

INSPECTION REPORT

PENNYWELL NURSERY SCHOOL

Pennywell, Sunderland

LEA area: Sunderland

Unique reference number: 108753

Headteacher: Mrs J Donnelly

Reporting inspector: Mr I Jones
2758

Dates of inspection: 14 - 15 November 2000

Inspection number: 225213

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery School
School category:	Community
Age range of pupils:	3 to 4
Gender of pupils:	Mixed
School address:	Portsmouth Road Pennywell Sunderland
Postcode:	SR4 9AX
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Appropriate authority:	Sunderland
Name of chair of governors:	Mrs K Dodd
Date of previous inspection:	18 November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pennywell Community Nursery School is situated on the western edge of the city of Sunderland. There are currently seventy-seven part-time and six full-time children on the school roll aged three and four years. The number of children attending the school has fallen over recent years due to the high number of unoccupied houses in the Pennywell area. The school serves a large local authority housing estate where a high proportion of the community is unemployed. The school reflects the predominantly white population of the area. The Pennywell district receives funding as part of a government regeneration scheme. The school is a partner in a local education action zone which is designed to help raise the standards of attainment of children in the area. The attainment of children on entry to the school is well below that found nationally, with their personal and social development and communication skills being particularly poor. Approximately half of the children attending the school require additional support because of their special educational needs. This is very high by national standards. The Department for Education and Employment has awarded the school Beacon status. As a Beacon School, it shares its good practice with a network of local schools and gains additional funding that has enabled extra staff to be appointed

HOW GOOD THE SCHOOL IS

This is a very effective school. The attainment of the children is particularly low when they start at the school. However, the school has high expectations and the children consistently make very good progress in all areas of their learning, particularly in aspects of their personal and social development. High quality teaching skilfully guides the children's learning. The learning environment is calm, well organised and full of attractive displays and interesting activities. The leadership and management of the school are effective and efficient and have a clear focus on the specific learning and social needs of the children.

What the school does well

- The teaching in the school is of high quality and promotes very effective learning.
- The children make very good progress, especially in their skills of speaking and listening and in their personal, social and emotional development.
- The leadership and management of the school are highly effective and efficient.
- The curriculum planning and assessment procedures are very good and help to ensure that the activities set for the children effectively build upon their previous learning.

What could be improved

- The inspectors did not identify any areas of particular weakness. The school has correctly identified aspects of its work that have scope for further development and these form the basis of the school's development plan. These include developing teaching and learning through information and communication technology and raising standards through effective dissemination and sharing of good practice. The school should continue following the programme outlined in its development plan that has been designed to fine-tune its current good practice.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The overall rate of improvement since the last inspection in November 1996 has been good. The school building has been improved and a governing body has been formed. There have been notable improvements in the quality of teaching and the provision for pupils with special educational needs. The school has successfully reviewed its curriculum to reflect the newly revised national guidance for educating children in their early years. Considerable improvements have been made to the assessment procedures. These now enable the academic progress and personal development of each child to be tracked systematically throughout his or her time in the school.

STANDARDS

The table summarises inspectors' judgements about the achievements of pupils in relation to the national early learning goals by the time they leave the school.

Performance in:		Key	
language and literacy	D	well above average	A
mathematics	D	above average	B
personal and social development	D	average	C
other areas of the curriculum	D	below average	D
		well below average	E
		very low	E*

This inspection took place during the first term of the school year and the great majority of children had only experienced eight weeks of part-time education. Most were three years old at the time of the inspection. The school had retained a sample of work profiles and assessment records for the children from the previous school year who had moved on to their next stage of education. These records provided valuable evidence about the progress of children over the full school year and indicated their standards of attainment on transfer. Detailed assessments of what children could do when they started at the school provided clear information about their attainment on entry.

The attainment of children when they start in the school is significantly below that found nationally for their age, particularly in speaking and listening and in their personal and social

development. The children make very good progress during the time they are at the school. By the time they leave the school to join the Reception Year in the infant schools, they have achieved very well even though the level of attainment for most children is still below the average for their age in all areas of their learning. A small number of children are currently attaining standards in literacy and numeracy that are broadly average for their age. Their work indicates that they are likely to attain the nationally expected standards - the 'early learning goals' - by the time they start in Year 1.

