

## **INSPECTION REPORT**

### **OFFERTON HALL NURSERY SCHOOL**

Offerton, Stockport

LEA area: Stockport

Unique reference number: 106019

Headteacher: Sheila Riordan

Reporting inspector: Jean Morley  
25470

Dates of inspection: December 3<sup>rd</sup> – 4<sup>th</sup> 2001

Inspection number: 230897

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

School category: Community

Age range of pupils: 3 to 4 years

Gender of pupils: Mixed

School address: Half Moon Lane  
Offerton

Stockport  
Cheshire

Postcode: SK2 5LB

Telephone number: 0161 456 5851

Fax number: 0161 456 5851

Appropriate authority: Stockport L.E.A.

Name of chair of governors: Mrs Carole Wilcox

Date of previous inspection: January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Offerton Hall Nursery School is in Offerton, Stockport. It shares a site with a special school and a primary school. There are 59 boys and girls aged three and four at the school: 25 attend in the morning, 14 attend in the afternoon and 20 attend full-time. Next month a further group of 20 will join the school and the proportion of full-time children will increase. Geographically, the school is in an area of social deprivation: of the 20 children who currently attend full-time, 30 per cent are eligible for free school meals. However, children do come from a mixture of council and privately owned accommodation. The school reflects the cultural mix within the area, which is predominantly white and English speaking. There are no children for whom English is an additional language and none with a statement of special educational need. However, 25 children have been identified as having special educational needs, largely – although not exclusively – linked to speech and language delay. Children's attainment on entry to the school varies significantly but is average overall.

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

This is a very good school. Children make rapid progress towards the nationally expected standards and are in line to exceed them by the time they reach the end of the Foundation Stage. In fact, a significant minority will have met these standards by the time they leave this nursery: a point approximately half way through the Foundation Stage period. The quality of teaching is very good: there is remarkable consistency in this respect, with the work of the support staff equalling in quality that of staff with teaching qualifications. The school is very well led and managed by the headteacher who actively encourages the outstanding teamwork that is the hallmark of the school's success. Considering these very positive features and the amount of money that the local education authority spends on the school, Offerton Hall Nursery provides very good value for money.

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

- The school is very well led and managed by the headteacher, who has a clear vision for its further development and an ability to recognise, use and develop the significant talent of each member of staff in achieving this progress.
- The imaginative interpretation of the curriculum, led by the nursery teacher, lays the foundation for the very good quality of provision that this school offers.
- Very good teaching enables children to make rapid progress towards high standards. The contribution of the support staff to the overall quality of teaching is exceptional.
- There is an excellent partnership between staff, parents and carers.

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

- As at the last inspection, there are no key issues for the school to address. Despite such good provision, however, there is no complacency: there is a strong commitment to continued improvement and the school development plan sets out this agenda clearly and appropriately.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. At that time children were making good progress and were exceeding the standards expected in all areas of the curriculum. Children now make very good progress. The quality of teaching was good at the time of the last inspection: it is now very good, and the management and organisation of teaching groups and teaching areas has a particularly positive impact on the progress children make. The way in which children's progress is monitored is excellent. The last report contained no key issues, although the school was advised to review the use of the internal accommodation to ensure that groups had sufficient space to carry out their activities. This it has done most effectively. The potential for continued improvement is good.

## STANDARDS

Children arrive in the nursery with a wide range of pre-school experiences. However, the majority enter with standards that are broadly in line with those of children of a similar age. Children make very rapid progress during their time in school so that by the time they leave the nursery they are significantly further along the *Stepping Stones* of the Foundation Stage curriculum than would be expected nationally. The school does not develop children's achievement in one area at the expense of another: it is equally good in all six areas - communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; creative development; and physical development. This rapid progress is possible because the highly talented staff work so well *with* each other, *for* each other, *with* the children and *for* the children.

## CHILDREN'S ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children look forward to nursery and attend regularly. They settle very quickly and learn enthusiastically.
Behaviour	Behaviour is very good. Children listen to adults, follow instructions sensibly and respond well to the high expectations of the staff.
Personal development and relationships	Relationships between children and adults are excellent. Between children they are very good. Children have good levels of independence and confidence.
Attendance	Attendance is good. For the majority it is very good. The attendance of a tiny minority is less than satisfactory, although the school does all it can in the way of encouragement.

