

INSPECTION REPORT

OAKENGATES NURSERY SCHOOL

Telford

LEA area: Telford and Wrekin

Unique reference number: 123348

Headteacher: Ms. Kay Darlington

Reporting inspector: Alison M. Cartlidge
OIN 23609

Dates of inspection: 11th –12th March 2002

Inspection number: 244610

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 pupils:	3 - 5 years
Gender of pupils:	Mixed
School address:	Hartshill Oakengates Telford
Postcode:	TF2 6AL
Telephone number:	01952 612910
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Appropriate authority:	The Local Education Authority
Name of chair of governors:	Mrs. Jean Escott
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated on the outskirts of Telford in Shropshire. It is of average size for a nursery, with 87 pupils between the ages of three and five attending part time. Children are taught in five groups during each session. They come from a wide range of backgrounds, with attainment on entry to the school that is below average overall and lower than at the time of the last inspection. The school admits children at an earlier age than at that time and there are more pupils with special educational needs, although at 18 per cent, this number is broadly average. One child has a statement of special educational need and is part of a specific pilot scheme. Another child has English as an additional language and this figure is below average for the country. There has been a high turnover of headteachers since the last inspection and a number of long term absences from other members of staff. The present headteacher has been in post for a year.

HOW GOOD THE SCHOOL IS

Oakengates Nursery is a good school that excels in involving parents in their children's education. Children achieve well in most areas of learning, with good attainment in their personal, social and emotional development, physical development and art. The quality of teaching by teachers and nursery nurses is good overall and never less than satisfactory. The headteacher provides strong leadership for the work of the school.

What the school does well

- There is excellent involvement of parents in their children's education.
- Children develop good personal and social skills.
- Children's attainment is good in physical development.
- Children learn a good range of skills in art.
- The headteacher provides dynamic and purposeful leadership and is strongly committed to further school improvement.
- There are very thorough assessment procedures for monitoring children's progress.
- There is a good range of interesting learning opportunities.

What could be improved

- The timing of focused teaching sessions limits their effectiveness.
- Not enough structure is given to teaching letter formation and letter sounds.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection in 1997. The minor issues identified at that time have been addressed, but progress has been limited by the lack of continuity in staffing. Children continue to achieve well overall and the partnership with parents has been strengthened. There continues to be limited space indoors for physical development, but effective use is made of outside and the hall in a neighbouring school to extend children's skills. The school is well placed to improve further.

STANDARDS

By the time they leave the school, children's attainment is on target to exceed the early learning goals by the end of the reception year in personal, social and emotional development, physical development and the art aspect of creative development. It is on target to meet the expectations in mathematics, knowledge and understanding of the world and creative development but below expectations in communication, language and literacy where children have weak handwriting and knowledge of letter sounds (phonics).

Children achieve well from the time they enter the school in all areas of learning with the exception of communication, language and literacy, where handwriting and letter sounds do not develop as well as they should. Children make very good progress in personal, social and emotional development, physical development and art.

CHILDREN'S ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Children are happy at school and keen to learn.
Behaviour	Good. Most children behave well indoors and outside when working with or without adult support.
Personal development and relationships	Very good. Children from different backgrounds work together well and show very good levels of independence when choosing their own activities. Children are polite and confident when talking with adults or each other.
Attendance	Good. Children arrive punctually and most absences are due to genuine illnesses.

TEACHING AND LEARNING

Teaching of pupils:	
Quality of teaching	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.

The quality of teaching by teachers and nursery nurses is good overall. Teaching is very good in personal, social and emotional development, good in mathematical development, knowledge and understanding of the world, creative development and physical development, and satisfactory overall in communication, language and literacy. Members of staff consistently support children throughout the day, enabling them to develop good personal, social and emotional skills. Good use is made of the attractive outdoor area to provide various learning opportunities, especially for physical development.

Teachers are especially good at talking with individual children as they work on activities they have chosen for themselves, enabling all children, including those with special educational needs, to learn effectively. At these times, members of staff demonstrate their very good knowledge of children's particular needs and interests. Taught sessions are planned thoroughly, with members of staff being aware of children's differing abilities. They manage children's behaviour effectively, including those who have been identified as having specific difficulties. Effective use is made of parents and other voluntary helpers in the nursery and on visits, and homework is used well to support learning.

