



Office for Standards
in Education

Lakeside School

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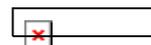
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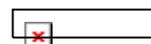
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Basic information about the school

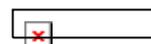


Name of school:	Lakeside School
Address of school:	Naylor's Road Liverpool L27 2YA
Type of school:	Day school for pupils with complex learning difficulties
Status:	Independent
Age range of pupils:	5-12
Gender of pupils:	Mixed
Annual fees:	£35,618
Telephone number:	0151 487 7211
Fax number:	0151 487 7214
Headteacher:	Miss Valerie Shaw
Proprietor:	Mr James Bowers
DfES Number:	340/6004
Reporting inspector:	Mr R G Dyke HMI
Dates of inspection:	5-7 November 2002

Part A: Summary of the report

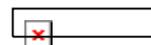


Scope and purpose of the report



1. This inspection was carried out at the request of the Secretary of State for Education and Skills, who has asked for reporting inspections to be undertaken of non-approved independent schools that educate and care for pupils with special educational needs. The purpose of the inspection was to advise the Secretary of State about the quality of the school's provision under the Education Act 1996. The report concentrates on those aspects of the school relevant to that purpose.

Information about the school

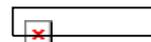


2. Lakeside School is a day school which provides for boys and girls aged between 5 and 13 years with complex learning difficulties including a range of social and communication disorders. It is part of the Witherslack group of schools. The school opened in January 2001 and received final registration from the Department for Education and Skills in the same year. At the time of the

of England and have statements of special educational need. Some of the pupils live at home while others are resident within one of the Witherslack group's residential schools which is nearby. The school is in a converted country house set in extensive grounds in the suburbs of Liverpool.

3. The school aims to provide: a multi-sensory teaching programme; pupil-centred learning based on individual care and education plans; a structured environment to support pupils' emotional and social development; a high level of individualised support; an in-house clinical team providing comprehensive psychological and psychiatric assessment. Much of the school's work is founded upon its over-arching goal of developing pupils' emotional resilience so as to help them cope with present and future adversity in a positive manner.

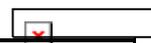
How good the school is



4. Lakeside has quickly established itself as a good school and is well placed to improve further. The school's experienced team of teachers, pastoral care staff, teacher assistants and therapists work hard to meet the wide range of emotional, learning and developmental needs of the pupils. Through effective teaching and pastoral work, in line with the school's principles of developing pupils' emotional resilience, the staff build pupils' self-esteem and help them to bring their difficult behaviour under control. Pupils settle readily in school and are soon able to take an increasing interest and pleasure in learning. As a result they make good progress from an early stage in their placement at Lakeside.

5. The school is well managed and there is a clear vision for its future that is shared by all staff and by senior managers within school and within the parent organisation. While teaching areas are restricted in size, the building and grounds provide a particularly high quality environment which is well respected by pupils.

What the school does well



- the quality of teaching, including the contribution of teacher assistants, is consistently high.

- literacy and numeracy skills are promoted strongly across the curriculum.

- pastoral support is intensive and of very high quality.

- difficult behaviour is effectively managed; volatile outbursts are often skilfully defused before they can seriously disrupt learning.

- reward systems are applied uniformly and fairly so that they have a strong

influence on pupils' responses and their development.

- expectations of pupils are high and the school has a notably positive and calm ethos.
- staff work together very effectively as a team and support each other.
- links with parents are constructive and contribute to developing pupils' confidence and self-esteem.
- school development plans are outstandingly clearly documented.

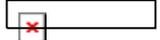
What could be improved

- the systems for assessment and recording of pupils' progress.
- the specificity of target-setting for individual pupils.
- the roles of subject co-ordinators.
- the quality of schemes of work.
- observation of teaching and learning as part of self-evaluation.
- the provision for the youngest and oldest pupils.
- opportunities for integration of pupils into mainstream schools and early years

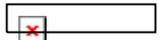
provision.

