

INSPECTION REPORT

TARNERLAND NURSERY SCHOOL

Brighton

LEA area: Brighton and Hove

Unique reference number: 114350

Headteacher: Ms F Stanton

Reporting inspector: Mr M Greenhalgh
10422

Dates of inspection: 21st – 22nd February 2002

Inspection number: 199284

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery
School category:	Community
Age range of pupils:	3 to 5 years
Gender of pupils:	Mixed
School address:	St John's Place Brighton
Postcode:	BN2 0GR
Telephone number:	01273 607651
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Appropriate authority:	Brighton and Hove Local Education Authority
Name of chair of governors:	Ms L Evans
Date of previous inspection:	19 th January 1998

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a nursery school for children aged between three- and five-years-old. In this present year, two children attend full-time and an additional 96 attend for half of a full week. Part-time children either attend for five mornings or five afternoons. The school draws children from a wide range of social backgrounds. In addition there are nine children on the present role from minority ethnic backgrounds, four having English as an additional language. The school has a priority to award places to children with special educational needs. In the present year, 26 pupils are at the early stages of special educational needs of whom 16 are in need of extra provision, a figure well above the national expectation. Overall, attainment on entry is below average. The school is involved in the Early Years Development and Childcare Partnership (EYDCP) project and is an exemplar Foundation Stage setting. At the time of the inspection the two full-time members of the teaching staff were ill and absent from school: two supply teachers covered their absence.

HOW GOOD THE SCHOOL IS

The school provides high quality education to all its children. Parents and other members of the community are very complimentary about the quality of provision and the school's leadership and management. The inspection team agrees with the local community's perceptions. All members of staff provide excellent support for the children and spend high proportions of their time helping them to learn through interaction with adults, with other children and through the many activities available for them to experience. The school, quite rightly, is proud of the reputation it has built up over many years. The school's success in maintaining high quality provision within a sea of educational change is its main strength. The ability of the school to meet the needs of all the children ensures that all make very good progress whilst at the school. The school provides excellent value for money.

What the school does well

- The high levels of determination of the headteacher and staff to improve what is already high quality provision.
- The high level of input from teaching and non-teaching staff in children's learning and the effective way they plan learning activities together.
- The children's attitudes, behaviour and personal development that ensures they have an open mind to learning through an exploration of the richness of activities on offer to them.
- The involvement and contribution of parents and local services to education to ensure the school provides a high level of support for and guidance to all children.

What could be improved

To build on the high quality that already exists:

- Continue to develop the process of assessing the progress children make across all areas of learning.
- To develop the school's computer system to enable the school to have effective access to the internet.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since the last inspection and has maintained the high standards identified. It is constantly aiming to improve on the high quality provision that already exists. All points raised for improvement at the last inspection have been dealt with. Computers have been installed and are being used effectively, although the school is not yet linked to the internet. The content of what the school provides within the activities offered to the children has been completely revised to meet the requirements of the new Foundation Stage curriculum. The recording arrangements for registration, the governors' annual meeting for parents, and the targets set for the children with special educational needs have all been improved to meet the standards expected. The school has also put into motion further improvements in the information to parents on the progress children make and activities to be covered. The school's main improvements since the last inspection have been the development of the management of the curriculum and the effectiveness of time used by staff. Both initiatives have enabled the staff to spend more time teaching the children and therefore raising the quality of their input into children's learning.

STANDARDS

The children make very good progress towards achieving expected standards and beyond, across all aspects of their learning. The school's emphasis on exploration and the provision of a wide range of experiences for the children ensures standards attained in the children's personal, social and emotional development are well above that expected. Children are confident in making their own choices and show high levels of curiosity. They have a positive self-image and are comfortable within themselves and in the company of others. There is ample opportunity for the children to communicate and their speaking and listening skills, as a result, are above average. Their developing skills in reading and writing are in line with that expected. The children's understanding of number is quite wide ranging with some children finding it difficult to recognise number symbols and others having a very good understanding of number relationships to ten. Overall, standards in mathematics are in line with the national expectation. There are wide ranging opportunities for children to develop their knowledge and understanding of the world and, because of their keenness to explore and investigate, their attainment is above that expected. The children also have daily opportunities to develop their physical adeptness. They make good progress and attain standards, in such things as body control, that are above that expected. The school also provides many opportunities for the children to be creative in the things they make, such as Chinese ribbon sticks, and the things they do, such as role-play in the post office. The school provides the children with good opportunities to develop their musical awareness and standards in music are in line with that expected nationally. Overall, standards attained in the children's creative development are above that expected nationally. High quality support is given to children with special educational needs from teaching assistants and the local authority and this helps to ensure that these children make excellent progress. Children with English as an additional language are provided with good specialist support, integrate well and make very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Children settle to the activities on offer very quickly. They are very keen to participate and soon become absorbed into what they are doing.
Behaviour, in and out of classrooms	Excellent. Children behave extremely well towards adults and other children. They fully understand what is right and wrong and are keen to meet the expectations set by the staff.
Personal development and relationships	Excellent. Children are confident and have developed very good relationships between their peers and staff. They are comfortable within themselves and show positive self-images.
Attendance	Satisfactory. Children attend regularly and miss few sessions.

