

INSPECTION REPORT

RAINHILL COMMUNITY NURSERY SCHOOL

Rainhill, Prescot

LEA area: St Helens MBC

Unique reference number: 131447

Headteacher: Mrs J Ellis

Reporting inspector: Mrs A Dawson
11608

Dates of inspection: 11 – 12 February 2002

Inspection number: 205249

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 - 4
Gender of pupils:	Mixed
School address:	Deepdale Drive Rainhill Prescot Merseyside
Postcode:	L35 4NW
Telephone number:	0151 493 1129
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Appropriate authority:	St Helens MBC
Name of chair of governors:	Cllr M J Doyle JP
Date of previous inspection:	23 June 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rainhill Community Nursery School is run by St Helens Metropolitan Borough. The school is situated in the village of Rainhill close to the town of Prescot. The majority of the children live in Rainhill and a small minority travel from the surrounding villages. The majority of children attend playgroups before they enter the nursery in the September after their third birthday. They attend the nursery for one year. There are 94 children on roll, aged between three and four years attending part-time. Fifty attend the morning session and 44 attend the afternoon session. There are five children on the register for special educational needs. These children have a range of learning difficulties which include physical, social and language difficulties. There is one child who has a statement of special educational need. This is well below average for all primary schools. There is a very low number of children who speak English as a second language. All other children apart from one child of Indian origin are of white European backgrounds and speak English as their first language. Children's attainments are assessed during their first half term in nursery. In their personal, social and emotional skills, communication language and literacy skills, mathematical development, knowledge and understanding of the world, physical and creative development, most of the children are attaining above the levels expected for children of this age. At the time of the inspection approximately three quarters of the children were three years old.

HOW GOOD THE SCHOOL IS

This is a very good school, with a supportive management board. There is very good leadership by the headteacher who teaches full time and leads by example. The quality of teaching is very good. The staff work together very well as a hard working team. They know the children very well and match work accurately to their individual needs. Consequently, the children make very good progress in all areas of learning except physical development. There are too few planned opportunities for physical development but the children make good progress.

What the school does well

- The children achieve high standards
- The quality of teaching is very good and the children learn very well.
- The school is led very effectively. There is a high level of cooperation and a shared commitment for improvement among the staff.
- The school has a very good partnership with parents and carers. They make a very good contribution to their children's learning.

What could be improved

- The cramped indoor accommodation.
- The provision for children's physical development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been satisfactory improvement in dealing with the key issue arising from the last inspection. The last inspection of the school was in June 1998. There was one issue for development concerning the extension to the accommodation. Some extensions have been made to the indoor accommodation, but this has had little impact on extending space for the teaching areas. Despite the best efforts of the staff and management committee to extend the accommodation, the teaching areas remain cramped when all the children are present. The re-development of the outdoor provision is in progress. The planning shows improved resources and better planned areas of activity. The very good quality of teaching and learning, leadership and children's attainment in most areas of learning is broadly similar to that at the time of the last inspection. In other aspects of the curriculum, the care that is taken of the children and their spiritual, moral, social and cultural development have improved from good to very good.

STANDARDS

Overall, the children achieve very well. By the time they leave the nursery, the majority are on course to attain well above the expected Early Learning Goals (nationally expected standards at the end of the reception year) in their personal, social and emotional development, communication, language and literacy skills, mathematical development, knowledge and understanding of the world and their creative development. In their physical development, children achieve well and are on course to attain above the expected Early Learning Goal. The provision is not as systematically planned as in other areas of learning. Consequently, children's progress in physical skills is good rather than very good. The staff place emphasis on developing children's personal, social and emotional skills on entry to the nursery. As a result, the children quickly become happy, confident and independent learners. Their literacy skills and mathematical skills are developing very well because of the frequent opportunities planned throughout each session for them to practise their skills and extend their learning. Most children are developing very good concepts of the world about them and express their feelings and emotions very well through a varied range of practical activities such as painting, making models and taking part in role-play activities. Children with special educational needs make very good progress. The school has a very good liaison with parents and outside agencies and because of this very good support, children make very good progress towards their targets. Targets are often linked to improving their physical and social skills or developing their language skills.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The children are very enthusiastic and keen to learn. They respond very positively to the challenges set for them.
Behaviour, in and out of classrooms	Good. Children behave well and respond well to the instructions of adults. Children show a clear understanding of the high expectations set by the staff.
Personal development and relationships	Very good. There are very good relationships between the children and other adults in the nursery. The children quickly

Aspect	Comment
	learn to become independent in making choices in their activities and take turns in sharing resources.
Attendance	Good. Punctuality is encouraged and absences are promptly followed up.

