

INSPECTION REPORT

CROYLAND NURSERY SCHOOL

Wellingborough

LEA area: Northamptonshire

Unique reference number: 121783

Headteacher: Mrs Chris Whelan

Reporting inspector: Geoff Burgess
23708

Dates of inspection: 5th and 6th February 2002

Inspection number: 230170

Short 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 category:	Community
Age range of children:	3 - 4
Gender of children:	Mixed
School address:	Croyland Road Wellingborough Northamptonshire
Postcode:	NN8 2AX
Telephone number:	01933 279681
Appropriate authority:	The Local Education Authority
Name of chair of governors:	Rachel Rowe
Date of previous inspection:	May 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Croyland Nursery School occupies a large open site close to the centre of Wellingborough which it shares with Croyland Infant and Junior Schools. Children come to the school from the neighbouring housing estates and further afield including the surrounding villages some from priority referrals made by Health Visitors or Pupil Support services. A few speak English as a second language. Up to eight children with speech and language difficulties, mainly boys, join the designated special provision which is integrated into the nursery as well as the infant and junior schools. Boys and girls enter the nursery in the September after their third birthday and stay for a year. Their attainment on entry is a little below that of most young three-year-olds especially in their communication skills and personal and social development.

HOW GOOD THE SCHOOL IS

This is an outstanding nursery school, excellently led and managed, where very good teaching and a very rich stimulating curriculum is enabling young children to achieve very well. With its varied but slightly below average intake and average funding it provides excellent value for money.

What the school does well

- Very good teaching helps all children to achieve very well in all areas of learning and to attain high standards in each
- Children experience an exceptionally rich range of stimulating and very relevant learning opportunities inside and out.
- Boys' and girls' personal development has the highest priority. They are enthusiastic, work hard, behave very well, relate very well to each other and are becoming ever more thoughtful and responsible members of the school community
- It makes excellent provision for pupils who find communicating, learning or socializing difficult and they make very good progress
- Staff take excellent care of all children and do everything possible to help and involve parents in their children's education and the life of the nursery
- The headteacher is an outstanding leader and manager who is making the most of the schools' assets and making it possible for all staff and pupils to achieve the highest personal standards

What could be improved

- There are no significant areas for improvement but one or two very minor points to consider were discussed with staff

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The nursery continues to achieve the high standards noted in all areas at the time of its last inspection in May 1998 and has comprehensively resolved the minor issues listed in the report. All aspects of science have been substantially improved and it is now a strength within the area of knowledge and understanding. Risk assessments have been carried out and the building is very well maintained. In addition, provision for information technology is much better. Overall improvement is very good.

STANDARDS

Children are achieving very well in all areas of learning and standards are much better than expected in each for the ages of the children concerned with particular strengths in their language, physical and personal and social development. Boys and girls who need extra help with their speech and language and others who find learning or socializing difficult make very good progress towards their learning targets. Almost all children currently attending can expect to have reached most early learning goals in each area by the time they have finished their nursery year and spent a further foundation year in their primary school. Most will have achieved even more especially in their language, physical and personal and social development.

CHILDREN'S ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Boys and girls are very positive about nursery and join in wholeheartedly with all it has to offer. They are very keen to talk about what they are doing and work hard on their chosen activities. Their attitudes to school and learning are excellent.
Behaviour	Children manage their own behaviour very well and adults rarely have to do more than give simple reminders. They fully understand what is expected of them and cope with the freedom to move around the nursery and choose activities very well. Exceptionally good behaviour all round the building makes a very significant contribution to the standards achieved and the happy, ordered feel of the nursery.
Personal development and relationships	Relationships are excellent throughout the nursery and from their first days in school, children are encouraged to be confident independent members of the school community. They organise their time and look after themselves with increasing self-confidence and, by being helpful and thoughtful, make an excellent contribution to the smooth running of their school. Almost all are self-reliant and sensible beyond their years.
Attendance	Boys and girls say they love school. Any absence is always associated with real illness or family circumstances. Punctuality is good.

