staff, and between staff and children, encourage children to behave well. The school's procedures for recording attendance and investigating absence and lateness are sound. Parents, however, are not sufficiently informed that it is important to let the school know about their child's absence and its causes. The school brochure does not advise them of the need to do this. Pupils who become ill or injured at school are well supported and there are staff qualified to administer first aid.
4. Child protection procedures are well documented. Staff have good knowledge of these and the headteacher is the designated child protection officer. The building is well looked after and its cleanliness is of a high standard. Children's learning is greatly enhanced by the stimulating and appropriate environment provided. The school site is well cared for by all staff and the local authority is about to modernise the outside of the building and the outside environment, which is shabby and in need of improvement. Arrangements for the consumption of lunch are good and the occasion provides a pleasant social experience for children.

48. **Partnership with parents and the community**

1. The school's good partnerships with parents, carers and the local community reported in the last inspection have been maintained. These links are used very effectively to enhance the children's quality of learning and personal development.
2. The school is open and welcoming. It greatly values its parents and carers and actively encourages them to become partners in their children's education. They in turn, are extremely supportive of the school and express high levels of satisfaction with all aspects of its work.
3. Parents feel well informed about the school and are encouraged to participate in its life through regular newsletters, the brochure, a parents' notice board and essential information exchange sessions. The information exchange periods, which allow for daily communication between parents, carers and staff, are a particularly strong feature of the school.
4. Almost all parents are rightly very satisfied with school's arrangements for explaining the curriculum. There are brief but clear details in the brochure. Activity plans are posted outside classrooms and in the hall each half term. Parents are invited to read relevant policy documents should they wish. They are always welcome to watch the school in progress and gain an insight into teaching and different approaches. The school recently ran a well received literacy meeting for parents and carers and is now planning science and creative skills workshops for them.
5. Parents are also justifiably happy with the way in which they are kept informed of their children's work and progress. The school holds three formal meetings during a child's time at the school for this purpose. Parents and carers are encouraged to approach staff at any other time to share concerns about their child's education. The majority feel able to do so as they find staff very approachable. Parents continue to appreciate the way staff alert them to aspects of their children's behaviour and development before problems arise.
6. Parents are keen to play an active role in the life of the school and their children's education. New parents are asked to read to their children at home. Many do so effectively with the help of useful guide notes provided by the school. Most enjoy attending the leavers' ceremony and singing under the Christmas tree with the children. Several give valuable classroom support on a regular basis by helping with reading, creative work and cooking under the careful guidance of teachers. Some help supervise children at the swimming pool and on trips to the shops and places of interest, whilst others contribute by making puppets and soft toys.

7. Parents willingly contribute towards school funds by participating in the annual fun day and other events such as cake sales. Money raised is used well to help pay for coach trips, visitors and swimming badges, and to purchase essential equipment and soft furnishings, to the benefit of all the children.

8. The school makes good use of the local community for the children's personal development and to support the curriculum. Fire and police officers regularly give useful talks on aspects of personal safety, which the children enjoy. The community policeman also participates in story time, enabling the children to see him as a 'friend'.
9. Local shops, including the nearby supermarket and a burger chain, also actively support the school by donating raffle prizes and refreshments for the fun day. The children enjoy trips to the shops with the staff to learn about the local community.
10. The school has a twice-weekly parents and toddler group. This is open to everyone in the locality and is very popular. The school also welcomes teacher training students for practical experience each year.

58. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

58. Leadership and management

1. The overall leadership and management of the school by the governors, headteacher, deputy head and staff is good. The school is well led by a headteacher with a clear vision for improvement and a very good understanding of the learning needs of young children, who is very ably supported by the deputy head. This effective senior management team is well supported by the staff and governors. All statutory requirements are met. The strong and effective leadership and management of the school is a major factor in the school's very good improvement since the last inspection, the good progress made by the children and the improving standards. The school is in a strong position to meet its targets and move forward.
2. The previous inspection report identified some weaknesses in leadership and management, particularly in monitoring and in the deployment of staff. There has been very good improvement since then in these areas. The monitoring of standards is now satisfactory, although governors need to be more formally involved. Staff, including teachers, are now efficiently and effectively deployed and have appropriate areas of responsibility. Curriculum planning is now good and this is well implemented by the staff to reflect the school's aims, which are well met.
3. The staff work together in a close and effective partnership which values and respects the expertise and skills of teachers, nursery nurses and support staff. The needs of the children are placed at the centre of all developments and the school has a very good and caring ethos, which identifies good relationships and a vision for constant improvement as the basis of all its activities.
4. Governors are supportive of the headteacher and are now starting to be more involved in directly monitoring the provision and standards of children's work by a series of planned, focused classroom visits. There is, however, no overall school policy for monitoring, which includes governors. Identified governors have curriculum and special needs responsibilities. The chair of governors is closely involved in supporting the headteacher and makes regular and frequent visits to the school.
5. The school development plan has useful high, medium and low priorities, which are appropriate to the needs of the school, manageable and well linked to the personnel responsible and sensible timescales. There are also good links to staff development priorities and the budget which the school controls. The plan is effectively monitored by the headteacher, deputy and governors and is well implemented. There have been good recent revisions to the main curriculum policies and schemes of work and there is a planned system of review of all policies.
6. The provision for children with special educational needs is well led by the deputy headteacher, who is also the special needs co-ordinator. The school has developed an effective system for identifying,

monitoring and supporting children with special educational needs, which all staff follow consistently. Provision for children who have English as their additional language and for Travellers' children is also well managed, and the recently devolved grant for Ethnic Minority Achievement has been well used to provide a bi-lingual nursery nurse.

1. The school runs smoothly on a day-to-day basis and administration procedures and communication are good. There is a welcoming ethos, which is much appreciated by parents, carers and visitors. The school has only nineteen hours of administrative support each week, which is used effectively and is of good quality. It results in the headteacher having to undertake many administrative tasks, and takes valuable time from her leadership and management role.

65.

65. Staffing, accommodation and learning resources

1. The school has sufficient teachers, who are suitably qualified to teach the age group. There is also an appropriate range of experience and expertise amongst the teachers and an adequate number of well experienced nursery nurses and other staff who provide good support. There is a good partnership between teachers, nursery nurses and support staff. They work closely together as a team, work hard, co-operate well and share their expertise. All staff have job descriptions, which are regularly reviewed. Administrative, cleaning and midday staff and the site manager work effectively and contribute to the smooth running of the school.
2. Arrangements for the induction of new staff are sound although there is no written policy. The procedures for professional development are satisfactory. The school provides adequate professional development, which is linked to the priorities in the school development plan.
3. The accommodation is adequate in space but the condition of some areas of the building is shabby and worn. It is, however, very well cared for and maintained by the premises officer. The well used accommodation makes an important contribution to the welcoming ethos of the school and the good quality of the education it provides. The hall space has been particularly well used to provide a series of attractive learning areas. This enhances the opportunities for children to learn and explore. There are planned refurbishments for the building which are due to start next term.
4. The overall provision of resources is good. Classroom areas have informative displays to celebrate children's work and reinforce their understanding. Some resources are centrally stored and others are classroom based. They are of good quality, easily accessible and used well throughout the school to promote children's learning. Each classroom has an attractive reading and writing area. There are good facilities for dramatic and role-play which are well used. Visits out of school and visitors such as the Indian dancer, who visited during the inspectors' visit, enhance the quality of learning of all children.

69. The efficiency of the school

1. The school has good procedures in place for the financial management of the budget delegated to it. The previous inspection found that procedures for financial management and control were sound, but there were two weaknesses in this aspect. There has been significant school improvement in these areas. Success criteria are now in place and are well evaluated. Staff deployment is good and all staff spend their time in well planned and effective interaction with the children. The school now provides good value for money.
2. The school does not have a fully delegated budget. Staffing costs and some premises costs are controlled by the local education authority and the school receives an amount of money to spend, mainly on resources and staff training. In addition, the school manages the unofficial school fund for money mainly raised by parents. Management of these funds is sound. The issues in the recent auditor's report are now being addressed. The headteacher, who has been in post for one year, has implemented the auditor's recommendations and detailed financial records are now kept.
3. The financial administrative support available is used well and is efficient and effective. However, some of the 19 hours available have to be spent on other administrative tasks and are insufficient to cover the

work to be done. This results in the headteacher having to spend an undue amount of her time in administrative tasks and this takes time from her leadership role. The funding received by the school is effectively targeted to fill gaps in provision and to meet the specific targets of the school development plan. The outcomes are evaluated and inform future planning. Although the small number of governors does not allow for a finance sub-committee, there is now a recently appointed parent governor with a useful background in finance, who will have a specific overview of school finances.