The school has been particularly effective in developing the children's personal, social and emotional skills. At the time of the inspection, most children were starting to show independence in selecting and carrying out activities. They were able to leave their main adult carer with confidence and were starting to understand the routines of the school. The children felt safe and secure and were prepared to play with each other without conflict. Most of the children communicated using single words or very short phrases that were often linked to gestures. Most were able to concentrate on nursery rhymes, short stories and songs. Some children were able to join in singing parts of nursery rhymes. A few of the children could count to five and join in number rhymes and songs. Many are starting to recognise print and realise that it has meaning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The children are keen to take part in the wide range of activities available. They are enthusiastic and enjoy school.
Behaviour, in and out of classrooms	Very good. The behaviour of the children is generally calm and co-operative.
Personal development and relationships	The children show trust in their teachers and carers and are starting to understand the routines of the school. Most are starting to show independence in selecting and carrying out activities.
Attendance	The school works hard to encourage regular attendance. Most children do attend regularly, but absences are quite high.

The personal, social and emotional development of the children is considered a priority by the school. The provision for this aspect of the children's development is very effective and helps them to make very good progress.

TEACHING AND LEARNING

Teaching of pupils:	
Lessons 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.

Eight sessions, taught by qualified teachers, were observed during the inspection. In seven of these sessions the teaching was very good and in one was excellent. The inspectors also observed the teaching of the groups of children by the nursery nurses. In these sessions the teaching was also of high quality. This high quality teaching promotes very effective learning in all areas of the school's curriculum. Communication skills, mathematics and personal, social and emotional development are well taught by all staff. All the staff in the school work together as a team. This is a particular strength and helps to ensure that there is a common approach to helping the children to develop confidence and learn in a secure and predictable environment. All members of the staff have high expectations of what the children can do and how they should behave. The school's very detailed assessment procedures are effectively used by teachers to ensure that the needs of all pupils are fully met.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The learning activities provided for the children are well planned, stimulating and effective in moving them on in their learning.
Provision for pupils with special educational needs	The procedures for identifying and supporting children with special learning needs are very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for children's spiritual, moral, social and cultural development is very good. These aspects of the children's development form an integral part of the work of the school.
How well the school cares for its pupils	The school is a safe and secure environment. It has effective child protection arrangements and procedures for ensuring children's welfare. The teachers know individual children very well and are able to monitor effectively their development and provide necessary support and guidance.

The curriculum provided for all children is broad and rich and is carefully planned to ensure that the diverse learning and development needs of each child are appropriately met.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very effectively led and managed by the headteacher. The headteacher, supported by all the staff, has created an excellent ethos within the school in which the development and learning needs of each pupil are the first priority.
How well the governors fulfil their responsibilities	The governing body has only recently been formed and is starting to develop its working procedures. It is very supportive of the school and takes a keen interest in its life and work.
The school's evaluation of its performance	Under the leadership of the headteacher, the school has a very clear and accurate view of what it does well and what needs further development.
The strategic use of resources	The school does not have a delegated budget. However, the resources that are available to the school, from the local education authority and other sources, are used very well to support the children's learning.

Within the restrictions of a non-delegated budget, the school has been effective in introducing and applying the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • The school is well led and managed. • The school is welcoming and approachable. • The children make good progress. • The behaviour of the children in school is good. 	<ul style="list-style-type: none"> • No major concerns were identified by the parents.