The effectiveness of teaching during group times is less effective because these are held towards the ends of sessions when children are getting tired and finding it more difficult to concentrate. The time allowed for children to discuss what they have been doing is sometimes rushed because children are not concentrating well and adults' questioning is not always sufficiently challenging. Members of staff do not provide enough structure when teaching children how to form letters correctly or to develop a knowledge of the sounds that letters make.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a good range of very carefully planned activities and very good opportunities for children to take the initiative in their learning.
Provision for children with special educational needs	Good. Members of staff know all the children well, including children from the pilot project, and ensure that they are included in all activities and that their special needs are met effectively.
Provision for children's personal, including spiritual, moral, social and cultural development	Good. Members of staff are good role models and teach social skills very effectively. Children are given good opportunities for taking responsibility. Children's cultural development is enriched by the effective use of visitors to provide professional support in music and art.
How well the school cares for its children	Good. There are very good procedures for assessing children's academic and personal progress, and these are used well by members of staff. Health and safety issues are dealt with conscientiously.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is very enthusiastic and provides a strong driving force for school development. Members of staff have good opportunities for professional development and fulfil their responsibilities well.
How well the governors fulfil their responsibilities	Satisfactory. Governors carry out their statutory duties. Most governors are new but are supportive of the school and keen to develop their roles and responsibilities.
The school's evaluation of its performance	Good. Children's progress is analysed in detail and the school identifies areas of the curriculum that need greater support. The monitoring of teaching and learning is being developed.
The strategic use of resources	Good. Effective use is made of available funding to support developments. The school is not responsible for its own budget, but it applies best value principles well by consulting with parents.

The school is well resourced. There is an attractive outdoor area that has a good impact on physical development in particular. However, there is limited space inside and this means that during group time there are not enough quiet areas.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and behave well. • Teaching is good and members of staff are approachable. • The school is well led and managed. • Children become confident and responsible. • The school works well with parents. 	

Parents have very positive views about the school, and expressed only a very small number of minor concerns. The inspection team agrees with parents' very positive views and finds that the school's partnership with parents is excellent.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

There is an excellent involvement of parents in their children's education

1. The headteacher has focused on developing the effectiveness of links with parents, and these have been improved since the last inspection. This has been very successfully achieved and the school has established excellent relationships with parents, who make a very good contribution to their children's learning. There is an effective open-door policy that has helped to establish ongoing and shared dialogue between the school and parents. As a result, parents feel very valued and there is a genuine working partnership between parents and members of staff.
2. Parents are very positive about the work of the nursery. This was demonstrated by the overwhelmingly positive response to the pre-inspection questionnaires. They feel that they are fully involved and find members of staff to be friendly and approachable. They feel that the nursery is well led and are very happy with the quality of teaching. Inspection findings endorse parents' positive views.
3. Parents are encouraged to be involved in all aspects of their children's education, right from the start when they consider registering for a place at the school. Visits to the school are strongly encouraged to help parents make an informed choice about whether they wish their child to come to the school. Once the child has started school, there is a carefully considered induction programme that involves both parents and children. As a part of this, parents work with members of staff to complete a 'play history and assessment of needs'. This involves parents talking about their child's previous learning and is a very effective method of establishing prior attainment at an early stage of the child's education. This information is enhanced and developed as children progress through the school, with parents being regularly involved in drawing up 'play plans', which celebrate successes and establish targets towards which children work.
4. Parents are fully involved in their children's learning on a daily basis. They are encouraged to help in school and the headteacher is establishing a list of their strengths. This will help the school to fully utilise the specific skills of parents. At the start of each session, many parents spend time with their children, working on activities planned by a member of staff and helping their child to plan what they intend doing in the next session. The quality of these sessions is good. Parents give their children good support and help them to think carefully about where they are going to work.
5. The school ensures that parents are kept very well informed and gives them frequent opportunities to meet with members of staff, both formally and informally. Regular parents' meetings are held where they are able to raise concerns or talk about issues that they feel are particularly important. For example, there have been meetings about behaviour management and how to use the children's 'planning books'. Parents appreciate this unusually high level of consultation. A notice board is used to very good effect to raise levels of awareness about the school's work. Regular newsletters keep parents very well informed about school events.
6. Parents are given very good information about the curriculum through newsletters and meetings. The school makes extensive efforts to ensure that parents are fully informed about what their children are learning, even to the extent of emailing curriculum planning to a parent who works away from home. Similarly, home-school diaries are used to good effect for children who come to school by taxi, where there is not the regular daily contact with the parents. Home-school diaries are very detailed, including daily comments on what has been learnt. They are used well to share information about work, medical and social concerns or achievements. This level of information means that parents are confident about supporting their children's learning at home.
7. Homework is used very effectively to involve parents in their children's learning. Members of staff plan a good range of activities, including collecting resources or keeping a diary about the soft toy that has been taken home for the night. There is very good attendance by parents at activities such