4. Staffing levels are adequate to meet the learning needs of all children and staff are well deployed. Professional development of staff is planned well and makes a good contribution to the high level of staff understanding, knowledge and skills. The school makes good provision for children with special educational needs and those for whom English is an additional language and this enables them to make good or very good progress. However, staffing levels are not sufficient to enable the special needs co-ordinator to have time out of her class teacher duties to undertake the extra work for this.
5. The quality of the accommodation inside is adequate but it is barely adequate outside. However, it is particularly well used and organised to provide good support for children's progress in most of the areas of learning. Under the good and knowledgeable leadership of the headteacher and the senior management team, a broad and balanced curriculum has been developed. This, combined with the good quality of teaching and support provided by all staff, results in children being well prepared for the next stage in education.
6. Children enter the school with skills which are generally lower than usual. The school provides a good standard of education, teaching is consistently good and the children make good progress. The school provides good value for money.

75. PART B: CURRICULUM AREAS AND SUBJECTS

Creative Development

1. Most children are in line to attain standards which exceed the Desirable Learning Outcomes in art, music, dance, and dramatic and role play by the time they are five, as part of their creative development. They are making good or very good progress in all these areas from their attainment on entry to the nursery. Children who have special educational needs are making good progress towards the targets set for them and are well supported to achieve well. Children who have English as their additional language are making good progress. The school has maintained and improved on the good provision identified in the last report.
2. Children are able to sing and play instruments together with good rhythm for their ages and can sing tunefully, with pleasure, enthusiasm and good expression. Many songs and rhymes are well known by the children. They are able to experiment with music making using a wide variety of instruments and are able to listen responsively to the music making of others and to taped music. They are able to evaluate whether or not they like different styles of music. They are able to listen to and carefully observe Indian dances and then use the movements to make their own dances showing very good progress in quickly acquiring the movement skills needed.
3. Many children are able to use a wide range of art materials and different techniques to express their ideas and creativity. They are acquiring a good range of skills in paint mixing, collaging, modelling and glueing and are able to prepare their own play dough before using it for three dimensional modelling. They are using a wide range of tools sensibly and with good levels of skill for their ages. Children are able to describe in simple language what they have made.
4. There are good opportunities in many areas of the school for children to engage in creative role-play and dramatic play. A group of children were re-enacting the Three Bears story in the bear cave, others were wearing hard hats and working on a building site activity in the outside play area. They are given very good opportunities in these activities to express themselves and to extend their language and vocabularies.
5. The teaching of creative activities is consistently good and some very good teaching was also seen. The strengths of the teaching include good subject expertise and confidence, good relationships with the children and the confidence to allow children to learn skills and then use them independently to produce their own creative and experimental work. There is an excellent emphasis on art and music from many cultures, which adds to the richness and diversity of the children's work. Staff display children's work well, both to celebrate their achievement and to provide a stimulating visual environment. All staff are aware of the importance of developing children's language, ideas and expressive skills through creative activities and these are consistently well planned. There is a high level of awareness that young children need time to explore, reflect and observe.
6. The children respond with pleasure, interest and enthusiasm and are able confidently to try out new ideas and techniques. They are co-operative and well behaved and are often engrossed in what they are doing for extended lengths of time.
7. This area of the curriculum is well led by the combined expertise of all the staff. The school is very well resourced with good quality materials and the natural world and the outside environment are also used as stimuli.
8. The importance of the child and of their emerging ability to communicate feelings and ideas through music, painting, dramatic play and movement underpins all teaching in this area and makes a significant contribution to the children's cultural, social and spiritual development.