Children make an excellent contribution to their achievements and to the ordered, optimistic and positive feel of the nursery by the way they cheerfully and confidently do all that is expected of them.

TEACHING AND LEARNING

Teaching of children:	
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.

Most teaching is very good with some excellent and the rest good. All staff work as a team to provide children with a thoughtfully planned, very well prepared and ever changing wholesome diet of activities. They are very effective in ensuring that children receive the support and stimulation to achieve well in all areas of learning. Children have been taught and encouraged to manage their own learning and staff concentrate on helping boys and girls to get the most out of what they choose to do. This they do very skilfully and creatively with real awareness of the needs of all young children and the individuals they are working with. A particular strength is the consistently excellent way all adults interact with children in discussions about whatever they are doing and the way this enhances learning across the curriculum. Every opportunity is used to promote language and mathematical skills and knowledge in all activities and children's patiently cultivated willingness, confidence and enthusiasm makes learning a pleasure for them. Excellent support for boys and girls with speech and language difficulties helps them to make very good progress in this area of their development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The nursery provides an exceptionally rich range of learning activities which cover all the areas of learning with language based activities, mathematics and children's personal, social and emotional development suitably emphasised. Well-planned purposeful activities and a well-organised nursery environment provide the structure and stimulation for young children to thrive. The outdoor curriculum is a particular strength of the school and walks out and trips further afield add variety to what is an excellent range of learning opportunities.
Provision for children	All children who need extra help with their learning benefit very greatly

with special educational needs	from the presence of the extra speech and language provision that is integrated into the nursery in the mornings. Children who show signs of not achieving as well as hoped are identified early and the school has very good systems in place for assessing and meeting their needs and monitoring their progress. Parents are fully involved in reviews and appropriate and attainable targets in pupils' individual plans are regularly updated. Provision and teaching is excellent and pupils with special needs make very good progress.
Provision for children's personal, including spiritual, moral, social and cultural development	The nursery makes excellent provision for promoting and enhancing children's personal development to excellent effect. From their first days at school, children are encouraged to be independent and to take charge of their own learning and actions and responsibility for the consequences of their actions. Adults act as excellent role models and take great care to help children to think about how they can help when things go wrong. The very well organised facilities and stimulating activities make their own contribution by ensuring that each child has a range of things to do which interest and satisfy them.
How well the school cares for its children	The school takes excellent care of its children whose interests are at the centre of each decision made. Every aspect of their health, welfare and safety is taken very seriously and policies and procedures are clearly laid out and followed by the whole school community. Staffing arrangements ensure that all adults come into contact with all the children regularly and know them very well. All aspects of boys' and girls' school lives are carefully monitored and parents are exceptionally well informed and completely involved in any measures that the nursery may take to help their children.

Parents are thrilled with all the nursery does for their children and really do appreciate the efforts members of staff make on their behalf. They feel very well informed and are very comfortable talking to the staff about their children. The school makes a remarkable effort to involve parents in their children's learning and the life of the school and provides them with excellent information.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head has the highest ambitions for the nursery and has been very effective in translating this into best practice. She has been very successful at ensuring that all other staff are aware of the importance of their role in achieving this and the whole staff team are a powerful force for good. Leadership and management are excellent.
How well the governors fulfil their responsibilities	Governors are very supportive and eager to do everything they can to help the nursery to succeed. They have well-developed arrangements for fulfilling their responsibilities, know the nursery well and are keenly aware of its strengths, limitations and the exciting possibilities for its future. As a group and individually they provide the nursery with necessary practical and moral support and make a very good contribution towards its success.

The school's evaluation of its	The head keeps a very close eye on all that happens in the nursery and encourages everyone to measure what they do against the best
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performance	possible through self-evaluation and careful monitoring. Any available information is analysed and discussed to look for trends. All staff, governors and parents are actively involved in the process and share in the evaluation and planning which evolves. The level and quality of improvement planning based on this process is excellent.
The strategic use of resources	Very good use is made of all available staff and they make the very best use of the spacious accommodation for the benefit of the children. Time is well used and though the nursery has little discretion over most of its budget, available funds are spent on what the governors and staff decide is in the best interests of boys and girls.