as sports days or celebrations. This confirms the high levels of interest that the school has engendered amongst parents.

8. Taken together, the many ways that the school works with parents are a significant strength that has an excellent impact on the effectiveness of the school and the way that children learn.

Children develop good personal and social skills.

9. As at the time of the last inspection, very good provision is made for children's personal, social and emotional development. Children gain confidence in making choices at the start of sessions. Children of all ages settle to work quickly and sustain interest in the activities they have chosen. There is a calm, happy and busy atmosphere at the start of nursery sessions. Members of staff give unobtrusive help at these times, asking probing questions and making helpful suggestions to extend the children's ideas. For example, when some boys were building a railway track, a nursery nurse asked 'What will you need to do to make the bridge safe for trains?'
10. Older children have more imaginative ideas and find solutions for problems themselves. For example, when playing with large bricks outside, children fetched wheelbarrows to move the bricks up the grass slope, and on another occasion a child drew a sketch map in preparation for a visit to the local park.
11. Children of all ages and from differing backgrounds work together well, sharing the resources and discussing their work with each other. Members of staff teach children to negotiate with each other rather than intervening in their play, which means that children learn not to rely on adults to solve problems. Children are successfully encouraged to help tidy up at the end of sessions and to take responsibility for putting away their own paintings. Younger children are already using their initiative in such ways as fetching a mop to clean up spilt water.
12. Members of staff involve children in setting their own individual targets in personal, social and emotional development, communication, language and literacy and mathematics. Children's preferences and interests are successfully considered when planning activities.
13. Independence is strongly promoted at all times and members of staff have high expectations of the children. When walking to the park, for instance, the teacher asks children to give directions for the group to follow and to take responsibility for the safety of accompanying adults by reminding them how to walk safely on the pavements. This means children become responsible, are able to think for themselves and consider the needs of others. Where possible, members of staff provide children with choices so that they learn to make decisions for themselves. For example, children select the size and shape of paper to use for a painting.
14. Members of staff take care to ensure that the resources are accessible to children. The co-ordinator for knowledge and understanding of the world recently re-organised equipment such as torches, magnets and magnifying glasses, making them more visible and attractive so as to encourage children to choose them.
15. Children are involved in nursery routines, such as setting the table for snack time, and learn to take turns in speaking and listening during group discussions. They are successfully encouraged to show good manners. They develop a good understanding of health and safety issues when working with adults. For instance, when making sandwiches, they learn the importance of washing hands and not putting knives near their mouths.

Children's attainment is good in physical development.

16. The school is very successful in enabling children to reach good levels of attainment in their development of physical skills. This is because the quality of teaching is good and children are given very good opportunities to develop skills through a range of activities. Good use is made of the outdoor work area to compensate for the lack of space inside that might, in other circumstances,

hinder children's physical development.

