

INSPECTION REPORT

BEVERLEY MANOR NURSERY SCHOOL

Beverley, East Riding of Yorkshire

LEA area: East Riding of Yorkshire

Unique reference number: 117698

Headteacher: Mrs Yvonne Norvock

Reporting inspector: Mr Robert Robinson
21024

Dates of inspection: 26 - 27 March 2001

Inspection number: 193748

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 5 years

Gender of pupils: Mixed

School address: Manor Road
Beverley
East Riding of Yorkshire
HU17 7BT

Postcode:

Telephone number: 01482 882631

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Appropriate authority: The Local Education Authority

Name of chair of governors: Mr P Gray

Date of previous inspection: 3 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average-sized nursery school for boys and girls aged 3-5 years that serves the town of Beverley and welcomes children with particular special educational needs from other areas. The children come from a wide range of socio-economic backgrounds and their attainment on entry to the nursery is very broad though, overall, about average. Currently 134 children are on roll, 80 boys and 54 girls, who attend the nursery part-time. There is a very small proportion of children from minority ethnic backgrounds and three children are at an early stage of learning English as an additional language. Priority for admission is given for children with special educational needs and, at present, 13 children (9 per cent) are on the register of special educational needs. There are no children with statements of special educational needs though seven children are on the higher stages of the register of the special needs. Children attend the school for varying periods of time, generally two terms, and leave before their fifth birthday, although children with special educational needs can remain at the school for up to five terms.

HOW GOOD THE SCHOOL IS

This is an extremely effective nursery school. Children achieve very well in relation to their prior attainments as the quality of teaching and learning is of a high standard. Children's behaviour, personal development and attitudes to work are very good. Parents have high regard for the school. The leadership and management of the headteacher are excellent.

What the school does well

- Children achieve very well relative to their prior attainment as the quality of teaching and learning is very good; children's behaviour, personal development, and attitudes to work are very positive.
- The provision for children with special educational needs is of a high standard.
- The planning of learning opportunities and the tracking of children's progress are very good.
- The leadership and management of the headteacher are excellent and she is supported extremely well by very capable and hardworking staff and governors.

What could be improved

- There is insufficient documentation to guide a governing body without a delegated budget.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of the last inspection in February 1997 the school was judged to be an outstanding nursery with many excellent features and no areas for development. The school has done very well indeed to maintain excellent provision for the children in its care. The standard of teaching is still very good and children achieve very well in relation to their prior attainment. The teaching and learning of physical development have improved with the result that children are now progressing as well as in other areas of learning. Children's behaviour, personal development and attitudes to work are very positive. The school has developed very well the recent national curricular guidance for children in the foundation stage, which begins at the age of three and ends when children leave the reception class. The school has also improved further the tracking of children's progress. The leadership and management remain exemplary.

STANDARDS

By the time the children leave the school at the age of four they have a very firm foundation of skills and experiences in relation to their age and stages of development. In the short period of time that they are at the school children achieve very well relative to their prior attainment in personal and social development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. Children with special educational needs and those children learning English as an additional language make very good

progress. Most children are well on their way to meeting the national targets for children by the end of the reception year.

CHILDREN'S ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; children are very enthusiastic and are extremely interested in taking a full part in all activities.
Behaviour	Very good; children behave very sensibly and follow the nursery codes of behaviour very well.
Personal development and relationships	Very good; children relate very well to one another and towards the staff. They willingly accept responsibility to assist teachers and other children as well as, with guidance, planning their work very well.
Attendance	Very good; children love coming to school and attend regularly.

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.