In her own understated but very determined and effective way, the head has helped the whole school community to understand and play its full role in the continued development of the nursery to ever higher standards. Her contribution to its growing success is outstanding.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • their children enjoy going to school • teaching is good and their children are making good progress • the school is helping children to grow up sensibly and behaviour is good • children are expected to work hard and do their best • their children are given a very rich range of interesting things to do • the staff are very approachable and the school works very closely with parents • they are kept well informed about their children's progress • the school is well led and managed 	

Inspectors agree very emphatically with all positive views expressed by parents

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good teaching helps all children to achieve very well and to attain high standards

1. It takes only a few minutes of watching the children at work to realise that they are working at a level well beyond what is usually expected of children of this age. This is especially the case in their personal, social and emotional development and their physical development. With half a year in the nursery and a full year in a reception class still to go, many have already achieved most of the early learning goals in these aspects. Nearly all will have done so before they leave the nursery. Many will have reached the goals in their language and literacy, mathematical and creative development and in their knowledge and understanding of the world by the same time. Almost all, including the youngest and those with specific learning difficulties, will be capable of moving on to the National Curriculum midway through their reception year.

2. Since Croyland Nursery does not serve a particularly advantaged catchment and, indeed, several children come specifically because they need extra help, the progress they make is very good and all children achieve very well. Key to this is the very high quality of the interactions between adults and children and the enormous early years expertise of every adult involved. With such confidence and understanding, teachers and nursery nurses interchange roles and use their initiative to exploit whatever children choose to do. In their turn, boys and girls will go happily to any adult available and engage them in their talk or play. Observation is a key activity and all adults are given time to watch chosen pupils noting their achievements and behaviour. This is shared regularly and the detailed discussions that follow ensure that each adult knows each child very well which is another important factor in the quality and the appropriateness of the response adults make to individual children. An interesting development of this is the identification of children's preferred ways of working to ensure their access to the full curriculum.

3. None of this would be possible however, without the imaginative and thoughtful planning and the sheer effort that goes into preparing the learning environment each day so that all adults can concentrate solely on working with children. At the same time, boys and girls always have a wealth of things they want to do and have the freedom to explore their interests with great energy, concentration and enjoyment. Because of this, there is always a clear sense of purpose about everything children and adults do even when it is spontaneous and unplanned. A hidden factor half way through the year is the expertise, resolution, patience and optimism staff must have shown in the process of 'training' these young children in September and October to be as independent and sensible as they now are. Without this, the rest would be very much more difficult.

Children experience a rich range of stimulating and very relevant learning opportunities

4. One of the many features which greatly please parents is the effort and imagination staff put into constantly renewing the nursery environment with stimulating and motivating activities and resources. At any one time, children can be seen working hard at more than 20 different activities ranging from using the whole of their bodies to explore the climbing apparatus to sitting quietly in the book corner 'reading' a book. The way activities are modified to renew interest was seen on the 'tactile' table where 'chocolate' smelling and coloured play-dough one day became 'vanilla' the next. Sandcastles of different sizes became sand 'cooking' with baking tins and sand-timers. The addition of a pulley to make the forest grow in the Sleeping Beauty castle added a something extra to this role play area. Some activities keep their popularity. The collection of mirrors and reflective objects act as a source of wonder and surprise to a succession of children and the computers have a steady flow of small information technology experts.

5. In addition, all staff keep a constant eye on what is catching children's interest and are

always prepared to keep things going or adapt to make use of this interest. One group of mainly boys so enjoyed moving to the music of 'In the Hall of the Mountain King' to act out the 'Bear Hunt' that they carried it through onto the following day – several times! Changing paper towels in a dispenser catches the attention of two children so the 'teacher' uses this as an opportunity to talk about the mechanism and 'allows' them to fill it. Another 'teacher' notices children drawing in condensation on the window and engages them in a conversation about how it happens and what they are drawing.