The inspection team fully supports the very positive views about the school held by the parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching of high quality promotes very effective learning

- 1 The school employs three full-time qualified teachers, including the headteacher, plus six qualified nursery nurses. The work of the school is centred around one large classroom and a well-equipped outside activities area. The classroom is divided into separate activity areas, each focusing on a specific aspect of the children's learning. Members of staff, both nursery nurses and teachers, take responsibility for managing the children's learning in a specific area for approximately two weeks before changing to a different area. Each member of staff is also the key carer for a small group of children.
- 2 A notable feature of the school is the way in which the nursery nurses and teachers work together as an effective team. This is an important element in achieving the consistency and quality of the learning opportunities experienced by the children. To explore the effectiveness of this teamwork, inspectors observed all members of the staff teaching, with the exception of two supply nursery nurses who had joined the school the day before the inspection started. Overall, fourteen teaching sessions were observed, including six sessions taught by the nursery nurses. In total, more than nine hours of teaching was observed.
- 3 The overall quality of teaching by the three qualified teachers was very good. The quality of their teaching ranged from very good to excellent. No teaching was observed that was less than very good. This is a very impressive achievement by the teachers and leads to the inspectors' judgement that teaching in the school is of a consistently high quality. The quality of teaching of the nursery nurses was also commendable. It was never less than good, being judged either good or very good on each occasion. The high quality of teaching in the school by all members of staff is a very real strength. It is one of the major factors at the heart of what makes the school so effective in motivating the children and moving them on in their learning.
- 4 All areas of the children's learning are given equal status. During the inspection each was taught and managed in a highly effective manner. There are many factors that make the teaching very effective. These include, for example, the way the staff works together as a team, the high expectations of the children and consistent approach to their management, and the carefully planned learning activities which appropriately target the diverse needs of each child. In addition, the staff has worked hard with the children to build their confidence and to create a calm, happy and secure environment full of stimulating, exciting activities which capture the children's interests and motivates them to become involved in the learning process.
- 5 The teaching of the language and literacy skills needed by the children to develop their reading, writing, speaking and listening permeate every aspect of school life. For example, in a session in the area designed to help the children learn about the world around them, the teacher skilfully, and with great sensitivity, asked the children questions that encouraged them to use new words and simple phrases. In the

numeracy area another group of children were working with a teacher matching pictures on cards. The teacher again successfully encouraged the children to use words and short phrases, such as 'they are the same' and 'they are different'. Opportunities were constantly provided for the children to communicate their ideas and thoughts, to recount experiences and to express their preferences. All members of staff made good use of story time to talk with the children about characters in the story and about their actions. The children were encouraged to listen to and join in the stories. Short rhymes and songs with repeated refrains and actions were effectively used to motivate and involve the children in the learning process. As a consequence, the children were making rapid gains in their ability to communicate with each other and staff.

- 6 The teachers ensure that the children's experiences of mathematics are enjoyable and meaningful. Through well-planned activities that capture the children's interest, the teachers introduce aspects of simple number and shape into the learning experiences of the children. In one session, involving songs and rhymes, the children were encouraged to count the three blind mice that they were singing about. In another session the teacher asked the children to say their 'first' name and then their 'second' name. Through this sensitive approach to teaching the early skills and basic knowledge of mathematics, the children were building a sound basis on which to develop with confidence their future mathematical understanding.
- 7 When the children first enter the school, their personal, social and emotional development is on average significantly below that found nationally for children of a similar age. The school recognises the importance of this area of development for all aspects of the children's lives and for the success they need to experience in all other areas of their learning. The school gives the highest priority to this area of the children's development, especially during the early stage of their time in school. By the start of the inspection, the staff had all established positive, constructive and trusting relationships with the children and their parents. All members of staff manage the children in a consistent way and take full advantage of every possible opportunity to give praise and encouragement. The members of staff know the children well. They have a clear knowledge of each child's specific needs and ensure that all children are fully included into the life of the school and the opportunities that it provides. In a very short period of time, the staff, working as a close, co-ordinated team, has helped the children settle well into the school environment, to work harmoniously with each other and to have a positive and enthusiastic attitude towards their school life. This is a commendable achievement in such a short period of time.
- 8 The teachers and nursery nurses work effectively together to plan the children's work. During each session, the staff assesses the work and development of each child. They share the assessment observations at the end of each session. This is an effective and necessary procedure as the children are normally taught by more than one member of staff during a session. Each week, the whole staff, working together as a team, evaluates these assessments and plans the work for the next week. Their planning clearly sets out the purpose of each activity and the learning it is intended to develop. The activities for the nationally recommended six areas of learning are carefully planned so that they can be adjusted to suit the very diverse learning rates of the children and to cater for their particular needs.