- The quality of teaching and learning was very good overall. In 18 per cent of lessons it was excellent, in 70 per cent very good and in 12 per cent good. The quality of teaching and learning is very good in personal, social and emotional development, communication, language and literacy, mathematical development and in other areas of learning. Children with special educational needs and the few children learning English as an additional language make very good progress.
- The organisation of lessons is most effective, enabling children to acquire new skills at a rapid rate while consolidating learning through wide-ranging, interesting and stimulating activities.
- The planning is of a very high standard; members of staff, teachers, nursery nurses and child support assistants are fully involved in its implementation and in the evaluation of the impact upon children's learning. The children are enthusiastic and work hard on their chosen tasks.
- Members of staff have excellent understanding of ways to develop children's learning at all levels of attainment through their very effective teaching methods that build extremely well upon children's previous learning. Children enjoy school and make very good progress in learning basic skills.
- Children spend a significant period of time each day becoming more independent learners. In addition, time is set aside each day for developing skills, particularly literacy and numeracy skills. Computers are used most effectively to consolidate and support the teaching in all areas of learning as well as to develop children's skills in the use of information and communication technology equipment.
- The arrangement of the accommodation into learning bays enables staff to work with small groups on different activities throughout each session, resulting in children working most efficiently. Members of staff have high expectations of good behaviour and children respond very positively. Homework is used very well to encourage children to consolidate and extend their learning at home with their carers.
- The school caters very effectively for children irrespective of their levels of attainment and prepares them extremely well for their next stage of learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; it is broad and balanced with a strong emphasis on developing children's skills through exciting and stimulating learning activities.
Provision for children with special educational needs	Very good; the planning and monitoring of their work are extremely thorough and these children are given very effective support from members of staff.
Provision for children with English as an additional language	Very good; children learning English as an additional language are included fully in all activities and are given appropriate assistance resulting in them quickly developing their understanding of English.
Provision for children's personal development, including spiritual, moral, social and cultural development	Very good; personal development is promoted very well. Children are encouraged to become responsible for their own learning, to work hard and to form positive relationships with others. A very good range of activities is planned to enhance children's spiritual, moral, social and cultural development.
How well the school cares for its children	Very well; the school has very effective child protection procedures and the welfare of each child is of paramount importance to the staff.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are excellent. She inspires and motivates the staff; together they have created a high quality learning environment for children. She shows an exceptional commitment to improvement and leads tirelessly by example while using the skills of the staff, parents and governors to best effect.
How well the governors fulfil their responsibilities	The governing body has a very good, varied range of expertise and governors have a very deep understanding of the school gained through regular visits. The governing body fulfils its responsibilities very well despite its insufficiently defined written direction of roles and responsibilities in a school without a delegated budget.
The school's evaluation of its performance	The quality of teaching and learning is monitored and evaluated very well and children's progress is tracked very well. There is effective monitoring of the school's progress towards its targets for improvement.
The strategic use of resources	The school deploys its staff most effectively to support teaching and learning. The systems in place to develop staff expertise are highly successful and the school is very well placed to train new staff. The accommodation and learning resources are excellent and are used extremely well to assist teaching and learning. There is a high standard of financial planning of the elements of the budget delegated to the school. The governing body ensures that the funding within its control is used wisely for the benefit of the children. The governors have aspirations to control the whole budget to enable them to plan strategically more effectively and to ensure that they obtain best value for all services provided.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school and behave well. • The teaching is good and their children make good progress. • The amount of homework is appropriate. • Members of staff are very approachable and parents are comfortable talking to them. • The school works closely with parents. • The school expects children to work hard and achieve well. • The school helps children to become more mature and responsible. • The leadership and management of the school are good. 	<ul style="list-style-type: none"> • They are not kept well enough informed about how well children are progressing.

The inspectors agree with the positive views of the parents; however, they disagree with the views of the minority of parents regarding information of children's progress. Teachers are available at the beginning and end of each session for brief discussions with parents. Arrangements exist for lengthier discussions when requested. Parents receive an 'Impact' homework sheet each week which links to the children's learning at school. Teachers and parents make comments on these sheets regarding children's attitudes to the work and achievements. When children leave the school parents receive a comprehensive report of their children's achievements in all their areas of learning. Overall, the level of information provided for parents is of a higher level than seen in most nursery settings.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Children achieve very well relative to their prior attainment as the quality of teaching and learning is very good; children's behaviour, personal development, and attitudes to work are very positive.