Language and literacy

9. In language and literacy children are making good or very good progress in all areas of learning, particularly in listening, often from well below average levels of attainment in this area when they enter the nursery. While some children are in line to meet the Desirable Learning Outcomes by the time they are five, the majority will not attain that level in speaking, reading and writing although many are in line to attain the desirable standards in their listening skills. Children with English as an additional language are making very good progress from their previous levels. The good provision for children with special educational needs enables them to make good progress towards the targets set for them. Higher attaining children are well extended and challenged to achieve well.
10. The children show a very wide variety of attainment in their speaking skills, from those who are developing appropriate vocabularies and language structures for their ages, to children who have a very limited acquisition of English. Almost all children show good levels of confidence in using their speaking skills at whatever levels they are at, and they use their developing skills well in role play, interactions with adults and each other and in their learning. Children generally listen well and with interest to adults and to each other. They are mostly able to follow instructions and understand what is said to them, even when they are unable to produce speech in the language. They listen to stories with good absorption and generally sound understanding and are able to use their skills in listening to story tapes and music.
11. Children are developing a love of books and stories and are often seen absorbed in books in many areas of the school. They can respond to stories well and are beginning to understand and comprehend what is happening and what may happen next. They have developed an understanding of how print works, and some are starting to recognise sounds and letters. Fewer children have started to develop a sight vocabulary of words or started to read. Some children have a good understanding of what is happening in books and stories and can retell and predict, but the majority of children have not yet reached this level.
12. Children engage in a variety of writing activities and many are able to attempt their name and form letters. They are sometimes able to sound letters and a few children can name them. Many children understand that writing carries meaning and is a form of communication and they have good opportunities to incorporate writing into their structured play; for example, in the building site, they had plans and instructions. They are given good opportunities to make individual and group books which they illustrate.
13. The provision for language and literacy is very good and many opportunities are given for children to develop their skills in almost every activity planned. Activities and resources are planned carefully and imaginatively to engage the children's interest and build on their previous attainment. The curriculum also reflects very well the cultures and home languages of the diverse school community. Children who have English as their additional language are well catered for and receive good levels of support from all staff and from the newly appointed bi-lingual nursery nurse. All staff have a good understanding of the language needs of these children.
14. The teaching of language and literacy is consistently good, with some very good teaching also seen. This enables the children to progress quickly. Strengths of the best teaching include very good child management, lively and interesting teaching, very good use of resources, good levels of subject expertise and supportive relationships which challenge children of all attainment levels. This good teaching is shared by all staff, who develop opportunities to extend language across a wide range of activities. The school has identified aspects of the literacy hour to be taught and this is well linked to the attainment levels of the children.
15. The children respond well to this good teaching by the teachers, nursery nurses and support staff. They are developing very good attitudes and are positive and enthusiastic. They are generally co-operative and are able to sustain their levels of concentration well. They are developing pleasure and enjoyment in the

subject. They are able to focus well, particularly when working with an adult, and they can confidently use their skills in many activities.

16. The school has recently revised its policy for language and literacy and this offers good guidance to staff in the development of language across a wide range of curriculum opportunities. There is a useful five term overview of development in each strand of the subject area. The procedures for assessing the individual progress of each child are good, but there are fewer opportunities for staff to use this assessment information to plan for group work; for example, for groups of children at similar levels of attainment, although the school has started to do this in literacy. Resources for the subject are very good and they are well used to sustain and support children's learning.
17. The previous report found that attainment in language and literacy was generally below average, although sound progress was made. The children were below average in speaking and listening, but had made clear progress from their previous levels. A key issue for action was to raise standards of children's attainment in aspects of language particularly for the more able. The school has made good progress in this area and the development of language and literacy is well embedded in each area of learning. Parents are happy with the provision for their children and are also pleased with their progress.