## TEACHING AND LEARNING

Teaching of pupils:	
Quality of teaching	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.*

Inspectors watched 11 sessions. Of these, the quality of nearly three-quarters was very good, and that of the remainder was good. The teaching arrangement adopted by the school

means that the children are divided into five small 'classes'. One class is taught by the nursery teacher and the remainder are taught by education support staff. This arrangement works admirably well and all the children, regardless of the 'class' they are in, benefit from teaching of equally high quality. The major responsibility for the planning for this high quality teaching rests with the qualified nursery teacher, but the contribution and skill of the support staff is first-rate.

Just as there is no variation from 'class' to 'class', neither is there variation in the quality of teaching between one area of the curriculum and another. All areas are taught very well, and children make rapid progress. This is because their teachers are skilled at providing a fast moving wealth of exciting activities and because these are presented to children with such enthusiasm. Furthermore, the quality of teachers' work on assessing the progress the children are making is exceptionally good, and the knowledge is used well when further work is being planned. In this way, the school meets the needs of all children and ensures that they all have equal opportunities to learn.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very well planned. Planning ensures that the best possible use is made of the areas in the nursery building and of those outside. The overall organisation is impressive, with areas of the nursery classroom dedicated to each of the six Areas of Learning, and with the outdoor facilities used for all areas of the curriculum, too. The local area is used well and the children benefit from frequent visitors. The school creates an environment which is really conducive to learning and in which children feel happy, secure and valued.
Provision for children with special educational needs	Most special educational needs are linked to speech and language delay, although some children have behavioural and emotional difficulties. However, thanks to the vigilance of the headteacher and staff, support is quickly supplied, sharply focused and effective. The staff's observation of these children at play leads to action that is of real benefit to them.
Provision for children's personal, including spiritual, moral, social and cultural development	Very good, particularly for spiritual, moral and social development. Pupils often exhibit sheer delight in their discoveries; they learn to tell right from wrong and to play amicably together. Many show empathy with their friends. Cultural development is good.
How well the school cares for its children	The standard of pastoral care is excellent and the arrangements for the health, safety and welfare of children are very well managed.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and all staff have a clear, shared vision for the development of the school. The management style of the head is based on collaboration. She values the opinions and contribution of all the staff. They, in turn, work very hard to support her.
How well the governors fulfil their responsibilities	The professional expertise of some governors allows them to make a particularly positive contribution. Overall they fulfil their responsibilities soundly.
The school's evaluation of its performance	The school is successful in all it does. It looks realistically at its achievements, recognising that small adjustments will allow it to continue to improve. It shows no sign of complacency: it is eager for new ideas and, to that end, teaching and support staff alike visit other nurseries and use this experience as a tool for continued improvement.
The strategic use of resources	Space, both indoors and outside, is used imaginatively and effectively. Resources are plentiful and are also used very well. Costing is built into the school development plan and the school takes all reasonable steps to secure good value for the money it spends. The use made of the support staff represents outstandingly good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>All parents who responded agreed that:</p> <ul style="list-style-type: none"> <li>• their child likes school;</li> <li>• their child makes good progress;</li> <li>• the amount of homework is right;</li> <li>• the teaching is good;</li> <li>• they are kept well informed about how their child is getting on;</li> <li>• the school is approachable;</li> <li>• their child is expected to work hard;</li> <li>• the school works closely with parents;</li> <li>• the school is well led and managed;</li> <li>• the school is helping their child to become mature and responsible;</li> <li>• the school provides an interesting range of activities.</li> </ul>	<p>Parents are happy with everything the school does.</p>

Parents are clearly delighted with what this school provides. They are fully justified in their view, and inspectors wholeheartedly support them.

## **PART B: COMMENTARY**

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

**The school is very well led and managed by the headteacher, who has a clear vision for its further development and an ability to recognise, use and develop the significant talent of each member of staff in achieving this progress.**

1. The headteacher was appointed in September 2000. The previous inspection report makes clear that the school was already providing good education. Children were exceeding expectations in all areas of learning. They were all making good progress. The quality of teaching was good overall and in a quarter of lessons it was very good. Leadership and management were very good. This was a hard act to follow. However, over the four terms since her appointment the headteacher has successfully built upon the legacy of her predecessor:

- The headteacher has extended the responsibility delegated to support staff – even though it was already well established. Support staff value this level of responsibility and enjoy playing a full part in the decisions made by the school.
- She has been quick to recognise the exceptional skill of all her staff: she openly values their contribution and uses their ability and expertise to full effect.
- She recognises both the dangers of being an insular staff and the benefits of seeing what can be learned from other schools. To that end, all staff have visited other places that offer education for young children. More such visits are planned.
- Systems for tracking children's progress are excellent, as is the use made of the information it generates. What parents know about their children is valued and used. For example, parents complete an 'All About Me' booklet on behalf of their child - before the child starts school. The headteacher analyses this data and makes good use of it: for example, parent's concerns are made known to the staff. All their wishes and expectations of what they would like their child to achieve during their year in the nursery are recorded and worked on.
- There is a visible emphasis on care for all of the children. Relationships between staff and children are delightfully warm. Pupils with special educational needs are valued members of the community. Led by the headteacher, the school is keen to include *all* children in *all* it does, and it actively seeks ways to help the children who need a great deal of time and support. In addition, it welcomes pupils from the adjacent special school who, although older, delight in the facilities for constructive play that this nursery offers. Staff value the richness and diversity that these pupils bring to their school.
- The headteacher and all of the staff are jointly committed to further improvement. There is no sign of complacency.

2. The very good quality of this school's provision emanates from the outstanding quality of its teamwork. The headteacher, assistant teacher and support staff all work superbly together. All support staff have an exceptional understanding of how young children learn and an ability to translate this knowledge into high quality teaching. Because this has been recognised and is fully appreciated, the nursery operates on an organisational system that makes full use of this expertise. It is this system that allows the children to make the very good progress they do. It operates as follows:

- The indoor working space has been sub-divided into five separate learning areas. The children have been divided into five groups, on the basis of the best information available to the school prior to them starting. Each adult is responsible for one group. Each child, therefore, has the security of a small environment and a teacher

who is special to him or her. Each group functions as a 'class' in every respect – from registration onwards. Built into the day, however, are times when the whole of the nursery space is available to the children. Built into the week is movement between learning areas.

3. This is a well thought out system and it works exceptionally well. It is made possible because all staff plan their work from a very well orchestrated curriculum which is planned by the nursery teacher.

**The imaginative interpretation of the curriculum, led by the nursery teacher, lays the foundation for the very good quality of provision that this school offers.**

4. The lead on the curriculum is taken by the nursery teacher. The outcome of her work is a very good interpretation of the Foundation Stage curriculum: innovative and exciting. At its heart is the principle that young children learn through planned and purposeful play. Its success is the result of a clever mix of carefully planned elements.

- Firstly, the classroom itself has been organised to reflect the full curriculum. The large, open-plan, indoor working space has been sectioned inventively to create, in essence, five cosy working areas as well as a more open space. Each of these areas is allocated to one of the Foundation Stage Areas of Learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; creative development; and physical development. Broadly speaking, each of the support staff takes responsibility for one Area of Learning and, hence, for that part of the school. The result is that the whole of the nursery environment is awash with colour, stimulation, superb displays and exciting resources that are easily accessible to children. The outside area has been developed into an equally varied and exciting area for children: one that gives real meaning to the term 'the outdoor curriculum.' Time and trouble have been taken to make this another stimulating environment: music plays on the veranda, Christmas chimes hang above the seat, and shapes dangling from the trees whizz around as the wind blows. Children go outside to sing, to draw and paint, to see what the sticky strips on their cards will pick up and to take a close look at anything – through a spy-hole in card or with a magnifying glass. A sensory garden - fully planned and financed - will soon be complete. The covered veranda area means that many outdoor activities can continue even in inclement weather.
- Secondly, the curriculum has a crystal clear structure that plots a clear path along the *Stepping Stones* of the Foundation Stage curriculum. The *Stepping Stones* are recorded in the half-term plans as learning intentions. At their weekly planning meeting the staff work together to match these with activities that will enable children to learn what their teacher intends. Apart from ensuring that the curriculum is fully covered, this overt, 'up-front' use of learning intentions - taken directly from the Foundation Stage curriculum - builds an unwritten but automatic pace into what teachers do, thus giving the children every chance to make rapid progress.
- Thirdly, through clear and deliberate planning the school maintains a healthy balance of opportunities for direct teaching and for independent learning. In each area of the nursery there is a plan for independent learning where staff record equipment and activities.
- Fourthly, Wednesday is curriculum observation day! This is an excellent idea and one which has generated much useful information that might otherwise have gone unnoticed. On this day each week the teacher-directed activity - a feature of the other four days - is replaced by an opportunity for teachers simply to observe what is going on. This allows them to take one step back from directed activity, while still staying with their class, and to take a more objective look ... *Just how much does*

*... mix with other children? Does ... really always make a bee-line for the train track and can we channel this fascination more constructively? This resource certainly seems to be under-used by the children: why, and what can we do about it?* Observations such as these have been revealing and have enabled changes to be made. The interest in the train track, for example, generated some great writing! The practice has also triggered help to particular children. It was noticed, for example, that one child with significant special needs would interact a little with other children if he was engaged in an activity requiring repetitive movement. Staff planned such activities, and it did make a difference.