- 9 The school has taken positive steps to improve the quality of teaching and learning. Through working together as a team, the staff has been able to share good practice and develop its teaching skills. The school monitors its professional effectiveness well. Through this process, the school has identified the need for teachers to improve the way in which they track the learning activities and progress of each child. The school has included this aspect of teaching into its development plan and has already made considerable improvements in this area.

The children make very good progress in all aspects of their learning, especially in their skills of speaking and listening and in their personal, social and emotional development.

- 10 The inspection took place during the first term of the school year and the great majority of children had only experienced eight weeks of part-time education. Most were three years old at the time of the inspection. The school had retained a sample of work profiles and assessment records for the children from the previous school year who had moved on to their next stage of education. These records provided valuable evidence about the progress of children over the full school year and indicated their standards of attainment on transfer. Detailed assessments of what children could do when they started at the school provided clear information about their attainment on entry.
- 11 The attainment of children on entry to the school is typically well below that found nationally, with their personal and social development and communication skills being particularly poor. Approximately half of the children attending the school require additional support because of their special educational needs. This is a very high figure compared with the national picture.
- 12 The children make very good progress during the time they are at the school. By the time they leave and join the Reception Year in the local infant and primary schools, they have achieved very well, even though the levels of attainment for most are still below the average for their age in all areas of their learning. A small number of children are currently attaining standards in literacy and numeracy that are broadly average for their age and indicate that they are likely to attain the expected standards - the national 'early learning goals' - by the time they start in Year 1.
- 13 The school has been particularly effective in developing the children's personal, social and emotional skills. At the time of the inspection, most children were starting to show some independence in selecting and carrying out activities. They were able to leave their main adult carer with confidence and were starting to understand the routines of the school. The children felt safe and secure and were prepared to play with each other without conflict. Whilst the children were starting to build good relationships with each other and work harmoniously together, many were content to occupy themselves alone or on their own with a carer. The children had formed trusting, positive relationships with the staff, and in particular with their key carer. Some children were observed returning quite regularly to their key carer for reassurance and support.
- 14 The school correctly identified the children's personal social and emotional development as one of its highest priorities. The staff has been very successful in raising the children's attainment in this area from a very low starting point. Progress

has been very good. The school's achievements are exemplified by the way in which nearly fifty nursery children, relatively new to the school and mainly housed in one large classroom, are able to work together calmly, without any fuss and in a manner that ensures the learning of others is not disturbed. The very good progress that has been made is a direct result of the consistent, calm and skilled work of the members of staff who have created a secure, calm and caring environment full of rich and interesting activities and experiences which inspire and motivate these young children.

- 15 On entry to the school, the children's skills of speaking and listening were typically well below those found nationally for their age. The staff have worked hard to increase the children's confidence and encourage them to develop their communication skills. From a very low starting point, by the time of the inspection most children had made very good progress and were starting to communicate using single words or very short phrases that were often linked to gestures. Most were able to listen with enjoyment to nursery rhymes, short stories and songs. Some children could join in singing the refrains of nursery rhymes. A few children were able to count to five and join in number rhymes and songs. Many were starting to recognise that print has meaning.
- 16 The trust that has been built up between individual children and their key carer has enabled the creation of a relationship in which the children feel secure and are willing to explore and develop their communication skills. The rich and interesting environment created in the school by the staff acts as a valuable motivator for discussion. During one session, for example, the pets in the science area were very effectively used by the teacher to encourage the children to use words, short phrases and gestures to communicate their thoughts and ideas. The teacher skilfully capitalised upon the children's enthusiasm for the activity by asking them questions about the animals. The children wanted to take part, they listened intently, observed carefully and tried to respond correctly using words in the right context. This was an interesting and enjoyable activity that was fun for the children and made learning a non-threatening, positive and happy experience. The progress made by the children during this session was excellent and was a direct result of the exceptionally high quality of planning, preparation and teaching.
- 17 The progress made by the high percentage of children in the school with special educational needs is very good. Children with specific learning needs are identified early in their school career through the school's very effective assessment procedures. These procedures help to ensure that the activities experienced by the children are carefully planned to specifically cater for their individual needs.
- 18 The very good rate of progress made overall by the children is directly linked to the high quality leadership and management, teaching and the assessment and curriculum planning procedures used by the school.