1. All children, including those with special educational needs and the few children who are learning English as an additional language, achieve very well at all levels of attainment. The quality of teaching and learning is very good overall; it is never less than good and sometimes excellent. There is great consistency between the quality of teaching and learning of groups of children taught by qualified teachers and nursery nurses. Children's behaviour, personal development and attitudes to work are very good; throughout the school day children are actively engaged and working productively when working with staff or when engaged on independent activities. Children's relationships with each other and with the staff are of a high order and children respond very well to the teachers' behavioural expectations.
2. The very high quality provision is mainly the result of both excellent leadership and the effectiveness of teachers' planning. Members of staff have prepared the room very well and sit on the floor awaiting the children. Children join their teachers excitedly and begin to plan the activities they would like to take part in. Carers have good opportunities to talk briefly to staff and, in addition, the headteacher is available for lengthier discussions. Most children part from their carers comfortably, quickly becoming engrossed in their work.
3. There is a very well organised system for children to select activities and to plan their day. Children are keen to make their choices but they listen with interest to the descriptions of the tasks given by the teachers. All are involved and child support assistants enable children with special educational needs to take part fully in this element of the lesson. Children take responsibility for recording their choices and then move to their chosen areas very sensibly. The children are very well prepared and understand their tasks as well as being told their individual learning target for the week. Teachers lead focused groups as well as monitoring efficiently those children working independently. Children are thrilled at making bubbles using an open cuboid. They work as a group and throw a dice to decide how many times they have to hit a nail with a hammer and, through the intervention of a teacher, realise that nails and screws require the application of different tools. Children, including children with special educational needs, developed a greater understanding of the texture of materials and adhesives during a collage activity. Children drew a very detailed picture on the computer and, with help from an adult, printed it; they were then challenged to write a caption for the drawing. A child learning English as an additional language began to write his name independently and was assisted by a teacher with a letter with which he was having difficulty. He expressed the pleasure of his success by freely speaking in a well-constructed simple sentence; 'I can write my name.' Other children spent time practising playing a musical instrument and suggested that the sound made by a triangle was 'tingly – like bells on a church'.
4. In a teacher-led activity a game was used very well to develop children's recognition of numbers up to 16. Computer programs, which children operated very proficiently, consolidated and extended children's recognition and counting of objects up to ten. Children gained experience of recording by sorting objects actively according to two criteria on a matrix board. Through very effective questioning by an adult helper and use of a game, children developed a better understanding of sounds and rhyming words; for example, they learnt that 'fat' rhymed with 'rat' and 'cat'. Throughout lessons members of staff constantly challenge children to learn and make every effort to develop children's spoken language; children are highly motivated, interested and very well behaved.
5. Teachers plan purposeful outdoor physical development activities for children and very good use is made of the outdoor area. Lessons begin with a warm-up and finish with a cool-down. The

children respond and behave very well, following instructions promptly. In one lesson they jumped up and down counting to ten and then counted back from ten. They then repeated the exercise and extended to 20. The children noticed their breathing increased as they moved faster. Teachers explained tasks clearly and children understood what they had to do; for example, the teacher showed them a pre-prepared obstacle course and explained carefully how they had to complete it. The children moved around the course controlling a ball well and gained skills in controlling large and small balls. In another lesson children had plenty of opportunities to ride bicycles and tricycles on a simulated roadway. The activity was made more worthwhile when one of the governors, a local policeman, joined in very well with the role-play. The policeman was well known and respected by the children and the children gained a better understanding of road safety as well as an understanding of reasons for rules by working alongside staff.

6. Part way through each daily session children clear away and tidy activity areas very efficiently and then quickly regroup with their teachers. Teachers question children very well, circulating questions and reminding children appropriately how they should answer and behave. Most children are very responsive, though some children with special educational needs lack concentration. The children talk enthusiastically about what they had learned during the activities time. Teachers check children's understanding well, focusing on the learning objectives. The pace of the discussion is very brisk and moves well into drinks time, during which children take responsibility for serving the drinks and take opportunities to practise using hand signals and body gestures to ask for a particular drink. The drinks time is a constructive learning experience and is followed by specific skills' teaching.
7. In the final session each day children work with a teacher to develop a particular area of learning. In one lesson children gained experience of the world around them by collecting small creatures and seeds from around the grounds. The teacher instructed children in the correct way to use a magnifier and gave children opportunities to develop their skills of observation. The children observed their plants and small creatures enthusiastically and explained clearly what they could see. The teacher challenged children to use a carefully selected range of reference books to search for information about their specimens. Children were very interested in the books and handled them with care. A higher attainer studied a woodlouse very carefully with a magnifier and compared it with a picture of small creatures in books. Throughout the activity the children were highly motivated, very well behaved and gained a much better understanding of small creatures and the use of books to find information. In another section of the room children took part in role-play. The teacher joined in with children to encourage children to learn about other countries. Children were totally engrossed when they took part in a simulated flight in a hot-air balloon. They were very excited at the prospect of dressing up and travelling 'to Spain' in the balloon. They realised that only six children could be in the balloon basket at any time and understood the use of a ticket system to control the number of travellers. There was much focused discussion led by the teacher and very good use of resources such as maps, atlases and binoculars to stimulate the learning.
8. At the end of each daily session parents and carers come into the classroom to collect the children. Teachers are very careful to ensure that children are passed over to the appropriate carer. Children often explain what they have done. Teachers and parents take opportunities, as appropriate, to discuss briefly individual children's progress during this time; for example, a parent had a short discussion with her child's care assistant.
9. Parents consider rightly that standards and the quality of teaching are high. They are amazed at how well their children progress and strongly agree that the school helps their children to become more mature and responsible. Parents know their children are happy at school and that they behave well. They comment particularly that the school encourages their children to become independent learners and to gain in confidence. They report 'that they are privileged that their children can attend the nursery'.