The areas for improvement will form the basis of the school's action plan. Some of these areas for development feature in the school's existing development plan.

Part B: Commentary



How high are standards?



The school's results and achievements

6. Most pupils admitted into Lakeside have experienced failure and exclusion in previous schooling and have strong feelings of disaffection with education in addition to their complex social, behavioural and communication difficulties. All are admitted with very low self-esteem. In order for pupils to reveal their capabilities and to make progress, the school must enable them to co-operate with adults and to tolerate the classroom environment. This cannot always be achieved within a short time-scale, but the skill of the staff ensures that pupils generally settle in quickly.

7. There is a wide ability range amongst pupils, and their disabilities impinge to varying degrees on their capability to learn. The most able pupils are able to undertake written work at or close to national expectations in a limited range of activities, and even to perform at an above-average level in oral work and reading. The least able pupils have moderate to severe learning difficulties in addition to their problems with communication and socialisation.

8. The school has not been open for long enough to provide a long-term account of pupils' progress over time, and the current assessment and recording system does not provide a comprehensive overview of rates of progress. Nevertheless, the pupils' records and samples of written work since admission make it clear that their progress is never less than satisfactory and is often good. Some individuals have made remarkable gains in reading and numeracy scores soon after admission. Pupils who have been in school for some time have amassed an impressive volume of well-presented and meaningful work in exercise books and folders. Observations in lessons found pupils working very intensively with close support and energetic encouragement from both teachers and teacher assistants. As a result, pupils made good or very good progress in most lessons and never made less than satisfactory progress.

9. Oral and listening skills are taught methodically in all subjects and in situations such as assembly. Accordingly, pupils make very good progress in speaking and listening. They learn to take part in class discussions although many obviously find it difficult to contain their eagerness to answer. Even those with speech difficulties join in discussions readily. The more able pupils are able to make extended contributions to class discussions and to speak about their feelings; at times they will vie with one other to produce the most accurate definition of a word or idea. There is a strong focus on extending pupils' literacy skills across all subjects. Pupils' reading skills are effectively developed, and they gain the confidence to read aloud to the group. The strong emphasis on the development and use of writing skills across the curriculum means that they make equally good progress in writing. The exercise books of pupils who have been in school a year or more plainly show good, and at times excellent, improvement in the presentation and length of pieces of written

work.

10. Pupils also make good progress in numeracy and other aspects of mathematics, although for some this is from a very low baseline. Oral and written number practice in mathematics lessons is reinforced at every opportunity in other subjects. Pupils make good progress in science, remembering earlier work and showing an interest in explaining and recording the results of simple experiments. The work of the most able pupils included graphing their results via a spreadsheet. This revealed a good level of competence in basic use of the spreadsheet, extended further by their ability to follow a quite complex instruction sheet provided by the teacher to enable them to format the graph specifically for the task.

11. Pupils achieve particularly well in religious education and acquire a broad insight into the beliefs of other cultures. They make good progress in music through well planned and enjoyable lessons based on the national curriculum programmes of study and also through instrumental lessons. Two of the school assemblies were greatly enhanced by pupils playing duets on recorders with the music specialist, and one of them by a less able pupil singing very willingly to a guitar accompaniment. Pupils particularly enjoy making things in design and technology, but are also ready to take care in writing about their work. The available evidence suggests that pupils make at least satisfactory progress in other subjects. The school places an emphasis on swimming within the physical education curriculum, and pupils gain nationally recognised accreditation for their successes. Their progress in physical education is enhanced by access to gymnasium facilities at another of the Witherslack group's schools in the area. The occupational therapist's records show some very good gains in fine motor and visuo-motor skills through well-targeted remedial work.

Pupils' attitudes, values and personal development

12. All the pupils are eager to come to school and despite their past negative experiences of education they quickly settle to classroom work. Their attitudes and efforts to control their behaviour ranged from excellent to good in the lessons observed. Much attention is paid by staff to the quite deliberate and notably consistent training of pupils in crucial social skills such as the tolerance of difficult behaviour in others. This encourages real effort on the part of pupils and brings good results. This is in line with the school's philosophy of building emotional resilience, as is the consistent work of staff to re-establish pupils' self-esteem.