Mathematics

18. Although a significant minority will meet the Desirable Outcomes by the age of five, the majority of children will not. The nursery has a large number of children with English as an additional language who are in early stages of English acquisition and who have little pre-school experience in the aspects of mathematics. Children, including those with English as an additional language, make good progress from their previous levels of mathematical knowledge and understanding. Children who have special educational needs also make good progress towards the targets set for them.
19. Many older children in the nursery can name common two-dimensional shapes, for instance when talking about biscuits they have made and describing them, using words like 'round', 'circle' and 'crescent moon'. Some can count to well beyond ten with adult support, reaching a count of over forty when counting and balancing a large collection of fir cones. However, some of the oldest children are still not confident in counting ten objects accurately. Most can sort correctly, for instance, when playing a sorting and matching game in which they had to identify numerals and sort and match objects. The nursery provides well for the development of mathematical language in all classroom and outdoor areas and children are beginning to understand, and sometimes to use, positional language such as 'under', 'over' or 'behind' as well as comparative language such as 'longer than', 'shorter than', 'more than' and 'less than'. They begin to recognise and copy patterns on pegboards and on occasions such as designing patterns on the Mendhi hand outlines, which they have drawn in connection with the festival of Divali. They are beginning to recognise and sometimes to write numerals in the context of games such as picture and number lotto, and some choose to write numerals, which they can read back with occasional accuracy, as an independent activity. Children learn the principles of simple number operations through number rhymes and sometimes through practical activities, such as counting out spoonfuls of flour when making play dough and adding more to make it the right consistency.
20. However, there are insufficient opportunities for children to use their growing mathematical knowledge to solve simple problems and in this area of attainment children do not generally meet the Desirable Learning Outcomes. Children have good experience with measures. For instance, in estimating length, when investigating the worms they have brought into class for making a wormery, they found that their length varies as they move through dry earth and through water. They also use balances when making porridge in the Three Bears' house or when balancing collections of fir cones against each other. These experiences effectively increase their progress in this area of mathematics.
21. Many children enter the nursery with little previous experience of mathematics such as counting or number rhymes. These children make good progress during their time in the nursery. Children in the

early stages of learning English as an additional language often do not explain what they are doing but observation of their work indicates that their mathematical understanding is developing well. Children with special educational needs also make good progress in their mathematical knowledge and understanding. Children generally make good progress in all aspects of mathematics except in the use of mathematics to solve problems, where their progress is satisfactory.

22. Teaching of mathematics is mostly good with some examples of very good teaching . Mathematics is planned as part of a theme as well as in a broad range of mathematical activities. Cross-curricular provision for mathematics is very good and many activities provided for children include a mathematical content. Staff are particularly aware of the importance of introducing mathematical language in activities both inside and outside and this aids the children’s good progress. Staff use number games, stories and rhymes to support counting, ordering and sequencing. Good use is made of resources and the nursery is very successful in promoting the awareness of other cultures, such as the use of numerals in different scripts. In the best lessons, the activity is very interesting to the children, the detailed planning is clear on what children of differing attainment are intended to learn and the teacher challenges each individual child taking part in it, asking relevant questions that extend the children’s thinking and skills. Staff carry forward detailed observations into a comprehensive system of records and assessment. However, staff do not yet use assessment information sufficiently to plan the next steps for individuals and groups to enable them to develop particular knowledge or skills. Not all staff are sufficiently aware of the problem solving aspect of mathematics and often miss opportunities to introduce it, for instance seldom asking questions like: “How many more do we need?” or “If I have one of these biscuits, how many would be left?”. In the best lessons, however, these skills were well developed to promote simple problem solving.
 23. Usually children are attentive and interested in what they are doing. They sustain concentration for long periods, especially when working with an adult. Some persevere at tasks until they are completed, even when these are difficult. Relationships are good and children are responsive to the adults and usually supportive of each other. They show interest in developing new learning in the activities provided for them to explore and experiment. They know the routines of the nursery well and can select appropriate resources.
 24. There is a co-ordinator for mathematics, who works closely with the whole staff team. There is a very helpful policy, which is supported by detailed long-term planning and a very useful analysis of the mathematical content of each area of provision. The curriculum for mathematics is broad and balanced. The school has a wide range of resources which are attractive and well used.
- 99.