The children's positive attitudes have a clear impact on their learning. Their good behaviour contributes to their very good progress. The staff work very hard to ensure that children are happy, feel secure and enjoy learning.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery
Quality of teaching	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is very good, especially in children's personal, social and emotional development, their communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. Children make rapid progress in these areas. Because there are very good systems in place for planning and assessing children's progress, the staff are able to match the work accurately to meet the needs of the children. In their physical development, the children make good progress but the activities are not as systematically planned as the other areas of learning. Children's ability to manipulate small objects is developed well through the taught indoor activities. Skills such as climbing and balancing are not as thoroughly planned and developed through children's choice of activities outdoors. The teachers and the support staff know the individual needs of the children very well. Right from the start, the staff build supportive and positive relationships with each child. The planned activities are interesting and provide challenges to extend children's learning. The teaching and support given to children with special educational needs is very good and the children make very good progress towards their targets. All groups of children are fully included in all activities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Provision is very good, except in the provision for physical development which is good. The curriculum is very well organised to provide a rich and interesting range of activities. There are many visitors to the school and visits to places of interest that enhance the children's learning.
Provision for pupils with special educational needs	The very good provision enables the children to make very good progress towards their targets.
Provision for children with English as an additional language	The school does not need to make special provision for children who speak English as an additional language because these children are bilingual. The individual needs of the children are met and the backgrounds of all children are celebrated.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school places a strong emphasis on children's personal development. Through a wide range of activities, children begin to show respect for the feelings of others and understand the difference between right and wrong. They develop a good appreciation for the beauty and diversity of the wider world.
How well the school cares for its pupils	The school takes very good care of the children. It has very good systems for planning, assessing, recording and reporting to parents on children's progress.

The school maintains very good links with parents, who are appreciative of the care that is given to their children. The parents are very supportive of the school and help with fundraising. A small minority regularly assist the staff in school by helping small groups of children learn.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is a very effective leader. The staff work very well with her to improve the quality of provision for the benefit of the children.
How well the governors fulfil their responsibilities	Good. The management committee is supportive of the school and help to move the school forward. However, there is at times a lack of clarity in the interpretation of the role of the management committee.
The school's evaluation of its performance	Very good. The school has developed very effective strategies to evaluate its own performance. The strengths and weaknesses have been accurately identified and steps taken to improve provision.
The strategic use of resources	Although there is no devolved budget, the resources are used efficiently to help the children learn in most areas of learning. However, more efficient use needs to be made of the outdoor environment to enhance children's physical development.

The day-to day management of the school is efficient and the staff together effectively to provide an attractive and very effective climate for learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the school is well led and managed. • That their children are taught well and make good progress to attain high standards. • That their children enjoy nursery and behave well. • that the school works closely with them and they are comfortable in approaching the school with questions or queries. 	<ul style="list-style-type: none"> • There are no major areas of concern.

The inspectors agree with the positive views of the parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The children achieve high standards.

