

INSPECTION REPORT

CHATHAM PLACE NURSERY SCHOOL

Liverpool

LEA area: Liverpool

Unique reference number: 104503

Headteacher: Mrs. I. Drummond

Reporting inspector: Mr. Jean-Pierre Kirkland
4483

Dates of inspection: 5th – 6th November 2001

Inspection number: 230603

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:	Maintained Nursery
Age range of pupils:	2 - 4
Gender of pupils:	Mixed
School address:	Chatham Place Liverpool
Postcode:	L7 3HD
Telephone number:	0151 709 3559
Fax number:	0151 707 8256
Appropriate authority:	Liverpool Education Authority
Name of chair of governors:	Reverend Michael Fry
Date of previous inspection:	5 th May 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chatham Nursery School is located close to the centre of Liverpool. It caters for children aged between two and four-years-old. Currently there are 39 children on roll, of whom 19 attend full time and 20 attend part time, making the full-time equivalent of 29 children in total. The school is currently organised into a morning class for the younger part-time children and a full day class for the older children some of whom are full time and a minority of whom are part time. There are equal numbers of boys and girls. The majority of children come from white family backgrounds, although there are several who have other heritage backgrounds, and one pupil speaks English as an additional language and is at early stage of language development. Most children come from the immediate area, which is socially disadvantaged in terms of high unemployment and other indicators. The number of children eligible for free school meals is not known, as no lunches are served on the premises. Currently, children new to the school are being assessed and so far the number on the school's register of special educational need is very low. Attainment on entry is generally below what is expected from children of these ages. The school is in the Dingle Granby Toxteth Education Action Zone and has also recently completed the first part of a healthy schools award.

HOW GOOD THE SCHOOL IS

This is an outstanding nursery school. All children receive excellent levels of teaching and make very rapid progress in all areas of learning. Leadership and management are also excellent and a very rich broad curriculum supports children's learning extremely well. Standards exceed expectations significantly when children leave at the age of four. The school provides very good value for money.

What the school does well

- Enables all children to reach very high standards and significantly above those expected from children of this age range;
- Provides excellent teaching leading to very rapid progress in all the main areas of learning;
- Has outstanding leadership and management which give the school a clear direction in all of its work;
- Provides exceptionally good experiences for children in information and communication technology (ICT);
- Has excellent links to parents and the community.

What could be improved

- The school has no significant areas to improve.

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 excellent levels of improvement since it was last inspected. All the key issues identified then have been completely addressed. These include improving the school development plan, which is now of a very high quality and shows clearly how the school is to develop and improve over the next few years. All policy documents have been thoroughly reviewed and a new policy for information and communication technology (ICT) has been produced and implemented to the full. The school has put a concerted effort into improving its use of the limited space in order that children's physical development may be extended at all times. There has been some good interior refurbishment, including carpeting and decoration; outside, play areas have been remodelled and extended. There are plans for an extension to the building to provide a conservatory dance area. The school is now in an excellent position to make continued and sustained growth.

STANDARDS

By the time children leave the school at the age of four, all reach the levels expected of them in the six main areas of learning. Many exceed that level owing to the excellent and rapid progress made. The children enter the school with a wide range of personal and social skills, but these are generally lower than would normally be expected. The children learn routines very quickly; they become increasingly independent as they settle in, and, throughout their time in the nursery, there is rapid growth in this area. The children gain in confidence and maturity and have highly developed personal organisational skills by the age of four. They communicate clearly when speaking, using gestures at appropriate times. They count as far as 20 without difficulty, and, as they approach the age of four, the majority recognises individual numbers. The children listen attentively to stories and many predict the ending or the next stage of the tale. They use increasingly complex language and speak in full, clear sentences. They are able to explain things adequately, and many are beginning to form letters and some are beginning to write their names by the age of three-and-a-half. The children make excellent progress in developing their creativity by playing musical instruments, through painting and when playing in sand or with play dough. They control the mouse extremely well when using the computer and by the age of four many are beginning to edit their work and click on appropriate icons for operating specific programs or for printing their work. Through various role-play settings in the classroom, children make rapid progress in gaining an understanding of the world around them, for example by exploring the utensils and their use in the kitchen area, or by learning health and safety issues on bonfire night. Physical development is very good. The children show increasingly good control over their movements. They stop when instructed and are able to perform a series of connected movements such as hopping, running and walking when given instructions. Progress is very rapid in all areas of learning.