Knowledge and understanding

25. Children’s attainment in knowledge and understanding of the world, by the time they are five, will generally meet the Desirable Learning Outcomes. The children make good progress in all aspects of this area of learning. Children with special educational needs and those for whom English is an additional language, make good or very good progress in relation to their prior attainment and their stage of English acquisition.
26. Children’s knowledge of history and geography is developing well. They are developing a sense of chronology by talking about recent events at home and at school, using phrases like ‘yesterday’, ‘tomorrow’, ‘last week’ and ‘when I was a baby’. They begin to understand routes and investigate commercially produced maps and plans, such as when playing on the ‘building site’ during role-play sessions in the playground.
27. Teaching is good in all areas and all staff have a good understanding of the learning needs of young children. There has been very good improvement in planning and teaching since the last inspection. The school has recently produced a very good and comprehensive draft policy for this subject which gives useful guidance to all. The policy is well followed and this is evident in the classroom and outdoor areas.

Staff plan the activities carefully and they are consistently resourced meticulously. Visits outside into the local area enrich this area of learning. Activities engage the children's interest and provide suitable challenge for all. The staff record individual children's responses and assess their progress well and this informs future planning.

28. The children respond very well to the technological environment provided. They are given opportunities to work with a wide range of materials such as construction materials, waste materials and ingredients for cooking. Children use these accurately and safely. They are very competent and confident in their use of computers. Most children have good mouse control and keyboard skills and understand well the many programs they use.
29. The children are eager to take part in all activities. They work well in groups and individually; for example, children worked very well together as they demonstrated their investigative and observational skills in making a wormery. The children generally support each other very well. They recognise that some substances change their appearance; for example when warm milk is added to a porridge mixture. Most confidently make predictions of the likely outcomes of a change in conditions; for example, when making pizzas they know that when they come out of the oven they are hot. The children talk about these changes, using their developing vocabulary, and they refer to the dangers of touching hot food.

Personal and social development

30. Children's progress in personal and social development is good and they are likely to meet the Desirable Learning Outcomes by the age of five. The majority are confident and prepared to engage with their activities and bring them to a satisfactory conclusion. For example, children who were painting, experimented with putting shiny decorations onto painted shapes, and discovered that all the shapes they had chosen did not fit. They then tried a number of ways of increasing the area of paint until all the shapes could be used, showing great determination and ingenuity in solving this problem. The majority stay with tasks for a long period, even when they are challenging, particularly when working with an adult. They often show pleasure in learning, as when, having watched an Indian dancer in the morning, some children later tried out some of the movements they had seen. Children are keen to take part in activities with adults and also show motivation and an ability to choose activities for themselves from the wide range available. They are aware of nursery routines and follow them well. Self-care skills develop well and the majority of children manage putting on and taking off coats and protective aprons and also personal hygiene and hand washing competently.
31. Behaviour is good. Most children quickly learn what is expected of them, and are keen to please the adults around them. A small minority sometimes present challenging behaviour to staff, but these children are effectively and skilfully dealt with and helped to settle into more acceptable behaviour. The majority work alongside each other happily and their ability to co-operate with each other develops well. They learn to share and take turns and willingly do classroom tasks such as laying tables and clearing up. They listen carefully to each other and to adults, and show care and concern if other children are upset or hurt.
32. Children handle small creatures with care, as they did when investigating worms they had brought in for their wormery, washing their hands under the cold tap before handling them because worms "don't like warm things". They show respect for property and the school environment. The nursery has children from a wide range of cultural and linguistic backgrounds and boys and girls from all backgrounds get on well together. A good understanding of other cultures and beliefs is fostered in the nursery through a range of provision. For instance, children learn about and take part in the celebration of festivals, and in activities such as the examination of scripts from other countries as well as art forms such as Indian dance and Mendhi hand patterns.
33. The progress made in this area of learning is good, including that for children learning English as an additional language and those with special educational needs. Although some children come into the

nursery with good social skills and patterns of concentration, this is not the case for the majority. Some children have not previously learnt to play with other children or to persist with their activities. The nursery staff, through their strong relationships and good understanding of the individual children, provide an environment in which children can make good progress in these aspects of learning. Staff have good knowledge of children with special educational needs and ensure that their needs are met appropriately.