The provision for children with special educational needs is of a high standard.

10. The provision for children with special educational needs is very good. The initial record of attainment of children with special educational needs on entry to school is very clear and incorporates parents' views and concerns. The special needs co-ordinator, who is the headteacher, writes very detailed individual education plans for each child. The individual education plans are reviewed and revised each half term by the staff. Small steps of learning are identified and targets are set. Parents are consulted and encouraged to work with the school to achieve the objectives.
11. Child support assistants are employed to care for the needs of children with high levels of special educational needs. They work alongside the children during the introductory planning time and assist these children to plan their activities in a similar way to other children, using specially prepared recording boards. The children work together with others and are accepted willingly as part of any group. Many children enjoy communicating with children with speech problems by using hand and body movements to convey meaning. Children with special educational needs relish the opportunity of being fully included in practical activities and occasionally make remarkable progress; for example, one child, who on entry to school could not communicate verbally, was thrilled to show others how well he could hammer nails into wood and when he hit his finger with the hammer the child amazed everyone, including his support assistant, by counting out aloud to ten correctly with a smile on his face.
12. At the end of each daily session children with particular special educational needs have one-to-one tuition from a support assistant or a teacher when appropriate. Very detailed evaluations are made each day of the children's learning and at the end of each week the special needs co-ordinator uses the evaluations to plan the next step of learning for the following week.
13. Other children with special educational needs, both lower and higher attainers, are constantly monitored and work is planned to provide appropriate challenge according to their individual needs; for example, teachers' weekly planning sets specific tasks and targets for each child. The progress of these children is monitored regularly during staff planning meetings.
14. The school works very well with outside agencies, such as speech therapists and education psychologists. They consider that the school makes exceptional provision for children with special educational needs.
15. Parents of children with special educational needs express total satisfaction in the support their children receive. They consider it a privilege for their children to attend the nursery and are pleased how well their children are learning alongside other children. The parents rightly express the view that their children make very good progress.

The planning of learning opportunities and the tracking of children's progress are very good.

16. Teachers' planning is of a high standard and builds upon strong evaluation of children's progress through very good systems to monitor children's attainments. The impact of the planning and assessment of children's progress helps children at all levels of attainment to achieve very well in all their areas of learning.
17. Teachers and nursery nurses devise a brief yearly plan of termly units of work. Towards the end of each term the teachers and nursery nurses work together to produce a detailed plan for the following term which addresses all areas of learning and is referenced to the small steps of learning detailed in the recent national guidance for the curriculum for the foundation stage. In addition, there is planning of specific skills to be developed to enhance progress in all areas of learning. Care is taken to ensure that the full breadth of the curriculum is taken into account as well as the evaluation of the previous term's planning.

18. Each week teachers and nursery nurses evaluate the previous week's learning and then plan together to organise the next week's activities to meet the objectives identified in the termly plan as well as to reflect information gained from previous evaluations of children's progress. They prepare resources to support the learning and make arrangements for the organisation of the classroom and of teaching methods to be used. They set individual targets for each child to achieve during the following week and 'Impact' homework sheets are written at different levels according to children's prior attainment. Extension work is planned for higher attainers and work is arranged for children with special educational needs in accordance with their individual education plans.
19. The tracking of children's progress is very effective and links very well into the weekly planning of lessons. The school has developed its own assessment of children's attainment on entry using a points score linked to a range of criteria covering personal, social and emotional development, linguistic and intellectual development, physical development and creative development. The initial assessments are repeated at the end of each term to determine the progress each child has made. The information is used in the planning meeting to determine the learning objectives for the next term as well as for inclusion in the achievement profile for each child.
20. The school maintains records of achievement for each child and portfolios contain relevant annotated pieces of work. The records of achievement are positive statements, covering all areas of learning, made in language comprehensible to children; these records are shared with parents and children as well as being passed onto the children's next school and used to provide information for inclusion in the reports to parents. The accuracy and usefulness of the assessments are appreciated by the primary schools the children attend.
21. Parents appreciate the information they receive weekly of their children's learning and achievements through the 'Impact' homework, as it gives them knowledge of what their children have done at school and how well they are doing. They consider the reports they receive when their children leave the school to be good.

The leadership and management of the headteacher are excellent and she is supported extremely well by very capable and hardworking staff and governors.