CHILDREN'S ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent – the children love coming to school and settle down exceptionally well.
Behaviour	Outstandingly good at all times, at work and at play
Personal development and relationships	Very good in all areas. The personal record of achievement is an excellent means of conveying success to parents.
Attendance	Good and generally above the 80 per cent level. There are no national comparisons.

TEACHING AND LEARNING

Teaching of pupils:	
Quality of teaching	Excellent

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.

Teaching is of a very high standard in both classes. Teachers are very well prepared and involve nursery nurses fully in all activities. Staff planning is outstanding and it shows precisely how children will learn specific things during sessions, weekly, and over longer periods of time. There is a strong focus on learning basic skills, including personal and social development, literacy and language, communication and mathematical development. Teachers provide frequent opportunities for these to be reinforced. This starts in the morning welcome when pupils 'sign in', learning to recognise that writing has meaning, as well as beginning to learn how to spell their own names. Children learn to count how many are present and to indicate this on a number line. Teachers act as excellent role models, using specific language,

which they incorporate into their discussions with children, and encouraging them to repeat words and phrases and so aid learning. Independence is encouraged from the very start, and many of the youngest children are beginning to choose their own activities without fuss, selecting their own equipment, such as paintbrushes and aprons. Staff are constantly assessing and noting specific achievements by children at work or at play, and this helps them plan for the next stages in learning appropriately. The children who have special educational needs and English as an additional language are given the same opportunities as other children, and they are encouraged to take a full and active part in all activities. Success is constantly rewarded by receiving stickers and this speeds up the learning process extremely well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good – the curriculum fully meets statutory requirements and includes a full range of activities which helps develop and extend children's early learning very effectively
Provision for children with special educational needs	Excellent, where and when appropriate. The school has very effective procedures and strategies for identifying and dealing with problems right from the start.
Provision for children with English as an additional language	Provision is excellent. The school receives no additional support in this area, but is making every effort to guide and help the child concerned.
Provision for children's personal, including spiritual, moral, social and cultural, development	This is excellent. There is a richness and diversity to children's overall learning, supported by excellent guidance and help from all staff.
How well the school cares for its children	Excellent in all areas. Health and safety issues are taken seriously and every effort is made to ensure the greatest welfare of children.
How well the school works in partnership with parents and carers	Outstanding. This is a great strength of the school. Parents are fully included at all times in the work of the school. They are made welcome and actively encouraged to help their children at every opportunity.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership and management are great strengths of the school. The headteacher is experienced, knowledgeable and determined, with her staff, to provide the very best for the children. In this, the school is most successful.
How well the governors fulfil their responsibilities	Very good. The governors have no delegated powers, as the local education authority is the responsible body. Nevertheless, governors have an active interest in the school and fulfil their obligations effectively.
The school's evaluation of its performance	Excellent. The school is always seeking ways of improving. Children's strengths are carefully analysed and built upon; any weaknesses are identified and strengthened. Outstanding levels of monitoring and evaluation ensure that appropriate action for improvement is taken at every opportunity.
The strategic use of resources	Excellent. In spending its money, the school is careful to obtain what it considers to be best value, and it always tries to look at the impact of its spending on improved learning and standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school has a very good local reputation and standards are high. • Children love coming to school and they are secure and well cared for. • The staff are excellent, with outstandingly good leadership from the headteacher. • Parents are made to feel welcome and like working alongside the teachers. • Improvements to the building and décor have made the school even more attractive. • Any emerging problems of special educational need are dealt with promptly and parents are kept fully informed. • Improvements in ICT have been effectively implemented since the previous inspection. 	<ul style="list-style-type: none"> • No significant issues were raised by parents at their meeting or in their questionnaires.