34. Teaching in this area of learning is good. All staff have high expectations, which are clearly and consistently carried through. They are positive role models for the children, providing examples of good relationships, attitudes of care and respect and a calm, encouraging and cheerful approach. Through the range of stimulating activities in the nursery curriculum and through a good use of humour, staff promote a sense of enjoyment in the children. There is planned provision for the children to develop a sense of reflection and wonder, such as in the preparation for the Indian dance which included Indian music, burning incense and lit candles. The nursery is well organised and staff keep thorough records of children's progress in personal development.

Physical development

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35. By the time they are five children's attainment in physical development is in line with the Desirable Learning Outcomes. Children, including those with special needs and those who speak English as their additional language, make good progress during their time in the school.
36. The school gives the children opportunities for using a wide range of tools such as cooking utensils, scissors, writing and drawing materials. They are also given many opportunities to use construction apparatus and malleable materials. Children become confident and skilful using these. A good example was observed as they made biscuits and expertly made the mixture and rolled, shaped and cut it into biscuits. Through repeated experiences, which are sometimes independent and sometimes teacher led, they develop good control and accuracy in handling and shaping sand, playdough, paints, recycled materials, pencils, crayons and commercially produced construction toys. They are able to perform a wide range of physical skills such as dancing, climbing, balancing and moving over different surfaces, with increasing body control.
37. Teaching is good and has significantly improved since the previous inspection. Staff have a thorough understanding of the Desirable Learning Outcomes in the area of physical development, and the well planned activities and good provision ensure that children make good progress. Staff encourage children's confidence, developing body control, and are vigilant to ensure safety. The wide range of activities and provision are evaluated by all staff and modified accordingly. Day to day observations are undertaken by staff to assess what children know and can do and this informs future planning. Staff management of children's behaviour is good and the children respond well and are cooperative, hard working and enthusiastic. They try hard to improve their own skills.
38. The outside play area and the covered area are well used. They are equipped with a range of large and small apparatus for various kinds of physical activity such as balancing, climbing, swinging, and jumping. There are good opportunities for extending physical activities into imaginative play as the children pretend to work on a building site or in the Bears' House. There are good links to creative development in dance activities. There are less regular, planned opportunities for using small apparatus such as bats and balls. All children have the opportunity to swim during their last term in school.

113. **PART C: INSPECTION DATA**

113. **SUMMARY OF INSPECTION EVIDENCE**

1. The school was inspected by a team of four inspectors who spent the equivalent of 9.5 inspector days in school and 38 hours observing sessions and lessons, discussing with children, staff and governors and scrutinising the children’s work, assessment records and school documents. During their visit:

- 42 lessons or sessions were seen,
- children were observed coming in and leaving and during outside play,
- teachers and other staff were interviewed about their responsibilities,
- staff were observed working with pupils in activities other than lessons,
- members of the governing body were interviewed during their visits to school,
- a range of the children’s current and past work was scrutinised,
- records of children’s progress and reports to parents were seen,
- the previous inspection report was closely scrutinised, as was the governors' action plan,
- all school policies and work schemes were scrutinised,
- 25 parents attended a meeting with inspectors,
- 58 parents' questionnaires were returned, read and analysed.

• **DATA AND INDICATORS**

115. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school’s register of SEN	Number of full-time pupils eligible for free school meals
Nursery	119 (80 FTE)	2	24	23

116. **Teachers and classes**

116. **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	5
Number of pupils per qualified teacher:	16 : 1

116. **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	7
Total aggregate hours worked each week:	199

117. PARENTAL SURVEY

Number of questionnaires sent out: 97

Number of questionnaires returned: 58

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	45	48	3	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	62	33	3	2	0
The school handles complaints from parents well	32	43	25	0	0
The school gives me a clear understanding of what is taught	42	43	13	2	0
The school keeps me well informed about my child(ren)'s progress	58	30	8	2	2
The school enables my child(ren) to achieve a good standard of work	47	45	8	0	0
The school encourages children to get involved in more than just their daily lessons	57	42	2	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	37	45	17	2	0
The school's values and attitudes have a positive effect on my child(ren)	57	40	2	2	0
The school achieves high standards of good behaviour	57	37	7	0	0
My child(ren) like(s) school	88	10	2	0	0

117.