The leadership and management of the school are highly effective and efficient

- 19 The school is very effectively led and managed by the headteacher, who is well supported by all members of staff. Under the determined but sensitive leadership of the headteacher, the school has created an excellent ethos in which the development

and learning needs of each pupil are put first. The headteacher has a clear vision of what constitutes a nursery school of excellence. This vision is shared by all members of staff and the governing body, and provides the school with a clear direction, explicit aims and values, and high expectations. These factors are reflected in the full breadth of the life and work of the school and are fundamental reasons for its success.

- 20 The headteacher is a clear thinking and well-organised manager. Procedures are carefully thought through, evaluated and improved. The day-to-day activities of the school run with quiet efficiency. The two qualified teachers on the staff work with the headteacher as an effective team in developing teaching and learning strategies, improving curriculum and assessment procedures and monitoring the standards of education achieved.
- 21 In addition to the headteacher's effectiveness as a leader and manager, she is a practitioner of high quality. She is able to lead through example in all professional matters. The staff, parents and the governing body have the greatest confidence in the ability of the headteacher to lead the school. This confidence is well justified.
- 22 Until very recently the school did not have its own governing body. Nearly a year ago one was formed and is now starting to develop its role and working procedures. The governing body has restricted responsibilities, especially as the school does not have a delegated budget. In the short time of its existence, it has provided considerable support for the work of the school. The chair of the governing body has a good professional understanding of the issues facing the school and provides informed and helpful support. The governing body, the headteacher and the school staff work well together as a team with the common purpose of providing high quality nursery education.
- 23 Under the leadership of the headteacher, the school has a very clear and accurate view of what it does well and what needs further development. The school monitors and analyses the achievements of the children and uses the information to identify areas of its work for improvement. The quality of teaching of both qualified teachers and nursery nurses is monitored by the headteacher, the outcomes are shared with the appropriate member of staff and, where necessary, additional support provided. The organisation of the school and the teamwork approach to teaching means that teachers and nursery nurses work side-by-side, plan the children's work together and experience the results of each other's good practice. Good, effective teaching practice is celebrated and shared; unsatisfactory practice is identified and supportive action taken to eliminate it. The monitoring process has identified some specific aspects of teaching and learning that could benefit from further development and these now form part of the school's development plan. These include developing teaching and learning through information and communication technology.
- 24 The school also monitors the effectiveness of its procedures and, where it finds needs for improvement, it takes decisive action. For example, during the last school year, the school monitored its procedures for assessing the attainment and progress of the children. Its monitoring showed that the procedures were not as effective as they might be. As a result, the school has modified the procedures so that they provide more accurate and reliable information about individual achievement and progress.

- 25 The school does not have a delegated budget. However, the resources that are available to it from the local education authority and other sources are used very well to support the children's learning. Within the restrictions of a non-delegated budget, the school has been effective in introducing and applying the principles of best value.

The curriculum planning and assessment procedures are very good and help to ensure that the activities set for the children effectively build upon their previous learning.