Inspectors fully endorse all the positive comments from parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Enables all children to reach very high standards and significantly above those expected from children of this age range.

All children in both classes reach very high standards of attainment. The oldest children are all on course to achieve the Early Learning Goals and a small number has already done so in some of the areas of learning. Standards in both classes are significantly higher than would normally be expected from children of these ages. Standards are higher than those reported in the previous inspection and parents are very satisfied with the education their children receive and the standards they attain.

In personal and social development, children's standards are very high overall. The youngest children have already learnt the location of things in the room. They know where to hang their coats, and some do this unaided. They are independent enough to open drawers and search out resources such as plates and saucers. They set out toys on the floor unaided. In a creative music session, one child gave another a beater so she would not interfere with his instrument. Most of the younger children attempt to put on their own aprons before painting, and many succeed unaided. Others move toy cars along a road, having learnt early concepts of shape and space. Older children lay out a dinner table on their own, positioning cups, saucers and plates in appropriate places. They 'sign in' in the morning by finding their own name tag and placing it in the appropriate place in its holder on the wall. They ask politely when they need the toilet. When working in the sand or water areas, children share resources such as buckets and spades and communicate with full sentences. All children in both classes show high levels of interest and enthusiasm for all activities. Even towards the end of the day, older children still sustain interest, especially when listening to the story before home time.

The youngest children are learning to speak in complete sentences. When asked what is in the cup, one child replied 'It's milk in there.' Some of the children have already learnt that writing conveys meaning and, although they cannot read their names, they can find their own spot on the carpet, marked by a symbol. Children are excellent when imitating sounds and many showed great enthusiasm as they demonstrated the sound of fireworks from the previous night. Many of the younger children speak very clearly when repeating the names of the colours they are using in their painting session or when laying out the dining table with a selection of different coloured plates, cups and saucers.

Older children speak in complete sentences. Just before going out to do some physical exercises, having heard the instructions about hopping and jumping, one child exclaimed 'That gives me a belly-ache!' Children listen extremely well to instructions, which they follow very efficiently. This occurs outside in physical activities, when they respond to the different sounds of the tambourine, or in lessons when the end of a session is signalled by flashing the lights. Response is immediate and there is little fuss. At story time, older pupils begin to predict what will happen next and are very eager to make a contribution. One pupil, identifying strongly with the story line, said 'I don't always go to sleep straight away like the bear.' Children communicate clearly, expressing the need, for example, to wear gloves when holding a sparkler. Another child said, on going outside for play 'It's gone dark like in the story and it's cold.' These older children have made rapid gains in literacy. About a quarter are able to copy write their own names legibly, while about the same proportion can form the initial letter of their own name. During registration, all make a mark against their own names on a large-sized list, showing excellent recognition of writing.

All children have high standards of mathematical development. The oldest children count up to the total in class each day, which is often 17 or 18. Children recognise the individual numbers, and most can now point to the total present on a number line. This shows a high level of achievement for their age. Children arrange cars with large numbers on them in appropriately numbered parking lots without help. Younger children learn to count well as they fill a bucket with scoops of sand, saying 'One, two, three' and so on as they proceed. When the register is called, children in this class also learn to count on, on one occasion reaching 11. This is reinforced as one child goes round the group tapping each one on the head counting as he or she goes. This is very advanced, and although some children are no way near this level, most have learnt the basic numbers and can repeat them with the teacher.

Children reach high levels of creativity. When taking part in art activities, children produce very good quality paintings, showing excellent brush stroke control and very imaginative experimentation with colours. Older children have learnt to mix colours, some merging colour on the paper, others mixing beforehand in the paint pots. Older pupils show clear understanding of rhythm when shaking instruments. Younger children are not at this stage yet, but they make appropriate gestures when singing songs, following the lead of the staff. These younger children also imitate all the main gestures exceptionally well when doing the hokey-cokey, although most are not yet familiar with right and left. These children have learnt how to make the sounds from each instrument, by shaking, tapping or beating. They do this very effectively and with great enjoyment.