13. Pupils' difficulties mean that behaviour is volatile. The least settled of the pupils is only able to tolerate short periods in class, while another is working towards a full time presence in class. They work one-to-one with a teacher assistant at other times. Other pupils reach the limits of their concentration and self-control from time to time, and need a short period out of class. Inevitably, there are occasions when a physical intervention is required to protect a child. Such interventions are logged, charted on computer spreadsheets and analysed with respect to patterns of occurrence and pupils' progress. Since the school opened, one pupil has been excluded for a short period following a violent incident, but returned to school successfully.

14. The school has a reward system that is applied openly, fairly and consistently throughout the day. It is linked to personal behavioural targets which are displayed in classrooms and well known and accepted by the pupils. As a result it is a major factor in helping pupils to gain an insight into their own behaviour and to take an increasing role in controlling it. During the inspection a pupil gained full points for his behaviour through the day and the occasion (a 'Blue Moon' ceremony) illustrated the sense of fun in the school as all available staff including the head and administrative team crowded into his classroom at the end of lessons and burst into song to celebrate with him.

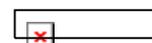
15. Pupils' behaviour and attitudes are particularly impressive when the whole school gathers together. They listen attentively in assembly to the story and to individual performances, and join in with singing to the guitar. Lunchtimes are pleasant occasions with quiet, good-humoured conversation. Breaks on the playground are times for lively and often co-operative play, and pupils understand why play with footballs must be undertaken with care. The school's stock of good playground toys helps to make breaks enjoyable and constructive.

16. Pupils' personal development is promoted well through many aspects of the curriculum including personal, social and health education. Through this subject, pupils are taught about issues such as health and safety, diet, relationships, independence and citizenship. The issue of bullying was dealt with particularly well in a lesson during the inspection.

Attendance

17. Attendance is good overall, with no unauthorised absence. Two pupils have experienced personal or family difficulties which have led to reduced attendance, but other pupils have very good attendance records. While there has been no need to establish any specific initiative to support attendance, good links with families and carers play their part in keeping absence to a minimum. Attendance registers are completed twice daily as required, and late arrivals (mainly due to traffic conditions affecting taxi transport) are recorded.

How well are pupils or students taught?



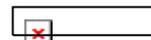
18. The quality of teaching, including the work of teacher assistants, is consistently high. The teaching in a third of lessons was very good, and it was good or better in the great majority. It was never less than satisfactory.

19. Teachers plan lessons well, setting straightforward and achievable learning objectives related to the subject, which they ensure that the lesson meets in practice. A wide variety of teaching and learning approaches is used, often within a single lesson, so that pupils are not bored. The rapid pace of many lessons also helps to keep pupils focused. A consistent theme of all work with pupils, including assemblies, is the development of classroom skills such as raising a hand to indicate that they wish to contribute to discussion, rather than calling out. Much effort also goes into training pupils in paying attention. The manner of doing this varies according to need, from reminding a more able pupil that this is a personal target, to giving a deliberate physical prompt to a less able pupil.

20. Some teaching strategies are particularly successful. In a literacy lesson, the teacher used a page from a children's comic as the basis for work on punctuation so as to catch the pupils' interest, and then maintained the attention of a pupil who was finding concentration difficult with the skilled use of praise for his efforts. Music is led by a teacher assistant with particular expertise in the subject, and one music lesson began with whispered instructions to play percussion instruments very quietly. The result was an extended period of intense concentration which enhanced pupils' listening skills. A sense of fun in a numeracy lesson led to pupils being willing to spend a long time on the intensive and challenging practice of number facts, as they provided answers to number sequence questions faster than the teacher could write them on the whiteboard. However, it was typical of the challenges faced by the teachers that one of the pupils was subsequently unable to work from a textbook on the same task as he found the lively illustrations on the page over-complex and lost his confidence.