1. In their personal, social and emotional development children achieve above the expected standards. The children enjoy their activities and behave well. Expectations of good behaviour are discussed with parents on entry. Children are involved at the beginning of the year in setting the expectations for behaviour. All children work in small colour-coded groups for part of the day. This provides a good forum for children to share their experiences and discuss issues that concern them. For example, children discuss what behaving well means in practice. With the skilled intervention of the staff, positive attributes such as kindness and helpfulness became the basis for promoting shared expectations for positive behaviour. Daily contact with one member of staff within their small colour group helps children to settle in quickly and feel safe and secure. This time is used effectively to teach and reinforce a number of skills. For example, good manners of 'please' and 'thank you' are insisted upon as children have their mid-morning healthy snacks such as fruit. One child spontaneously said, 'Thank you' to the teacher for making pancakes on Shrove Tuesday. Daily discussions promote children's speaking skills well and help those who are less confident to develop their social skills as they are encouraged to make their contributions to the group.
2. There are very good relationships between the children and other adults in the nursery. Because the staff promote children's confidence and self-esteem, the children quickly learn to become independent in their learning. The provision of a wide range of interesting activities motivates the children to learn. They are eager to start learning at the beginning of each session and often concentrate for long periods of time, taking pride in their achievements. In one activity, when children were making models, after helping one another put on aprons, they selected their own materials from a range of recycled boxes and tubes. They became engrossed in joining materials with tape and glue. They solved their design problems through choosing and rejecting materials to make models such as snakes or frogs. The very good questioning by staff helped the children to think about the suitability of resources such as feathers and string to embellish and improve their work. The quality of their work was well above what is normally expected of children of this age. When they were satisfied they had finished, the children washed their hands and helped to tidy up their resources at the end of the session.
3. Children's attainment in communication language and literacy is well above average. A high emphasis is placed on developing children's communication, language and literacy skills throughout all activities. Very good opportunities are created for children to develop their reading and writing skills in the quiet area and through regular opportunities to write their names. For example, children read their name cards to register at the start of the session and at snack times. They are encouraged to write their names on finished work. Most produce recognisable letter shapes and most are able write their names with few errors. Children are learning how to distinguish rhyming words and the initial sounds of words very well. The majority recognise that rhyming words have the same sound. In a poem about the 'Queen of Hearts', the most able were recognising that 'plate and wait' or 'awake and cake' had the same sound. In a follow-up activity, others, with some help from the staff, identified objects with similar sounds such as 'hat and cat' while the most able identified three objects such as 'sock, clock and block'. The children enjoy listening to stories and looking at books. A particular favourite in the library that the children choose to look at is 'Where

is Spot?' Children turned the pages carefully, following the story from pictures, and opening the flaps that conceal where Spot the dog is hiding. A good number of children are beginning to recognise the first sounds and letter names of words and some simple everyday words.

4. Attainment in mathematics is well above average. Most are recognising basic shapes such as squares and circles. The majority can count to ten and the most able beyond. Most are becoming confident in recognising numbers to eight; the least able recognise numbers to five. The majority solve simple problems of addition and subtraction and know the language of one more than and one less than. For example, when adding two plates of pretend cakes for the cake shop, most know that if the 'Knave of Hearts' stole a cake from a plate of seven cakes then six would be left. The higher attaining children know there are 11 cakes altogether when asked to add two plates of six and seven cakes.

The quality of teaching is very good and children learn very well.

5. The staff plan very well together and provide a rich diet of relevant activities across all the areas of learning. There is continuous daily provision for activities such as sand and water play, painting, role-play, physical activities and reading, writing and mathematical experiences. Additionally, teachers use themes or topics that enrich the curriculum and where they plan to teach specific skills and concepts. For example, celebratory activities were planned around the Chinese New Year, Shrove Tuesday and Valentines Day, all of which fell during the week of the inspection. There is a good policy for equal opportunities that is reflected in practice. All the children are included in all activities. However, planning for and children's participation in outdoor activities are not as good as in other areas of learning. The cultural backgrounds of all children and of major festivals are celebrated and reflected in role-play, cooking and designing and making activities. For example, in their celebration of the Chinese New Year, the children made a Chinese dragon and made up their own dragon dance to Chinese music. They cooked a Chinese stir fry and ate their meal with chopsticks, accompanied by Chinese tea and tangerines and lychees. Most learned well to say, 'Happy New Year' in Chinese. For the last few years, apart from the present one, there have been a small number of children of Chinese origins attending the nursery.
6. Teachers have very good procedures for assessments and use them effectively to set targets for individual and groups of children. The children are assessed on their attainments in all areas of learning soon after they enter the nursery. Teachers use these assessments accurately not only to plan work that is matched to their needs but also to challenge them in their thinking and learning. When a child has made a significant step forward this is immediately noted. For example, one child was very concerned about a child that had fallen asleep during story-time and helped the staff to settle him down to rest until it was time to go home. This concern and care shown were recognised as a new step in the child's personal, social and emotional development and recorded. Weekly staff meetings to evaluate the success of the planned work, as well as informal discussions concerning the children's achievements, help the staff to identify aspects of learning they need to target. The support staff take a full part in helping the children to make very good progress. They are all skilled at what they do and understand and respond to the needs of all the children very well. The records on children's progress are detailed and communicated very clearly to parents through the children's individual Records of Achievement and reports at the beginning and end of the year. Parents also make it clear that they are welcomed into the nursery at any time to discuss their children's progress. The very good use that is made of the assessments of children's learning

to inform the planning of the activities is one of the major reasons for the children making very good progress.