Children have begun to understand many of the features of the world around them. They know and understand what goes on in the kitchen, showing this by laying out the table correctly; they build imaginative sand castles and some can describe their features, such as their smoothness. They know that cars run along roads and older children follow the directions marked on the road surfaces on their play mats. When using ICT, children have achieved exceptionally high levels. Younger children know some of the icons and what they signify and are rapidly learning hand-eye co-ordination. Older pupils are beginning to use ICT programs to aid their addition, independently of the staff, controlling the mouse effectively. Skills developed in this area are very high for their ages.

Children's physical development is also very good and significantly better than at the time of the previous inspection. The school has addressed the issue of maximising space for indoor and outdoor physical activities. As a result, children have made excellent progress in this area. Older ones can hop, skip and jump, and come to attention when called. They have good spatial awareness and do not bump into each other. They follow instructions very accurately and have very good levels of control over their body movements. They guide trikes and trucks accurately around the routes marked out in the playground. There has been a significant improvement in the resourcing of outdoor activities since the previous inspection and children benefit from having a wide range of equipment including climbing frames, large-scale wheeled toys, plastic hoops and mini-netball. The play areas are very well marked out with tracks, traffic lights, pedestrian crossings as well as numbers and shapes, all of which enhance the learning environment in a stimulating way.

Provides excellent levels of teaching leading to very rapid progress in all the main areas of learning.

Teaching is excellent and significantly better than at the time of the previous inspection. In half the sessions observed, teaching was graded as outstanding. The remainder was at least good, with the majority very good. The outstanding features of the teaching are:

- Thorough planning, breaking down the learning activities into small yet significant steps, and based on the learning steps for children of this age.
- Excellent levels of co-operation and sharing between the staff, with nursery nurses and other helpers fully integrated in all activities and each having a specific role.
- Very high levels of subject knowledge, excellent questioning techniques and a clear understanding of how young children learn.
- Excellent use of assessment to record steps made by individual children, and using this information to plan the next stages of learning.
- Excellent preparation and maintenance of the classroom learning areas, there is wide choice and no time is wasted; the rapid pace in many lessons is sustained throughout the sessions very effectively.
- An outstanding focus on helping children to learn independently, which boosts confidence and self-esteem and contributes greatly to personal and social development.

The staff have high expectations of children in all respects. They expect children to take as much control of their activities as can reasonably be expected for their age. Younger children make every effort to hang their coats up on arrival, and to busy themselves in self-selected activities when they arrive. All children are provided with a wide range of high quality learning experiences, with staff making excellent use of space and available resources. Children choose their own colours when painting, their own instruments in music sessions and their own activities when appropriate and move from one to the other sensibly and with ease. The learning environment in both classrooms is stimulating and full of variety. Parents, all of whom have very high opinions of the staff, are made very welcome and are encouraged to share any issues about their children at the start of the day. During registration, children learn new vocabulary and consolidate their counting skills. Staff make notes diligently about which activities children choose, and ensure that each child gets an equal opportunity to partake of all activities. Staff have instilled high levels of confidence into children. As a result, they are not afraid to speak out or to question and experiment.

Staff are constantly encouraging the children to think. Questioning is of a very high standard and is designed specifically to enhance language development as well as to challenge children. In the music session with the youngest ones, the staff asked 'What sound can you hear?' and a child replied 'Tick-tock – a clock.' As well as reinforcing numeracy when parking toy cars, the teacher asked other questions such as 'What colour is your car?' and to test understanding of space 'Which way should you push the car to get to here?' At registration, children are asked how many are present so that they learn their numbers. In ICT, they are asked which buttons to click on, so that they remember how to use the mouse correctly. In a creative session, the teacher asks the children what colour they are using so that they learn the principal colours. This very good use of language results in a similarly high level response. One older pupil, responding to a question about bonfire night safety, replied that you should 'Put used sparklers in a bucket', while another insisted that 'You should always use gloves so you don't burn your hands.'