TEACHING AND LEARNING

Teaching of pupils:	
Sessions seen overall	Very 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.

All members of staff demonstrate a sympathetic understanding of individual children's needs. This is a crucial reason for why children settle quickly and are keen to learn. The most impressive aspects of the teaching are the way activities are planned on a day-to-day basis to ensure the children are excited about the learning opportunities they have. The way that children respond and become absorbed in what they are doing ensures that all staff have maximum time available to them to work alongside the children giving a high level of teaching input to individual and small groups of children. This focused input enables staff to adapt their teaching to the needs of each child as they explore and experience the activity presented to them. This high level of dialogue is a chief factor in ensuring children make very good progress in all areas of their learning. All staff, teaching and non-teaching staff, work effectively and efficiently as a team. They plan in detail each week to ensure learning intentions build effectively on what the children have learnt during the week before. Through this process activities are tailor-made to where they want the next stage of learning to go. The key worker daily sessions, where the children are in small groups, are well managed to reinforce key themes of learning for the week. This constant return to key learning points helps the children to consolidate their learning effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The planning and organisation of the curriculum ensures that all children, whether part time or full time, receive a rich and well-balanced mixture of activities. All areas of learning are very well covered and meet statutory requirements.
Provision for pupils with special educational needs	Excellent. All members of staff know all the children well and contribute effectively to the more focused input of the special needs assistants. The additional support received from specialists working for the local authority is also excellent. Together the support and guidance the children receive ensure they make excellent progress. In many instances, this early intervention ensures that children are removed from the register before they enter mainstream school.
Provision for pupils with English as an additional language	Good. The school quickly assesses the needs for these children to enable support to be provided. A bilingual assistant from the local authority works effectively with the children on a weekly basis. Specific support needed and targets to be identified are known to all staff so that they can all contribute to the children's learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The school provides a wealth of opportunities for children to develop a spiritual understanding of the world around them. There is a particular emphasis during all teaching times on the moral and social development of the children. Throughout the course of the year the school provides a good variety of activities to enhance the children's understanding of different cultures, such as the Chinese New Year.
How well the school cares for its pupils	Excellent. All members of staff know the children extremely well and support their needs effectively at all times. As a result, children are confident in the school environment and are keen to explore the different activities available to them. All child protection procedures are in place.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher and staff are determined to maintain and improve the high quality provision already on display at the school. The headteacher is a driving force to ensure that the school continues to be a beacon of high quality provision. The staff work effectively as a team and show excellent support for each other.
How well the governors fulfil their responsibilities	Very good. The governors are very supportive of the school. They carry out their present duties effectively and fulfil their expected role. They are developing their organisation and structure effectively to ensure they are in an effective position to meet the new demands of performance management.

The school's evaluation of its performance	Excellent. The school has looked very closely at its own performance through innovative video analysis and general self-evaluative procedures. This has enabled it to identify strengths and areas for further improvement. This is being effectively incorporated into a school improvement plan.
The strategic use of resources	Excellent. All resources; staffing, accommodation, learning resources and finance are used to their full to ensure the school provides the high quality of provision that it does. On a daily basis it is easy to see that all corners of the buildings and the areas outside are used to their full to stimulate learning. The amount of learning resources available to the children is immense and the time spent by staff always enhances the learning of the children.

The school has excellent outside facilities which help it to overcome the lack of facilities inside for gymnastic and dance activities.

The school has good systems in place to ensure it achieves best value. It is linked to other nursery schools to help compare the achievements made by children and is developing more sophisticated and less time-consuming procedures to assess the progress children make across the different areas of learning. The school consults regularly with parents about school provision and the types of courses the parents would like to have offered to them. When spending takes place the school seeks to establish what the best deals are to ensure maximum benefit from the amounts spent.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy coming to school and make good progress. • Children behave well. • The quality of teaching is good and all members of staff show high levels of care and support for the children. • The school works closely with parents. • The school is well led and managed. 	<ul style="list-style-type: none"> • A significant minority of parents felt they could be better informed about how well their children are doing.