6. Outdoor education is a particular strength of the nursery and although the grassed areas were too damp to use, the covered area has an abundance of well prepared and stimulating things for young children to do. During the inspection this was mostly based on a police theme following the recent visit of the community police officer. The sandpit had become a hole in the road with spades, diggers and pipes and even a tea tent. Children made their own caps at the table top activity while very authentic 'policemen' worked with an adult using a tick list to do a safety check. Walky-talkies made in the green room came into use and the police 'trike' was a very popular mode of transport. Meanwhile, the guinea pigs were an attraction for some children while 'teachers' involved chosen pupils in a table skittles game to practice relevant skills.

7. Many other visitors are invited in addition to the policeman. Some are parents such as the post-woman talking about her job and the Indian parents providing a display of Divali items. A particularly popular event is the grandparents day when grandparents from far afield come in to see what their grandchildren are doing and to tell them about long ago, bringing in old toys and talking about change. Walking visits to the town and others further afield also add to children's learning experiences.

Pupils' personal development has a very high priority. They are becoming very thoughtful and responsible members of the school community

8. Not only does Croyland Nursery have an equal opportunities policy, it also has an equal responsibilities code which typifies its approach to children's personal development. This emphasises the importance of mutual respect, courtesy and consideration and listing positive behaviour such as sharing and taking turns and trying to be friends. It then goes on to say how important it is for adults to set a good example by, for instance, listening carefully to children and responding with enthusiasm. These are not just words. Every child is valued as a unique individual and treated with the utmost respect and regard. Every contribution they make is accepted and used positively and staff are very good at picking up and developing whatever line of invention or enquiry a child might initiate. It is very significant that the measures by which the nursery judges its effectiveness as far as the children are concerned are their involvement in activities and well-being.

9. As a result, just halfway through the nursery year, all children are remarkably confident and independent in the way they operate in the nursery. Almost without exception, boys and girls match up to the responsibility code and where things slip a little, the nearest member of staff deals with the situation calmly and gently always emphasising the impact on others and explaining why rules are necessary. With a current topic of 'feelings', children have been given the opportunity to recognise and articulate happiness, anger, fear and sadness verbally and by facial expressions. With this in mind, staff use incidents that happen, favourite stories and children's own experiences to help them understand how they and others feel.

10. Several cameos illustrate these points eloquently. A little boy, not noted for his tolerance of others, who becomes entranced by the guinea pigs, makes his mum go out and buy some vegetables for them and happily shares the feeding with classmates. Boys who have difficulty speaking engaging in long conversations with inspectors and involving them in their police role play. Girls sitting patiently on the 'waiting chairs' waiting for their turn on the workbench, then concentrating fiercely for long minutes while they saw off the end of a piece of wood or knock in nails. Children sitting quietly at the snack table, chatting amicably with the 'teacher' and their classmates about what they are eating and, without being asked, clearing away as they finish.

It makes excellent provision for pupils who find communicating, learning or socializing difficult

11. Special needs provision has a very high priority with the nursery's very well established designated special provision (DSP) for up to eight children with specific speech and language difficulties. Other entrance criteria lead to rather more children who find learning or socializing difficult joining the nursery than would otherwise be the case. In recent years about half the children on roll have been placed on the special needs register and given specific learning targets at some time in their time in the nursery. All these children receive the same high quality care and attention as do all children at Croyland Nursery with the additional focus of specific targets for improvement regularly set, monitored and modified. As in all things, parents are closely involved in the process and they greatly appreciate the support and advice they receive so that they can complement the work of the nursery. Excellent assessment and monitoring procedures are crucial to the early identification of any problems and in keeping a close eye on progress. All children with lower level special needs make very good progress and almost all will achieve most of the early learning goals while they are still in the nursery.