- 26 The activities and experiences planned for the children are of the highest quality and help them to make very good gains in their development and learning. The assessment and planning procedures help to ensure that the individual learning and development needs of each child are met. The planned learning activities experienced by the children are broad, interesting and fun and effectively build upon what they already know and can do. This focus on the individual learning needs of the children is particularly effective in helping the large number who have special educational needs to move forward in their learning.
- 27 The school has successfully introduced the nationally revised early years' curriculum at the start of the current school year. The staff have worked hard to develop comprehensive planning procedures that very successfully guide teaching and learning.
- 28 The school operates a very comprehensive induction programme for children prior to them starting at the school. The aim of the programme is to help the children settle into the school when they are first admitted and to ensure that staff gain a good understanding of the learning and development needs of each child. The programme includes visits to the homes of the children by members of the staff, meetings for parents and children at the school and opportunities for the children, accompanied by their parents, to join in school sessions. During the induction period, the staff carefully assesses the capabilities of each child across a wide range of activities. The information gained is used to guide the planning of the initial activities and experiences for each child. The contact between the school and parents during the induction period helps to establish a valuable partnership that has a positive effect upon the education of most children at the school.
- 29 Once admitted to the school, the children are carefully monitored to track their progress and to identify any particular learning or development difficulties. The monitoring and assessment procedures are very effective and in particular identify children with specific learning needs at a very early stage in their school life. The school responds very quickly to any identified learning difficulties. Where appropriate, specialist teaching and resources are used to support individual or small groups of children.
- 30 The staff plans the activities for the children together. The planned activities and experiences are based on the six areas of learning recommended for young children. During each session, the activities and achievements of the children are carefully monitored in detail. The information recorded is shared between staff at the end of each session. The sharing of this information is very effective in ensuring that all

members of staff have a clear knowledge of the learning needs of each child. This is particularly important as during each session a number of staff may work with an individual child and, by knowing their specific needs, can appropriately modify the activity or experience to best ensure effective learning. Once per week the staff meet formally to record the assessment information gained from their observations of the experiences and achievements of each child. This information is then used to guide the planning of the activities for the next week. Planning sheets are produced which indicate each activity to be done, the learning objectives intended for the activity and the organisational requirements for it. The planning sheets are pinned on the walls around the school to help guide the staff and to inform the parents. The process of assessment, monitoring, planning and continued tracking of individual children is very effective in ensuring that each child experiences a broad, rich and balanced curriculum that effectively builds on their previous learning and meets their very diverse development and learning needs.

- 31 Although the formal curriculum planning is based on the six areas of learning, in practice every opportunity is seized upon by staff to help children learn, irrespective of the focus of the planned activity. For example, communication skills and the social and emotional development of the children are a dominant feature in all aspects of the school life. In the mathematics area, speaking and listening skills were observed to form an important part of the learning experience. In the aesthetic and creative area the children were learning to take turns and to share musical instruments.

WHAT COULD BE IMPROVED

- 32 The inspectors did not identify any major areas for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 33 The school has correctly identified aspects of its work that have scope for further development, and these form the basis of the school's development plan. These include raising attainment through creative activities, developing teaching and learning through information and communication technology and extending and developing school initiatives to meet the needs of the Pennywell community. The school should continue following the programme outlined in its development plan that has been designed to fine-tune its current good practice.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed with qualified teachers	8
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
13	87	0	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery
Number of pupils on the school's roll (FTE for part-time pupils)	47
Number of full-time pupils eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	Nursery
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	

Unauthorised absence

	%
School data	

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

No attendance information available for nursery schools.

Teachers and classes

Qualified teachers and support staff

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	16

Total number of education support staff	6 *
Total aggregate hours worked per week	182

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

Financial information

Financial year	1999/2000
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The school does not have a delegated budget. Financial information for the school is therefore not available.

- * Three of the education support staff are employed as a result of funding for the Beacon initiative.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	80
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	16	2	3	0
My child is making good progress in school.	66	33	0	2	0
Behaviour in the school is good.	72	25	2	0	2
My child gets the right amount of work to do at home.	29	38	14	0	19
The teaching is good.	87	11	2	0	0
I am kept well informed about how my child is getting on.	74	21	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	90	10	0	0	0
The school expects my child to work hard and achieve his or her best.	68	24	5	0	3
The school works closely with parents.	74	23	3	0	0
The school is well led and managed.	80	20	0	0	0
The school is helping my child become mature and responsible.	79	18	0	2	2
The school provides an interesting range of activities outside lessons.	75	15	2	0	8