17. Most children are on target to exceed the expectations of the early learning goals by the end of the reception year. This represents an improvement since the last inspection when attainment was only satisfactory.
18. Outdoor provision is well planned and helps children make good progress in physical development. Their riding of tricycles and their balancing skills are particularly good. Children are given a wealth of different activities to choose from each day. These include regular access to outdoor activities, as well as opportunities to develop physical skills when working indoors. There is a very good balance between activities that are led by an adult and those that children choose for themselves. This means that they have many opportunities to practise and consolidate skills at a level appropriate to their previous learning. As a result, they quickly grow in confidence, learning a wider range of skills as they get older. When working outdoors, children use many skills, showing good co-ordination and balance. They ride tricycles confidently, showing good control and an understanding of the need to be aware of other children on the playground. In physical education lessons, children jump confidently from ramps and balance carefully on benches. They move in time to music and carefully follow instructions. They have a good awareness of how to use available space, and move around the hall using a variety of movements such as crawling, jumping and walking in different directions.
19. The quality of teaching is good. Teaching is particularly effective during the group sessions that are held in the hall of a neighbouring school. Learning is very well focused at these times, and activities are very challenging. These sessions are well organised and thoroughly planned, with good detail on the purpose of each activity. Members of staff have a very good working knowledge of what children can already do. This means that they can accurately judge the level of support that individual children need. Members of staff who take these sessions have high expectations of the quality of work that the children should produce, and they consistently encourage them to do their best. There is a very strong emphasis on health and safety, and members of staff ensure that children know what is expected of them. Good use is made of praise, which has a good impact on children's confidence and self-esteem. They are very supportive of each other's learning, for example spontaneously applauding a child who had learnt to balance on a beam since the previous lesson.
20. Careful planning ensures that learning is made purposeful in the activities that children choose for themselves. They are given many opportunities to explore and experiment with different pieces of equipment chosen from a very good range of resources. Children are confident and adventurous, sharing equipment and resources well, which helps them to improve skills. Children concentrate and persevere on activities, such as digging in the sand and riding tricycles. Adults give good quality support to children when they are working independently. Teachers and nursery nurses know the children well and talk to them about what they are doing, extending their understanding by the careful use of questioning.
21. Children benefit enormously from having access to an attractive and stimulating outside play area. It is very well resourced and provides a safe environment for children to work in. Recent improvements such as the new playground markings and a new playhouse have further enhanced outdoor provision and physical development.

Children learn a good range of skills in art.

22. Members of staff teach children a good range of techniques and specific skills at the start of each term and in special 'art weeks', enabling them to explore and develop their own ideas when choosing what to do for themselves. At these times, a member of staff is often available to encourage children to try out new ideas and to support them in their learning.
23. Visitors are used effectively to provide specialist support with skills in pottery, batik and other art projects. For example, children make well-constructed clay pots with relief patterns, and tiles using

clay of different colours. Their work is valued by being glazed and fired, resulting in pleasing finished products.

24. Children are confident in working on individual projects and as part of a group. They use vibrant colours and make effective use of space when covering large areas by using a range of brush sizes and printing techniques. Cut shapes in bold colours are used to make interesting abstract pictures. Children choose from a wide selection of materials when making collages from wood shavings, coloured paper, string and sticks. They make interesting sculptures from a range of natural and man-made materials, such as stones, sand, wood, leaves and coiled coloured ropes. Children are given the opportunity to find and mix paints for themselves and, with adult guidance, can change the consistency of paint to create different interesting effects.
25. Children have good opportunities to study the work of famous artists and sculptors. For example, they drew pictures of a wooden sculpture by Goldsworthy and 'The snail' by Matisse, then made sensitive evaluations such as 'I like the beautiful colours'. In addition, children have been given the opportunity to show their own good work in a local exhibition, so that their learning has a purpose.
26. Information and communication technology is used effectively to make pictures and various types of image, such as swirling repeated patterns using various colours.

The headteacher provides dynamic and purposeful leadership and is strongly committed to further school improvement.