7. The children with special educational needs make very good progress. This is because staff provide detailed and small achievable targets that are reviewed continually. Although the school is very good at identifying special needs early, most children on the register enter the nursery with already identified special educational needs. Some are early referrals from the Local Education Authority (LEA) assessment centre. There are very good links with outside agencies such as the staff from the assessment centre (STAR), speech therapists, health visitors and physiotherapists, who provide invaluable help and support. There is skilled one-to-one support for the child with a statement of need for physical difficulties. For example, during one activity, encouragement was given to strengthen hand and arm muscles by having the child squeeze dough and roll it out to make jam tarts. The children's social skills were developed well as others joined in the activity and began to role play the nursery rhyme of 'The Queen of Hearts'. A child with physical difficulties, with the help of the staff and specialist equipment, is able to move between activities with ease. However, the accommodation would be severely limiting for a wheelchair.

The school is led very effectively. There is a high level of cooperation and a shared commitment for improvement among the staff.

8. The headteacher leads the school with very good support from the staff. She has very good relationships with the staff and they work together to fulfil the aims of the school. Although the headteacher has a full-time teaching commitment, this is balanced well with her management role. Because she maintains high standards in teaching, she provides a very good role model for the rest of the staff. The high quality teamwork is a strength of the school. Each member of staff has curricular responsibilities. The headteacher has a very good understanding of the needs of children in the Foundation Stage. This means she is able to give good curricular direction and ensure that the activities are planned to challenge the children. The staff are constantly seeking ways to improve the quality of provision. Their attendance at courses and visits to other schools help them to improve their work. For example, the staff have recently and successfully improved children's attainment in mathematical development where they felt it was not as high as it could have been. To improve their provision, staff visit other nursery schools with good practice and attend courses run by the nearby Early Excellence Centre (EEC). The recent achievement of a 'kite mark' for self evaluation has moved the school forward in the analysis of data and systems for self improvement. All staff, including the teachers, are regularly appraised for their work under the regulations for performance management. The headteacher's performance has yet to be reviewed by the LEA. Although there is no delegated budget, the school is supported by an effective management committee. They are rightly proud of the nursery, and seek to move forward with the headteacher. However, their powers are limited, as the school is controlled by the LEA. In this respect they are sometimes unsure how best to support the school. Time is lost when proposals are first referred to the LEA before decisions are made.

The school has a very good partnership with parents and carers. They make a very good contribution to their children's learning.

9. Good liaison with parents and carers and planned entry to the nursery provide a settled start to each session and inform parents and carers of the activities provided whilst maintaining close contact with them. On entry to the morning and afternoon sessions, parents bring their children into the nursery. Children are greeted individually by the staff and are encouraged to give them news of their home activities. For example, one child brought back to the nursery teddy bear who was wearing swimming goggles. The child described the bear's adventures, which included a trip to the swimming baths. The children eagerly scan the activities on offer and make their favourite choice from a rich and varied range of activities, which are changed daily. Parents become involved in the activities and play alongside their children until they are confident they are settled and involved in learning. This daily contact also offers opportunities for parents to discuss issues of concern or celebrations. One father announced the birth of a son the previous day. The staff helped his daughter to come to terms with the birth of a brother and she made a congratulation card for her mother during the afternoon.
10. The parents and carers are very supportive of the nursery. There are good induction procedures before entry. Parents and carers feel very well informed about their children's progress. Regular events, such as snack details and the weekly activities, are displayed on the parents' notice board. They receive the termly and half-termly planning of activities. This helps them to be better prepared to help their children at home. Additionally, a home-school diary taken home each week provides an outline of the weekly activities with the learning objectives. There are suggested activities for parents or carers to follow up with their children at home. These are so well received that back copies are provided in the entrance hall if their children have been absent. There are written reports at the beginning and end of the year. These, with the meetings, provide parents with an accurate view of their children's progress and inform parents of the next steps in their learning. The staff keep a full record of children's achievements during the year, which parents look forward to keeping when their children leave the nursery. These include their initial entry profile, assessments and examples of their work during the year.
11. A small number of parents and carers willingly give their time to help with maintaining the school library, the 'Hooked on Books' project, assisting with small group activities or helping out on school visits. Others, with particular skills in woodwork or knitting, use their expertise as they work with small groups of children to develop their knowledge and understanding of crafts and materials. The school is responsive to their needs. Some parents, for example, work towards a certificate for voluntary service, which they are able to use to support applications for future employment. Parents' views are regularly sought through questionnaires and a post box for suggestions. Their views are carefully considered and acted upon. For example, arrangements for collecting children have improved. Parents have recently organised and run a first aid course for others. The recent introduction of a lunch club has enabled several parents to go back to part-time employment and given the opportunity for their children to mix with children from another session and participate in some fun activities arranged by the staff.