21. Support staff make a strong contribution to learning and to the management of behaviour. A long afternoon lesson with a more able group was a period of intensive work as the class teacher led pupils in the task of writing up their design and technology work, the teacher assistant took individuals aside to complete their electric car models and a support teacher oversaw pupils entering data from an earlier science lesson onto a spreadsheet.

How good are the curricular and other opportunities offered to pupils or students?



22. The curriculum is broad; all the subjects of the primary National Curriculum are taught together with religious education. Subjects are timetabled methodically and short lesson periods are used flexibly as double or single periods to achieve a good balance of subject coverage. Policy statements supporting curriculum planning relate specifically to the context of Lakeside School. Staff take account of national guidance, including the national literacy and numeracy strategies, in their medium- and short-term planning. Although teachers develop schemes of work for individuals and groups in their classes, the school has not yet established a format for schemes of work for subjects to provide year-on-year guidance for planning and to ensure continuity and progression within and across the key stages.

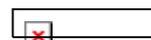
23. The school has retained a small number of pupils into Year 7 as they have been making particularly good progress since their admission in Year 6. The desirable specialist subject provision of the Key Stage 3 curriculum has not been set in place to meet their needs. However, on balance, the advantage lies in retaining these pupils at present as they are at a crucial stage in coming to terms with schooling. If the school is to continue to retain such pupils on occasion without establishing full-scale provision for them, it should explore alternative opportunities for them to have a suitable degree of access to Key Stage 3 provision.

24. Provision for pupils' spiritual, moral, social and cultural development is good. Assemblies contribute well to pupils' spiritual development, giving them the opportunity to participate in a daily act of worship which includes a period of quiet reflection. Pupils learn about other religions and cultures in religious education, while classroom displays include a multi-cultural element. History and design and technology lessons also contribute well to pupils' cultural awareness. For example, displays in design and technology reflect the work of William Morris.

25. The personal, social and health education curriculum contributes well to pupils' moral and personal development as pupils are taught about relationships and citizenship. More specific issues such as bullying and teasing are dealt with sensitively. For example in one class the teacher used a puppet show to illustrate the effect of bullying on victims. The school's positive approach to behaviour management supports pupils' moral development. Staff provide opportunities for pupils to develop a sense of right and wrong. Pupils are encouraged to consider others' feelings and points of view and there is a strong moral theme to all of school life. During the inspection one pupil who had been the victim of aggression at lunchtime expressed some sympathy for the aggressor because he felt that this individual was often the victim of teasing.

26. Social development is promoted through the direct teaching of social skills supported by frequent reference to pupils' individual social development targets posted on the classroom displays. Pupils are encouraged to be independent and take responsibility for themselves. They are expected to help with routine tasks both in class and during lunch. Recently, all participated in fund raising activities for the charity Sports Aid. Pupils undertake a suitable range of educational visits. There are no opportunities for the integration of the more successful pupils into groups of children without disabilities. This reflects the early stage of the school's development in that the priority is still, quite appropriately, to settle pupils into this environment.

How well does the school care for its pupils?



27. The quality of care is a strength of the school and procedures to ensure pupils' welfare, health and safety are very good. The school has responded meticulously to a small number of suggestions for minor improvements to health and safety precautions made at the time of registration, and no issues emerged during the inspection. Staff are aware of the individual needs of pupils and work

have been vetted for their suitability to work with children.

28. A speech and language therapist, an occupational therapist and an educational psychologist provide individual support and additional assessments. Following therapy assessments, pupils may be withdrawn for intensive support by the therapist or have individual programmes which are carried out with teaching assistants throughout the week.

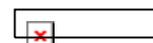
29. Considerable thought is given to pupils' diet, and the quality of school lunches has been improved by replacing an earlier frozen food system by a hot meal service provided from a nearby primary school. The school provides a breakfast club where pupils can eat a hot snack before the start of the school day. Pupils are provided with bottles of drinking water, and are encouraged to drink during the day.