5. Children learn rapidly and effectively as a result of this curriculum planning, which is so well thought out and so comprehensive. During the inspection, for example, children had a blindfold tasting session, and learned to use their senses of smell and taste to guess which fruit they were eating. They had a stage to perform on and were eager to give their rendition of *Bob the Builder* or of a well-known nursery rhyme. They watched their teacher move limbs on the full size skeleton and were then able to replicate the same movement on their own bodies. They wrote a party invitation for their teddy bear and they sorted a basket full of vegetables into sets.

6. The curriculum also places a strong emphasis on personal development: the skills the children acquire are not incidental. They are carefully planned. This was amply demonstrated through numerous examples of children behaving in a responsible or caring way. One child knocked over a pot of felt-tip pens on her way to the playground. She did not look to see if anyone had noticed. She picked them up, refilled the pot, and went on her way. One child heard someone sobbing in an adjacent 'class'. Off she ran to find the source of the tears. She held out a comforting hand, rubbed the injury better, waited until the sobbing subsided a little, and returned to her group. The children learn self-control: on one occasion, all waited for their teacher's instruction - even though they wanted to get started on their morning drink and snack - because they knew she was going to try out a five-minute timer! They also concentrate well: a 20-minute session of full attention is not unusual. They learn to be polite: 'Thank you' was the automatic response for a helping hand with a coat zip. They learn to play together: two girls who were seen having a scooter versus bike race spent time ensuring they were level at the start and worked together to say 'Ready! Go!'

7. The curriculum, then, is very well engineered and successfully maintains a balance between all six Areas of Learning; between direction and opportunities for independence; and between indoor and outdoor learning. The benefits of work of this quality reach the children because the quality of teaching matches that of the planning.

**Very good teaching enables children to make rapid progress towards high standards. The contribution of the support staff to the overall quality of teaching is exceptional.**

8. Eleven sessions were observed. These were taught by the headteacher, the nursery teacher, and five support staff. The overall quality of teaching in the nursery is very good. Everyone does an equally good job.

QUALITY OF TEACHING						
Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
	8 sessions	3 sessions				
	73 %	27%				

9. During a typical school day the work of the support staff in this school is indistinguishable from that of the nursery teacher. Support staff have responsibilities that

exceed those of similar staff in many schools of this type, but these have been earned and are well deserved. All support staff show considerable skill in dealing with nursery age children, and the success of the school owes much to their hard work, their dedication, and their willingness to undertake activities that are normally the sole remit of the teacher.

- They have each taken on an Area of Learning and, together with this, the associated responsibility of looking after the area of the nursery dedicated to that Area of Learning.
- They stay in school for weekly planning meetings and plan for their own 'class'.
- They attend courses, visit other schools, suggest new ideas to try, and recommend new resources to their colleagues.

10. There are no weaknesses in the quality of teaching but there are a number of strengths.

- Firstly, the children and adults enjoy excellent relationships: they visibly like each other a great deal.
- Children are happy and their teachers help them to feel good about themselves: 'Whom would you like to help you?' is the perfect solution for a child who is not quite sure of an answer.
- Expectations are high and the quality of questioning is designed to make children think: 'What makes these a set?' was the question posed when a child had correctly separated the carrots from the potatoes, onions and apples. Pause. 'They're all orange!'
- Continuous assessment is outstanding. The staff has devised a system that allows them to assess as they go, through a simple but informative recording system. More innovative, however, is the observational assessment that they deploy every Wednesday.
- The pace and continuity in lessons is impressive. No opportunity is lost for incidental learning points: while cutting an apple in half for an activity the teacher said, 'I am cutting the apple in ...?'. She got the response she wanted. 'And what are these small brown things?' she asked. 'What would happen if we planted them?'
- Provision for pupils with special educational needs is very good. Teachers are perceptive, and problems are picked up early. In some cases, this prevents a small difficulty from becoming a larger one. The services of outside agencies are sought – particularly in terms of support for children with early speech and language difficulties. Furthermore, in its determination to nip problems in the bud, the school has engaged additional teaching support (to start next month) to work with children on this aspect of their development.
- Finally, teachers value the contribution that parents can make, and the partnership between school and parents is the final link in the chain of teamwork that is the hallmark of the school's success.