12. Provision for the seven children who attend the nursery because of specific and often severe speech and language difficulties is exemplary. Children frequently make outstanding gains in their communication skills at the same time as achieving good and sometimes very good standards in the other areas of learning such as their knowledge and understanding of the world and their physical development. The foundation for this is the excellent way DSP children are integrated into the high quality provision the nursery makes for all its children noted above. It is simply not possible to pick out children in the yellow (DSP) group when boys and girls are choosing their activities and the self-assurance and willingness shown by DSP children in open sessions is remarkable.

13. Add to this the first class support and help provided by the highly qualified and very enthusiastic DSP teacher and the very good backup provided by the dedicated nursery nurse and you have a potent recipe for success and individual achievement. An excellent example of this involved the teacher working necessarily one-to-one in the quiet of the yellow room using a computer programme both as a source of information and a stimulus to developing the use of Makaton signing into two connected signs. With enormous sensitivity and awareness, she drew on any communication her charge made and used it to develop the very specific objectives for the lesson. The picture of a car led to the bilabial 'Beep, beep!!' with the instruction to, 'Watch my mouth'. Noticing that he is counting on the screen, the teacher joins in and moves on to counting fingers. While using the signing to communicate, the teacher gives lots of encouragement to 'voice' the words such as in a 'loud splash'. With his bright, sparkly face and rapt attention, he is obviously thoroughly enjoying the session and to his and his teacher's delight ends by signing that he wants a drink of water.

Staff take exceptionally good care of all children and do everything possible to help and involve parents

14. Given the quality of care the nursery provides for their children and the efforts it makes to make them feel valued partners, it is not surprising that parents are so impressed and delighted with all it does. 'I feel privileged that my child is here', 'The nursery's approach to children is exceptional – every child is spoken to as an individual,' and 'Everyone has really tried to help and tell us things,' are typical comments in regular questionnaires. All aspects of children's welfare are taken very seriously as shown in a lunchtime meeting to discuss the progress of the individual children monitored during the week. This is much enhanced by the fact that the way staff work ensures that they all know all the children very well. An excellent example of all this is way the designated special provision for speech and language is fully integrated into all that happens so that children involved join in happily and confidently with their friends in the nursery.

15. The whole nursery is set so that, as well as being a wonderful environment for children, it is a high quality source of information and advice for parents. From the very welcoming entrance area with lots of useful information for parents ranging from snack menus to termly plans, to curriculum

folders with photographs to illustrate the six areas of learning and notes on the walls to explain the purpose of, for instance, 'tactile play', parents have a wealth of information readily available. In addition, very informative and user-friendly leaflets are provided on a range of topics. Workshops on subjects chosen by parents, information giving coffee mornings and afternoons and curriculum evenings ensure that parents are very well informed about what is happening in the nursery. A special feature of this are the 'Speech and Language' family evenings involving families from all three schools on the site meeting in the nursery where parents, staff, governors and local authority staff can chat informally and share successes and experiences.

16. Excellent communications with parents about children's development and progress start with a home visit to build a relationship and see the child in their own environment. It is typical of the nursery that a key question for the child is 'What are you most looking forward to doing at the nursery?' with the member of staff ensuring that whatever this is, it is available on the child's first visit. Parents find home/school books very rewarding. Comments such as 'It's five minutes since you left and he is happy on the computer' by the 'teacher', encourage them to report on small achievements at home which are received with interest and enthusiasm. This develops into inviting the parent to contribute to detailed observations of their child at home when he or she is the focus attention in the nursery. The child's nursery record book is freely available for parents to read. Some even contribute to this as they gain confidence and all parents are pleased to receive it as a treasured record of their child's time in the nursery when they leave.