The inspection team agrees with all the positive views expressed by the parents. The school is already improving the opportunities for parents to find out more about how well their children are doing, for example the school is arranging more formal meetings with parents at the start of the spring term.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The high levels of determination of the headteacher and staff to improve what is already high quality provision

1. The headteacher joined the school in April 2001. Since this time there has been a clear focus for developing the school further, building on the excellent practice identified during the last inspection. Soon after her arrival, the headteacher developed a plan to ensure that the school was meeting the requirements of the new Foundation Stage curriculum and that teachers' time was more valuably spent communicating with and teaching the children.
2. The task of improving what was already an excellent school is never an easy one but it is clear that all members of staff have raised themselves to the challenge. The initial objectives of the headteacher have been achieved. All planning is linked directly to the Foundation Stage curriculum, and the amount of time the teachers spend supporting and guiding the children is extremely high. These initial objectives have been effectively monitored and evaluated by the school to ensure they were achieved. The main thrust of the monitoring has been through the 'Effective Early Learning Research' project. This project assessed existing practice, and included substantial video material to enable all members of the teaching staff to analyse their performance. The project itself enabled the school to identify where best practice existed in relation to children's involvement and demonstrated the amount of time spent on the different areas of learning. Although, this has yet to be fully evaluated the initial conclusions produced by the headteacher in a well-documented report have enabled the school to gain a clear focus on what to do next.
3. The findings of the report have also added direction to the school's own performance management strategy. The objectives identified by the school and individual teachers are linked effectively and this has given a greater purpose for continuing development for all. It is obvious that all members of staff are very supportive of each other, and this was very much evident during the weekly staff meeting. There is a high level of togetherness and shared commitment shown during these meetings, especially so when putting forward ideas to ensure that the activities planned for the next week build on the achievements of children in the present week. This is also the case for developing the support given to those children with special educational needs. The benefits of working together as a team help to ensure that the organisation of the sessions is smooth and very well organised. As a result, children are highly stimulated by the activities on offer and soon become absorbed in what they are doing. This, in turn, ensures that members of staff do not waste precious moments managing the behaviour of the children and are able to spend high quality time helping them to learn and develop.
4. A more recent demonstration of how well the school is working together was the recent school development plan day when the headteacher, staff and governors all worked in unison to pool ideas and create the school's new development plan. Although still in draft form, the plan shows clear direction for future improvements and will be a very effective tool to ensure the aims are fulfilled. Governors felt fully involved in the process and agree that it was extremely valuable in developing their understanding of what the school is hoping to achieve, and will inform greatly their developing role in performance management.

The high level of input from teaching and non-teaching staff in children's learning and the effective way they plan learning activities together

5. The main feature of the teaching day is the fact that all teachers, nursery nurses and classroom assistants take responsibility for different activities, groups of children or individual children. This organisational structure ensures that all the activities available to the children have knowledgeable adults close at hand who are able to provide them with an informed input to help develop their learning from a point of their own level of prior understanding. When children engage in an activity, the careful and pertinent questioning of the staff enables them to quickly establish the level of understanding of the children. With further careful guidance they are then able to challenge the children further through posing more difficult questions or setting more complex tasks for the children to complete. Staff members know the boundaries within which to work so that the challenges are within the children's capabilities but, at the same time, will push them to their full potential enabling them to make very good progress.
6. The organisational structure that enables adults to operate in this way begins at the weekly planning meeting. During this meeting, adults are assigned to different areas of learning in a rotational way to ensure all cover the different areas of learning over a period of time. This arrangement broadens their understanding of how children in their own, and other key worker groups, are progressing in all the areas of learning. It also helps them to ensure that children remain stimulated and excited about the activities they are covering. At the planning meetings, they identify the types of activities that will link effectively to the themes they intend to cover for their own given areas of learning. However, because all staff members are at the meeting, they all contribute to the ideas that will help children take the next steps in their learning. Also, during these meetings, the headteacher ensures that all the learning intentions are related to the statements in the Foundation Stage curriculum so that teaching aims are appropriate to the children's abilities.
7. A clear priority is given to the children's personal, social and emotional development within all the activities that are organised. The freedom children have to choose their activities ensures they develop great levels of confidence in their own abilities and have a great sense of curiosity.
8. All activities have a high degree of discussion opportunities built into them enabling the staff to spend much of their time talking to the children thus developing their speaking and listening skills. As a result, progress in these skills proceeds at a very good rate. The nature of the way the activities are set up also encourages children to work with each other effectively. This was particularly the case in the post office where children, for example, put together bricks to make a 'powerful' machine that would help them to deliver the letters. This then led to children exploring the dangers of electricity around the home.
9. In helping to develop the children's knowledge and understanding of the world, the school provided trays of soil that had many interesting items, such as stones and twigs, hidden within them. The children spent sustained periods exploring the contents. The nursery nurse was able to exploit the opportunity to explore the textures of the soil and objects and talk about the materials they were made of. For the most able, the children were given ample opportunity to demonstrate a sound understanding of the fact that the soil could be used to help seeds to grow into plants.