**There is an excellent partnership between school staff and parents and carers.**

11. Parents are unreserved in their praise of the school and are delighted with what it offers their children. Their views are entirely justified. Some of the key features of the school's partnership with parents are:

- A strong link with parents is forged long before the child starts at the school. They are invited to visit the nursery with their child when they first apply for a place. Parents are encouraged to join pre-nursery groups. They come to an induction evening in the summer term and then come with their child for a first visit early in the autumn term.

- The educational psychologist, the home school liaison officer, the adjoining primary school and the School Library Service have all supported the school in offering courses of various kinds: parenting, literacy, numeracy, computing and creative skills, and a 'Dads and Lads' course, for example.
- In the latter, dads and their sons have access to a pack of six toys and six books and are given guidance about reading with their child. Ten dads attended last year.
- Parents say that the school really listens to what they say about their children – both prior to joining the school and throughout the year that they spend there. Not only that, but the school makes genuine and constructive use of the information. For example, the school pays close attention to the skills reported by the parents in the 'All About Me' booklet and starts work with the child at that precise point. Parents are asked what they would most like their child to achieve before they leave the school. They report that whatever they select is achieved well before the point of transfer!
- Parents are delighted with the induction arrangements. If a child has difficulty in settling into school, parents are encouraged – for the first few days - to stay in the classroom for a while. If the situation continues they are asked not to remain in the classroom but to 'hide' in the staffroom. In this way they are reassured that their child has settled before they return home – but in a way that avoids the proximity that might prevent the child from doing so. They feel involved in the decision-making process.
- Parents are fully satisfied with the information they receive about how their child is getting on. They have the opportunity to speak to the headteacher and/or to the class teacher on a daily basis. They feel that the teacher knows their child extremely well and that he/she is treated as an individual. Parents indicate that the teacher's approach is tailor-made for their child.
- The school is incredibly skilled at keeping a close track on the academic and personal progress of the child, and feeding the information directly into teachers' planning. Some of it is compiled into an Assessment and Profile Book, in the form of the child's work or of photographs of the child engaged in a range of activities.
- These books are in the early stages of completion at the moment as this inspection is in the first term of the school year. Already, however, they show clear progress made by the child. By the end of the year they will form a very clear picture of the extent of this progress. Apart from this, of course, they will be a treasured reminder to parents of their child's first school experience.

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

12. There are no key issues for the school to address. Clearly there are changes that can be made to enhance what the school already provides but these have been identified and appear in the school action plan. The headteacher and all staff reflect on the quality of what they do and are keen to improve still further. It is these qualities that will stand the school in good stead in continuing to provide high quality nursery education.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of sessions observed

11

Number of discussions with staff, governors, other adults and pupils

9

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
<b>Number</b>		8	3				
<b>Percentage</b>		73	27				

*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 nine 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)	35
Number of full-time pupils known to be eligible for free school meals	8

*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	0

#### **English as an additional language**

**No of pupils**

Number of pupils with English as an additional language	0
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#### **Pupil mobility in the last school year**

**No of pupils**

Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

### **Attendance**

#### **Authorised absence**

	<b>%</b>
School data	N/A

#### **Unauthorised absence**

	<b>%</b>
School data	N/A

*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)	2
Number of pupils per qualified teacher	17.5:1

Total number of education support staff	6
Total aggregate hours worked per week	133

Number of pupils per FTE adult	4.9:1
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*FTE means full-time equivalent.*

### **Financial information**

<b>Financial year</b>	<b>2000-2001</b>
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	<b>£</b>
Total income	147998.00
Total expenditure	147998.00
Expenditure per pupil	2619.00
Balance brought forward from previous year	Nil
Balance carried forward to next year	Nil

### **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  
Number of questionnaires returned

59
27

### Percentage of responses in each category

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	85.2	14.8	0	0	0
My child is making good progress in school.	65.4	34.6	0	0	0
Behaviour in the school is good.	48.1	48.1	3.7	0	0
My child gets the right amount of work to do at home.	50.0	50.0	0	0	0
The teaching is good.	88.9	11.1	0	0	0
I am kept well informed about how my child is getting on.	53.8	46.2	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	88.9	11.1	0	0	0
The school expects my child to work hard and achieve his or her best.	42.9	52.4	0	0	4.8
The school works closely with parents.	63.0	33.3	0	0	3.7
The school is well led and managed.	92.3	7.7	0	0	0
The school is helping my child become mature and responsible.	78.3	21.7	0	0	0
The school provides an interesting range of activities outside lessons.	84.6	0	0	0	15.4