27. The headteacher has brought stability and structure to school development, following a period of many changes and uncertainty about the nursery's future. She is a strong and very enthusiastic driving force for positive change. Members of staff appreciate the opportunities they are now given to discuss new developments. Staff morale has started to increase and a team is developing with a shared commitment to further improvement.
28. The headteacher has already improved the school's partnership with parents and successfully reviewed planning and assessment. There are very good levels of consultation with parents over their children's education, and this is a key strength of the school. A very thorough analysis of children's strengths and weaknesses in attainment and progress is used to plan future developments, and funding is correctly targeted on areas of focus. Educational resources have been improved, especially for physical development, and the outdoor area has been made more interesting and attractive.
29. There are good opportunities for the professional development of all members of staff. The role of co-ordinators has been developed and is now good. They are becoming more secure in their responsibilities and lead other members of staff effectively. Personal development meetings with the headteacher are used to discuss responsibilities and negotiate changes in role.
30. Members of staff keep useful files showing future plans for the areas of learning they manage. They put forward suggestions for the school development plan, including training needs. They are responsible for leading discussions on short-term lesson planning. There are plans to extend their role in monitoring teaching and learning. Information gathered from training and meetings is successfully shared with the rest of the staff. For example, the special educational needs co-ordinator led a lively discussion on advice given by the educational psychologist following a meeting. This meant that all members of staff were involved and able to share their very thorough knowledge of individual children and consider the appropriateness of the suggestions.

There are very thorough assessment procedures for monitoring children's progress.

31. Very rigorous assessment procedures are used throughout the school. They provide members of staff with a wide range of information, which they use effectively to meet the needs of all children. There is also a very good level of parental involvement in the assessment of the children's learning.

32. Assessments made when children first start school are very detailed. They are compiled by members of staff alongside parents, identifying children's pre-school experiences, as well as showing things that the children particularly enjoy. The information collected gives members of staff a good starting point for planning activities for individual children. It means that they are able to vary their teaching according to the children's previous experiences, especially in helping children with activities they have chosen for themselves.
33. There is regular monitoring of children's progress, and the information is drawn together in children's individual profiles. These profiles show progress in the different areas of learning and identify clearly what children need to learn next. Members of staff then share this information at weekly planning sessions when the needs of individual children are discussed. As a result, members of staff can ensure that the differing needs of children are met effectively.
34. School profiles include useful examples of children's work from each term, and very clearly show good progress over time.
35. Members of staff are effective in assessing learning in different activities. For example, work in the children's 'planning books' is regularly evaluated so that progress can be assessed. This information is then used to decide the skills that children need to learn next. The work in planning books is clearly varied according to the differing needs of children and targets are set, in conjunction with parents, to identify the next major area on which to focus. This helps to ensure that parents are fully involved in their children's learning.
36. The headteacher has begun to analyse children's progress over time in great detail. This gives a very clear picture of overall attainment in the different areas of learning, identifying the levels that children have achieved measured against the expectations of the early learning goals. The headteacher makes good use of this information to identify strengths and weaknesses in provision. For example, from her analysis of standards in communication, language and literacy, she has identified the need to improve the effectiveness of teaching of the sounds that letters make. As a result of this, the school has purchased a new commercial scheme to support learning in this aspect of the curriculum.
37. The school is also developing links with local schools so that it receives the results of baseline tests taken by pupils when they go into a reception class. This information provides useful comparative data on the standards achieved by children by the time they leave the nursery.

There is a good range of interesting learning opportunities.

38. Members of staff work together effectively to plan a varied and interesting curriculum. A theme is chosen for each term and, as at the time of the last inspection, very thorough planning ensures that all aspects of the curriculum are covered. For example, the theme of 'Jack and the beanstalk' provided a wealth of opportunities, including sharing different versions of the same story, constructing models of giants, learning about plant growth and counting beans.
39. Members of staff plan interesting activities to support learning and group children according to prior attainment so that their needs are better met. Additional activities, such as a 'tactile' tray, are changed daily so that the children have the opportunity to experience a wide range of tasks. One day, for example, children enjoy experimenting with the texture of sticky dough by adding water or flour and by squeezing, rolling and shaping it. The next day, children work with toy dinosaurs in a 'landscape' of plants and sand.
40. Effective use is made of visitors to increase children's experiences and knowledge. For example, children enjoyed a visit from a professional harpist who played for them and explained how sounds were produced. The children enjoyed joining in with music-making by accompanying her with percussion instruments and dancing in time to the music. Children are often taken on short visits in the local area to extend their learning. As part of a topic on mathematical shapes, one teacher took her group to the local park to look at the various shapes found in the bandstand. These visits help children to see the relevance of their learning to everyday life.