The children's attitudes, behaviour and personal development that ensures they have an open mind to learning through an exploration of the richness of activities on offer to them

10. Members of staff have consistently high expectations of the attitudes and behaviour of the children. This starts in earnest from day one and, as a result, children soon settle in to their new environment and begin to relate effectively to adults and other children. This process helps to ensure the very good progress children make in their personal, social and emotional development. At the time of the inspection, the children had been in school for one and a half terms and showed exceptionally good behaviour and very keen attitudes towards their own learning. Children have a positive self-image and feel comfortable with themselves, but at the same time, they respect the wants and desires of others and are beginning to be very aware of the consequences of their own actions on others. They are starting to develop a strong sense of right and wrong and are happy to be part of the school community.
11. A significant strength of the school is the richness of activities available to the children at any one time. The school's philosophy and approach to learning enables the children to have significant choice over the activities that they do. The range of activities available means that children moving from one activity to another are exposed naturally to the Foundation Stage's areas of learning and never appear bored or lost for things to do. This enables them to make good progress in all aspects of their learning. It is not unusual to see children totally absorbed in what they are doing. Each of the activities are very well supported by a wide range of good quality learning resources and every inch of the Nursery appears to be occupied by children working through an activity often with the support of a calm and relaxed adult working purposefully alongside them.
12. Children are encouraged to have a strong sense of curiosity and an exploratory impulse. The outcome of this expression, whether it is moving around a climbing frame in a range of movements and directions or making a Chinese rhythm stick with different colours and lengths of ribbons so that they all look very different, reflects to a certain degree, the characteristics of the child. Children have a positive approach to most things, even when trying strange looking Chinese food that was expertly prepared for their lunch by the school's own cook. As a result of this approach to learning, children show very good levels of perseverance and take calculated risks when doing or making things that they are unsure about. They also have developed a great deal of independence. However, the children are so secure in their relationships with staff and trust them implicitly, that, whilst independent, they are always keen to be guided by staff if they are working together on an activity. This mixture of independence and willingness to listen and learn from adults is a major factor in children achieving the rates of progress that they do.

The involvement and contribution of parents and local services to education to ensure the school provides a high level of support for and guidance to all children

13. A strong feature of the school is the commitment and involvement of many parents and the support in general that all parents give to the school. The relationship the school has with the other educational services that the local authority organises is also a significant strength.
14. During the time of inspection, many parents came into school either to work with their own children at the start of a session or to stay on longer and help staff to deliver the

many activities available to the children. Governors also come in on a regular basis to help in the school. This sense of community to aid the progress of all children is another strong feature of the school. All parents are very complimentary about the atmosphere in the school and the relaxed and supportive role the staff play enabling their children to quickly become confident within the environment and to try the activities available to them. It was also commented upon that the staff know the children well and give appropriate encouragement to those who are not quite so confident in the first instance. This warm and welcoming atmosphere portrayed within the school is certainly a factor in encouraging parents to come and join in.

15. The main strength of the school's links with other education services is the support it provides for the children with special educational needs. The school's admission policy gives priority to those children who have special educational needs and, as a result, the school has well above the nationally expected figure. However, rather than the proportions causing extra stress and strain on the staff, the additional teaching assistants, who work alongside these children, provide excellent support enabling the children to merge in with other children very quickly. At the time of the inspection, this was very evident as it was very difficult to identify those children on the special needs register. The school is rightly proud of this early intervention practice and of the numbers of children who are actually taken off the register before they move on to mainstream school.
16. The role of other services contributes very effectively to the school's own organisation for the support and guidance needed for these children. This was very evident during the inspection. Members of staff from the authority visit the school on a weekly basis giving specialist support to individual and groups of children. The support is very well matched to the specific learning targets set in the children's individual education plans thus ensuring that the children make very good progress. The fact that staff from the authority then liaise and work with school staff, and ultimately parents, means that all are working together effectively to achieve the same goals. This was observed at the time of the inspection when a review of a child with learning difficulties took place. The child worked through a very focused session within a small group of children. The teaching assistant assigned to the child observed the session and was able to identify useful teaching techniques to help the child to achieve particular targets as well as monitor, closely, the response of the child. At the end of the session, there was time available for good discussion to take place on the progress the child had made. Through the expert guidance available, the teaching assistant was able to identify the next target to be set for the child and what could be done to aid its achievement. There was also time to start discussions on what would need to be put into place to ensure that the transition from Nursery to the mainstream school would go as smoothly as possible reducing the chance of the child slipping back, and increasing the chance for the child to settle quickly. This whole welfare liaison support service to support children at an early stage is such that the problems facing the next school are much fewer.