Planning is intricate and detailed and covers all the areas of learning to the full. Tasks are broken down into small measurable steps and all the staff record what the children are learning, what they can do, and what they say in response to the activities they are engaged upon. This information is shared at the end of sessions between all the staff, who then use this knowledge to plan the next stages effectively. For example, having noted that most children could match the number of a car to the correct parking slot, the teacher asked children if it was appropriate to park in the spot designated for shopping with families or for disabled persons. This stimulated the children's thinking further and led to some very good problem solving as children learnt to decipher the symbols on the mat. When using the computer, the member of staff ensured that the individual child learnt the correct language by firstly giving the names of features such as 'mouse' or 'click' and then got the child to repeat what she was doing, using the correct language.

Both classrooms are hives of activity. Staff planning ensures that children are constantly occupied on one learning activity or another. Nursery nurses play a crucial role in sustaining the rapid pace of learning. All have specific jobs throughout the sessions and all contribute to the overall recording and assessment of children. Staff are excellent role models. In a singing session, all join in joyfully and help children to learn by imitating gestures and movements, making connections to the words of such songs as 'The Grand Old Duke of York'. At the start of the day, children join in singing rhymes which highlight the activity being done. At the end of the day, staff encourage children in both classes to explore what they have learnt and also encourage all children to listen to each other.

Has outstanding leadership and management, which give the school a clear direction in all of its work.

The work of the school is guided by outstanding leadership and overall management. The headteacher shares each and every issue with her colleagues. The development plan, which is of very high quality, guides the school over a number of years and takes on board all the initiatives affecting children's learning. It prioritises effectively and contains details of spending proposals where known. The headteacher is active within the Education Action Zone, especially in helping to raise attendance levels and in securing additional money for enhancing the children's learning environment. The proposed addition of a conservatory to serve as a dance area is a further venture using funds the school has itself raised.

There is a fully shared commitment from all the staff to ensure that the children have the highest quality experiences. Parents appreciate this fully, many stating that this nursery has an excellent reputation locally. Although governors do not have delegated powers, they have very good knowledge of the work of the school, seek ways of improvement and have acted fully in helping the school to improve since the previous inspection. They hold the school to account on all matters relating to spending and curriculum and many are active within the school when appropriate.

The curriculum and teaching are monitored to a very high standard. All the staff are involved in this process and regular feedback is given. The school is anxious to improve at every level and uses this information to set new targets for staff, as well as to iron out any inconsistencies in the curriculum or teaching. A particular strength in the monitoring is the work undertaken to ensure that all staff are giving appropriate emphasis to children's personal and social development. This is especially important in the class for younger pupils, as most of them are only two-and-a-half when they enter the school. Governors are very appreciative of the hard work of the headteacher and of staff in raising levels of provision, standards and learning. This appreciation was also echoed fully by the parents in their meeting and in the responses to the questionnaire. Resources are used to maximum effect. All possible display areas contain displays of children's work and achievements. The

headteacher has very high expectations of her staff and they in turn have equally high expectations of their children in lessons. Success is celebrated throughout the school and at every opportunity, further helping to build confidence in children as independent learners.

Provides exceptionally good experiences for children in information and communication technology (ICT)

The ICT provision within the school and the very rich experiences which children receive are exceptionally high and a very significant improvement since the school was last inspected. There are two computers in each classroom, which are in use full time each day. These are supplemented by some of the latest technology in the form of an interactive white board, which is used to enhance learning as appropriate. The school has selected an appropriate range of computer programs for children to use and many of the children in both classes are familiar with these.

The school has ample evidence of learning through computers, and during the inspection, children were observed using the keyboard and the mouse with astounding confidence. Some of the youngest children are able to guide the mouse in order to access information, although an adult hand is always nearby. Children learn the correct vocabulary such as 'click' or 'print'. Their control of the mouse develops very well, so that the older children can use programs unaided, loading them and choosing appropriate options from the menu list. The youngest pupils know the function of the printer, recognise their own work on the screen and can match it when it arrives after printing. Children begin to experiment with commercial programs that enable them to use colour and shapes. They imitate the lights of the fireworks they saw on the previous night, they follow the sequences of a mathematics program with relative ease, and older children can explain what they are doing when adding numbers together.