The headteacher is making the most of the schools' assets and making it possible for all staff and pupils to achieve high personal standards

17. Behind all the many excellent features of the nursery is the head's highly developed and very clearly expressed early years philosophy. She is very well read, a powerful thinker in her own right and a passionate advocate for best practice in the education of young children. Just as important is the fact that all other members of the school community have followed her lead and there is a remarkable degree of unanimity between staff, governors and parents about what really matters. A good example of this constructive relationship is the way parents are invited to contribute to the nursery development plan. Each of the nursery's aims is clearly exemplified in its work and is the basis for all work on improvement. For example, key aims are:

18. To undertake regular monitoring and evaluation of the nursery's effectiveness and identify areas for improvement

The amount and quality of self-evaluation undertaken by the nursery is phenomenal as is the way this is used to build on already excellent practice. A good example is current work on analysing children's development using criteria and procedures developed in Belgium which demonstrates how effective current 'settling in' procedures are. Similar work on aspects of the way children join the nursery involving the contribution of parents is noted above.

8. To encourage and enable all members of the Nursery team, including governors, to develop their own personal and professional skills within an environment of mutual support and trust

This is very much a team effort with everyone sharing responsibility and given the opportunity and training to do whatever is necessary with confidence and a great deal of expertise. It was typical of the nursery that the head and chair of governors should be seen washing up the paint things together; the nursery nurses taking charge of larger groups on the carpet supported by the teachers; and the administrator working with children feeding the guinea pigs and then spending quality time looking after some prospective 'new' parents.

19. To utilise all the resources within the nursery to address the individual needs of the children and their families.

As noted above, the creativity and imagination with which the staff constantly adapt and change the activities and working areas to stimulate and motivate children is remarkable. A very good range of equipment and materials has been accumulated and these are brought into use and 'rested' to suit

the current needs and interests of all the children. Boys and girls are busy from the moment they come into the building, every square inch of the nursery is put to good use and, as noted above, every member of staff makes the fullest possible contribution to the life of the nursery.

WHAT COULD BE IMPROVED

20. There are no significant areas for improvement but one or two very minor points to consider were discussed with the staff

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. Despite being acknowledged as a very high quality early years provider, Croyland Nursery, with the head in the vanguard, is constantly seeking to develop and improve through innovation, risk taking and research while sustaining excellent provision and high standards. Inspectors would wish to encourage the governors and staff to continue to push the boundaries of what is currently seen as best practice.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of sessions observed	14
Number of discussions with staff, governors, other adults and children	5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	8	4				
Percentage	14	57	29				

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

Information about the school's children

Children on the school's roll

	Nursery
Number of children on the school's roll (FTE for part-time children)	88 (FTE 44)
Number of full-time children known to be eligible for free school meals	N/A

FTE means full-time equivalent.

Special educational needs

	Nursery
Number of children with statements of special educational needs	0
Number of children on the school's special educational needs register	34 (FTE 17)

English as an additional language

	No of children
Number of children with English as an additional language	4 (FTE 2)

Pupil mobility in the last school year

	No of children
Children who joined the school other than at the usual time of first admission	2
Children who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	6.0

Unauthorised absence

	%
School data	0.0

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 am pm

Total number of qualified teachers (FTE)	2.5	2.0
Number of children per qualified teacher	17.6	22

Total number of education support staff	2.5
Total aggregate hours worked per week	99

Number of children per FTE adult	8
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FTE means full-time equivalent.

Financial information

Financial year	2001
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	£
Total income	138469
Total expenditure	138469
Expenditure per pupil	1730
Balance brought forward from previous year	0
Balance carried forward to next year	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	87
Number of questionnaires returned	33

Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	19			
My child is making good progress in school.	57	43			
Behaviour in the school is good.	45	52			3
The teaching is good.	74	26			
I am kept well informed about how my child is getting on.	74	19	3	3	
I would feel comfortable about approaching the school with questions or a problem.	84	16			
The school expects my child to work hard and achieve his or her best.	33	52	10		5
The school works closely with parents.	77	23			
The school is well led and managed.	81	19			
The school is helping my child become mature and responsible.	68	32			
The school provides an interesting range of activities outside lessons	57	36			7

All parents at the parents meeting were fulsome in their praise for the nursery and its staff.