41. There are close links with a neighbouring primary school, and older children visit the school once a week for physical education lessons. Older pupils from the primary school visit the nursery on work experience. There are very good opportunities for children to take the initiative in their learning, and the school provides areas indoors and outside where they can work quietly.
42. The school is successful in providing good opportunities for children with special educational needs, and these children are integrated well. For example, children are supported well by members of staff by encouraging them to work with other children on tasks they have chosen.

WHAT COULD BE IMPROVED

The timing of focused teaching sessions limits their effectiveness

43. There is much good teaching in the school, especially when children are being supported in their learning in activities that they have chosen for themselves. However, teaching is less effective during sessions when children are taught in small or large groups. This is because these sessions are placed towards the end of morning or afternoon sessions, when many children are not receptive to learning new skills.
44. At the moment, there is a very clear structure to the school day, with parents working alongside children when they come into school. Once parents have left, the children work either indoors or outdoors on activities that they have chosen for themselves. At these times, teachers support children individually, using questioning effectively to reinforce skills and extend learning. Children are grouped together for focused teaching sessions after they have had a snack, towards the end of the morning or afternoon, shortly before they go home.
45. The timing of these teaching sessions limits the learning of children. By this time in the school day, many are getting very tired. This is particularly noticeable amongst the youngest, who find it very hard to settle down to a structured activity. Some children are fractious, and this means that members of staff spend too much time sorting out personal needs rather than focusing on the learning objective for the session. This slows the pace of learning.
46. Teachers plan a range of activities for the focused teaching session. Planning is detailed and many new concepts or skills are introduced. However, children get little immediate opportunity to use these new skills in order to reinforce learning because they go home after the skills have been introduced. There is little evidence of children practising these new skills when they next come to school and members of staff do not set up activities that would encourage this. As a result, learning in focused teaching sessions is not effectively consolidated, and the development of new skills is slower than it could be.

Insufficient attention is given to teaching handwriting and the sounds that letters make.

47. Children's attainment in handwriting and the knowledge of letter sounds is not as good as in other areas of learning. Whilst members of staff give parents guidance on how children should form their letters when writing, they provide little direct teaching themselves. This means that some children do not form their letters correctly, and this will cause difficulties when they start to join letters together.
48. Older children have a weak knowledge of the sounds that different letters make (phonics), and few can find objects starting with a given letter. The school has identified phonics as an area requiring development. The school development plan shows that a new scheme of work is going to be used to support teaching.
49. Whilst stories are read with good expression and effective questions are asked to encourage discussion, stories could be linked more effectively with what children have learnt earlier in the day.

50. For example, when sharing a story at the end of the day, children were give little opportunity to identify objects in the text beginning with the sounds "s" and "t", although this had been the focus of teaching earlier in the day"

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise attainment and improve the quality of education provided, the headteacher, members of staff and governors should,

- (1) Improve the effectiveness of focused teaching sessions by ensuring that they are held at a time when children are not too tired to concentrate.
- (2) Improve the teaching of handwriting and letter sounds.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of sessions observed	20
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	10	9	0	0	0
Percentage	0	5	50	45	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery
Number of pupils on the school's roll (FTE for part-time pupils)	44
Number of full-time pupils known to be eligible for free school meals	0

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	16

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	13
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	13.4

Unauthorised absence

	%
School data	6.6

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)	2.1
Number of pupils per qualified teacher	21

Total number of education support staff	4
Total aggregate hours worked per week	130

Number of pupils per FTE adult	7
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	188,469
Total expenditure	193,692
Expenditure per pupil	2,452
Balance brought forward from previous year	0
Balance carried forward to next year	-5223

Recruitment of teachers

Number of teachers who left the school during the last two years	3
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	87
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	28	0	0	0
My child is making good progress in school.	53	40	2	0	5
Behaviour in the school is good.	53	43	2	0	2
My child gets the right amount of work to do at home.	19	28	9	2	42
The teaching is good.	74	21	0	0	5
I am kept well informed about how my child is getting on.	58	33	7	2	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	49	41	5	0	5
The school works closely with parents.	68	30	2	0	0
The school is well led and managed.	72	26	2	0	0
The school is helping my child become mature and responsible.	62	33	0	0	5
The school provides an interesting range of activities outside lessons.	40	30	5	0	25