A digital camera has been used to enhance children's work very well. Tape recorders are also used for listening to stories and children soon become accustomed to putting on the headphones. Displays of children's work and experiences are prominent throughout the school. These include the 'bear-hunt', where children gained extensively in knowledge and understanding through discovery, problem solving and physical activity. Evidence shows that a wide range of skills including communication, creativity and social skills is enhanced greatly by such activities. Photographs taken are then used as sources for questioning, as well as linked to the 'Dressing Teddy' program on the computer. Parents commented very favourably about the increased use of ICT since the previous inspection, saying how happy they were with the provision made.

Has excellent links with parents and the community.

There is an excellent partnership between the school and parents, as well as with the wider community. All parents receive a booklet when their children start school and all are invited to spend some time in the school before the official start of their children's education. Parents are provided with excellent reports on their children. The standard of these and the quality of writing and detail are outstanding. They contain a very detailed and accurate picture of each child, what they can do and where to go next in order to improve. Further, parents are also provided with an excellent set of records of achievement, which show the very best work of each child. Progress and achievements are broken down into 11 areas, including ICT, early reading, speech and physical development. Parents are invited to contribute to their compilation, which many choose to do. Every one has a photograph of each individual child. Parents said how very much they admired this initiative on the part of the school. There are regular invitations issued to parents to attend events, such as a recent ICT day, when children's work was on display and parents had opportunities to see at first hand what their

child was learning. Parents are made very welcome in the classroom and several help with special events, fund raising and school outings. They are given specific tasks which they know in advance. In these ways, parents are encouraged to become active partners in the education of their children.

The wider community is also included in the work of the school. There are strong links to the main primary school to which most children continue. Many of the musical experiences of the children come from a local group which works closely with the staff. Governors, who work and live in the community, are fully involved in the life of the school and there are regular visits to places of interest such as a local park, the city centre, local library and a local nursing home. The school makes a generous donation to a charity each year. Visitors coming to the school include a local theatrical group and professionals such as a nurse or fire fighter, all of whom enrich an already very wide curriculum.

WHAT COULD BE IMPROVED

The inspection team did not find any areas of significance where the school needed to improve.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of sessions observed

10

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

8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	4	1	0	0	0	0
Percentage	50	40	10	0	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 ten 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)	29
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	2

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	N/a
Pupils who left the school other than at the usual time of leaving	N/a

Attendance

Authorised absence

	%
School data	N/a

Unauthorised absence

	%
School data	N/a

This data does not apply to children who are below compulsory school age.

Teachers and classes

Qualified teachers and support staff

Total number of qualified teachers (FTE)	2.5
Number of pupils per qualified teacher	13

Total number of education support staff	3
Total aggregate hours worked per week	67.5

Number of pupils per FTE adult	6
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FTE means full-time equivalent.

Financial information*

Financial year	2000/2001
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	£
Total income	*
Total expenditure	*
Expenditure per pupil	*
Balance brought forward from previous year	*
Balance carried forward to next year	*

* The LEA is responsible for the school budget.

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	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
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	29
Number of questionnaires returned	16

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	100	0	0	0	0
My child is making good progress in school.	88	6	0	0	6
Behaviour in the school is good.	88	6	0	0	6
My child gets the right amount of work to do at home.	30	52	6	6	6
The teaching is good.	100	0	0	0	0
I am kept well informed about how my child is getting on.	82	18	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	88	6	0	0	6
The school expects my child to work hard and achieve his or her best.	82	12	0	0	6
The school works closely with parents.	82	18	0	0	0
The school is well led and managed.	88	6	0	0	6
The school is helping my child become mature and responsible.	88	12	0	0	0
The school provides an interesting range of activities outside lessons.	58	24	12	0	6

Other issues raised by parents

Parents were 100 per cent supportive of the school at the parents' meeting.