22. The leadership and management of the headteacher are outstanding. She has a strong determination to improve the provision for the benefit of the children which is clearly shown in her comment that 'tomorrow should be better than today'. The headteacher rightly has great pride in the school's achievements, though she is mindful of the tremendous support she receives from other staff, parents and governors. Goodwill and teamwork are an extremely strong factor in the undoubted success of the school. The aims of the school are promoted excellently. The standards at the school and the achievement of children can be traced back to the enthusiasm, commitment, and knowledge of a hardworking headteacher supported by staff, parents and governors.
23. There is good delegation of work to both teachers and nursery nurses, who are very capable and hardworking. Members of staff work very well together; they are conscientious and very industrious and relate very well to one another, the headteacher, parents and children. The headteacher is involved actively in the classroom both teaching and monitoring standards of teaching and learning. Support staff are used extremely well and greatly appreciated by all. There are effective appraisal procedures to enhance the professional development of teachers and nursery nurses.
24. The governing body is very effective and fulfils its responsibilities very well. Governors are extremely supportive of the school and the headteacher. The chair of governors meets regularly with the headteacher. Many other governors come to school regularly to work alongside staff and look forward to the visits. They also take responsibility for working with co-ordinators of particular areas, such as being governors with responsibility for special educational needs, literacy, numeracy and information and communication technology. The governing body has a very wide

range of expertise and uses this in many ways to support the school; for example, a governor carries out annual risk assessments. They are keen to follow recent national initiatives even though some of these are not statutory for nursery schools. The governors' minutes are precise and show clear questioning of standards and the best use of finances to support teaching and learning. The governors are guided exceptionally well through the headteacher's very detailed and informative reports.

25. Parents are very supportive of the headteacher and in response to the parent questionnaire all parents agreed that the school is well led and managed. Parents assist regularly in the classroom and some support the school very well by being parent governors.

WHAT COULD BE IMPROVED

There is insufficient documentation to guide a governing body without a delegated budget.

26. The governors are very professional and are committed to further improvements: however, their status is unclear and this limits their opportunities to provide a sense of direction for the future. The governing body is unaware of any precise documentation that details their roles and responsibilities. The school does not have a delegated budget from the local education authority though the governing body monitors and deals with most financial matters relating to the school. A recent report by the school auditor recognised that 'systems and procedures in place were found to be good and operated correctly by staff', though stated that 'the governing body has no financial responsibility within the school'. The governing body follows the nationally recognised 'A guide to the law for school governors' but some of this guidance is not applicable. The governing body has sought clarification both nationally and locally but the responses have not resolved the position.
27. There is an increasing frustration among governors that they are not in a position to obtain best value for services provided to the school; for example, the governors consider that the grounds maintenance costs are excessive and some of the money could be used better to support teaching and learning. Substantial amounts of money are allocated directly from central government for specific purposes and the governors have used this allocation extremely wisely in accordance with its intended purposes.
28. The recent national initiative relating to performance management is not statutory for nursery schools; however, the governors consider the initiatives to be of particular relevance to the school. A policy for performance management has been approved which mirrors the national guidance for primary and secondary schools. The staff and governors have had neither an entitlement to attend training nor opportunities for governors to have the services of an external adviser when setting the headteacher's objectives for this academic year as is the case in primary and secondary schools. Teachers, where appropriate, have had the opportunities to enhance their salaries through the national threshold assessment scheme but the procedures for the enhancement of the headteacher's salary entitlement are unclear.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. The school should:
 - Seek clarification of the roles and responsibilities of the governing body in a school without a delegated budget.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of sessions observed	17
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
18	70	12	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery
Number of pupils on the school's roll (FTE for part-time pupils)	67
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	0
Number of pupils on the school's special educational needs register	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	47
Pupils who left the school other than at the usual time of leaving	47

Teachers and classes

Qualified teachers and support staff

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	22.3

Total number of education support staff	8
Total aggregate hours worked per week	223

Financial information

Financial year	1999/2000
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	£
Total income	180,573
Total expenditure	181,237
Expenditure per pupil	1,394
Balance brought forward from previous year	1,344

Number of pupils per FTE adult	9.6
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FTE means full-time equivalent.

Balance carried forward to next year	680
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Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	134
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	91	8	0	2	0
My child is making good progress in school.	77	17	0	2	5
Behaviour in the school is good.	80	15	0	0	5
My child gets the right amount of work to do at home.	70	23	8	0	0
The teaching is good.	85	12	0	0	3
I am kept well informed about how my child is getting on.	48	30	20	2	0
I would feel comfortable about approaching the school with questions or a problem.	71	23	3	2	2
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	59	33	6	0	2
The school is well led and managed.	86	14	0	0	0
The school is helping my child become mature and responsible.	79	18	0	2	2
The school provides an interesting range of activities outside lessons.	66	20	2	2	10