WHAT COULD BE IMPROVED

Continue to develop the process of assessing the progress children make across all areas of learning

17. The school is very conscious of the need to assess the progress children make during their time in school across all areas of learning, and to meet the needs of each child effectively. The school is also very conscious of having to balance the need for recording such information without having a detrimental effect on the amount of time teachers spend teaching. As a result, the school is reviewing its procedures with the support of the 'Effective Early Learning' research project. At present, the development of effective and less time-consuming procedures is at an early stage.
18. The school has developed an 'All about Me' profile for each child. This is a useful diary of the progress children make. It is made up of special pieces of work children complete and includes statements of achievements written by members of staff that illustrate particular achievements made by individual children. The structure of the profiles are, nevertheless, not put together in a way that makes it easy to identify the progress made in any one area of learning. There is also some inconsistency of application by staff in identifying how particular achievements link directly to the original Stepping Stones identified in the planning produced to deliver the Foundation Stage curriculum to the children. This therefore makes it much more difficult to track the rate of progress across each area of learning.
19. The inconsistent link between the original objectives identified in the planning and the ongoing assessments made by staff means that there are some missed opportunities to stretch the most able children during larger group sessions. The school is aware of the need to develop and fine-tune questioning techniques and has already identified this as an area for development in the new draft school improvement plan.
20. The school already uses a helpful parental booklet that helps the parents to identify the level of attainment achieved by the children before entering the Nursery. This, however, does not contribute effectively to an entry profile of an individual child that could then be linked in to the school's own assessment system so that progress can be measured accurately from the time the child enters school to future points in time.

To develop the school's computer system to enable the school to have effective access to the valuable information on education to be found on the internet, and to improve the quality of communication with the local authority

21. The school has improved its information and communication technology since the last inspection and this has improved the effectiveness of the administrative procedures. However, the school is not yet linked to the internet. At a time when more and more information about education is placed on various websites that can only be accessed efficiently through the internet, it is a hindrance to school improvement if this information cannot be accessed easily. The local authority also sends much information out through e-mail and this would aid school efficiency if the school could receive it electronically.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. To raise the very good standards further:

- The school should improve its systems of identifying how well children make progress in all areas of learning during their time in school by:
 - making more direct links between the objectives identified in planning to those that are assessed on an on-going basis during the sessions;
 - ensuring 'All about me' profiles are completed in such a way that makes it easier to identify the rate of progress made in the different areas of learning;
 - ensuring key workers' questions during large group times are used more effectively as a means of assessing what children of different abilities know, understand and can do;
 - make greater links between the assessment booklet produced by parents to the Stepping Stones identified in the Foundation Stage curriculum.
- The school should improve the information and communications system in the office by linking to the internet.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of sessions observed	18
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	5	6	2	0	0	0
Percentage	28	28	33	11	0	0	0

The table gives the number and percentage of sessions observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each session represents more than five percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery
Number of pupils on the school's roll (FTE for part-time pupils)	50
Number of full-time pupils eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs

	Nursery
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	26

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5

Unauthorised absence

	%
School data	0

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

Teachers and classes

Qualified teachers and support staff

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	16.3

Total number of education support staff	7
Total aggregate hours worked per week	138

Number of pupils per FTE adult	5
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	184,701
Total expenditure	181,291
Expenditure per pupil	3,625
Balance brought forward from previous year	N/a
Balance carried forward to next year	N/a

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	98
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	87	13	0	0	0
My child is making good progress in school.	65	33	0	0	2
Behaviour in the school is good.	72	28	0	0	0
My child gets the right amount of work to do at home.	17	7	4	0	72
The teaching is good.	76	17	0	0	7
I am kept well informed about how my child is getting on.	48	35	15	2	0
I would feel comfortable about approaching the school with questions or a problem.	80	15	0	2	2
The school expects my child to work hard and achieve his or her best.	28	39	2	0	10
The school works closely with parents.	70	24	0	2	4
The school is well led and managed.	78	20	0	0	2
The school is helping my child become mature and responsible.	65	26	2	0	7
The school provides an interesting range of activities outside lessons.	37	15	0	0	48

Summary of parents' and carers' responses

Parents are very supportive of all aspects of the school.