WHAT COULD BE IMPROVED

The cramped indoor accommodation.

12. The indoor accommodation is cramped when all the children are in the nursery. The staff use the space well to prepare their activities and create an attractive learning area. There is limited space indoors. The children are taught well to move around without disturbing others, they take care when handling small tools and equipment such as glue spreaders and paintbrushes. However, children's learning is constrained by the lack of space. For example, there is often not enough space to carry out large scale art work or role-play. There is very little room for children to move around between activities or to develop skills of movement in dance, climbing or balancing. There is no hall or large open space indoors for such activities if the weather is poor. Physical activities are usually planned for outdoors.

The provision for children's physical development.

13. The organisation of the timetable results in at least half the pupils in any session choosing to participate in outdoor activities. Because the physical activities outdoors such as climbing, balancing, running, jumping are not directed, some children, if they choose to stay indoors, have insufficient physical activity during each session. During this time the space for learning indoors is generous for the number of children who do not go outside. The staff plan a wide and interesting range of resources for children to choose from. For example, there are some children who enjoy riding the wheeled vehicles, others make sand castles, play a domino game or participate in the obstacle course. As part of the week's celebrations, children enjoyed pancake races and making up ribbon and dragon dances. However, it was noticeable that not all the children chose to participate in all activities. As a result, their progress in physical skills was not as good as it was in other areas of learning. Because the outdoor activities are optional, the teaching is not as focused in developing key concepts, skills and vocabulary as it is in other areas of learning. For example, the children were encouraged to take part in the obstacle course, but opportunities to develop the skills of all the children were missed. Some chose not to participate, and the staff missed the chance to develop children's understanding of language and concepts such as 'under' and 'over' as they moved through the activity. Consequently, this lack of precision and direction in the teaching and the frequency of children's choice of physical activities limit their progress. This results in their achievement being good overall rather than very good, as in the other areas of learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

14. The headteacher and the LEA with the management committee should:
- (1) seek alternative funding to alter and extend the indoor accommodation.
 - (2) Improve the provision for children's physical development by
 - (i) reorganising the timetable so that a programme of outdoor physical activities is organised throughout the session to avoid overcrowding indoors and outdoors
 - (ii) ensuring that all children have regular access to physical activities such as balancing, climbing and dancing. (Paragraphs 1, 6, 13, 14)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and children	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	5	0	0	0	0
Percentage	0	71	29	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one 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)	47

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	5

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	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	N/A
National comparative data	N/A

Unauthorised absence

	%
School data	N/A
National comparative data	N/A

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	1

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	25
Total number of education support staff	5
Total aggregate hours worked per week	109.5
Number of pupils per FTE adult	7

Financial information

Financial year

2001/2

	£
Total income	162 322
Total expenditure	162 322
Expenditure per pupil	3 246
Balance brought forward from previous year	N/A
Balance carried forward to next year	N/A

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate:

71 per cent

Number of questionnaires sent out

94

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.	75	25	0	0	0
My child is making good progress in school.	57	37	0	0	6
Behaviour in the school is good.	57	39	0	0	4
My child gets the right amount of work to do at home.	60	34	1	1	3
The teaching is good.	67	25	0	0	7
I am kept well informed about how my child is getting on.	67	24	6	0	3
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	48	36	7	0	9
The school works closely with parents.	57	39	4	0	0
The school is well led and managed.	73	22	0	0	4
The school is helping my child become mature and responsible.	52	42	1	0	4
The school provides an interesting range of activities outside lessons.	67	16	9	0	7

At the meeting for parents there was very good support for the school. The parents are pleased with the caring attitudes and commitment of the staff.