30. There is good practice in the assessment of pupils' cognitive skills on entry supported by standardised testing to establish baseline data in literacy and numeracy. However, procedures for assessing and recording pupils' progress are under-developed. There are no uniform systems of assessment to enable staff to demonstrate rates of progress over time in different subjects. Records of achievement include attractive digital photographs of activities but require more detailed and informative annotation to clarify what elements of attainment or progress are being illustrated and when they were observed. Targets for behaviour and academic work in individual education plans and annual reviews are often too long-term and general to permit effective evaluation at the end of the review period.

31. The school does not at present undertake the National Curriculum tests and tasks with pupils at the end of key stages, but this is planned for next year for those pupils able to cope with the process.

32. At the time of the inspection the school roll included a very young boy with particularly complex educational and communication difficulties. The pupil was admitted in response to an urgent request from a local education authority and the school agreed to admit him for a period of assessment. Whilst considerable effort was being made to meet his exceptional needs, this was not achievable within the school's provision at the time. The school should review the placement with the referring authority with the view to either providing the necessary highly specialised full-time teaching and some access to a peer group, or finding a more appropriate placement.

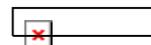
How well does the school work in partnership with parents?



33. The school has established very good links with parents and with other professionals involved in the care and welfare of its pupils. Staff work hard to provide support for families and they deal sensitively with a range of difficult issues. Views expressed by parents in response to questionnaires sent out before the inspection indicate universal support for the work of the school. Parents noted the improvements in their children's confidence, behaviour and self-esteem, and paid tribute to the professionalism and dedication of staff.

34. The school maintains regular personal and telephone contact with families. This is well co-ordinated by the deputy head. Home/school diaries support day-to-day communication with parents and carers. Parents are made aware of their children's behavioural and academic targets and they are encouraged to support the school's approach to behaviour management. The school operates an open-door policy and intends to offer parents the opportunity to participate in a planned 'quiet room' initiative, where they will have access to professional counselling and a range of therapies. Annual review reports inform parents well, providing them with examples of what pupils know, understand and can do and describing the progress they have made since the last review.

How well is the school led and managed?



35. With the support of experienced senior managers within the Witherslack organisation, the headteacher has quickly established Lakeside as a good and improving school with a positive ethos. The headteacher provides very effective leadership and has a clear vision for the school's future development, shared by senior staff in the group and all staff in the school. A principal has recently been appointed to guide the development of Lakeside and a neighbouring larger school in the group. His role has not yet been defined formally; early plans indicate that his role will effectively complement that of the existing headteacher, but an agreed definition of the principal's role is needed. The post of deputy head is assigned to a member of staff who is not qualified as a teacher but who has a depth of experience in pastoral work. She takes charge of the pastoral support of pupils and families, serves as child protection officer and co-ordinates the work of the therapists. Again, this role effectively complements that of the headteacher.

36. Communication between staff is excellent: informal links and day-to-day joint working are supported by formal staff meetings. The headteacher produces detailed and informative reports on school activities for the directors of the Witherslack organisation. The school might consider whether, with a little adaptation, these could usefully be distributed to parents and carers. Administration is efficient, making particularly good use of information and communication technology to produce high quality documentation for all purposes.

37. Development plans are outstandingly clearly documented, and include costings and time-scales for initiatives. The success criteria for as many initiatives as possible are related to pupils' enhanced progress. While the tasks involved in setting the school up have taken precedence over the development of the process of self-evaluation, the criteria for success within the development plan form a good basis for this in future. The plan includes the establishment of a process of observation of teaching, but this is not yet in place.

38. With only three teachers, all in full time contact with their classes, the establishment of the roles of subject co-ordinators has been problematic. The co-ordinators are not yet confident about their roles. Subject responsibilities have been assigned, but have only recently been taken up and the roles will be slow to develop until time can be found for the further training and for the work involved.

39. There are sufficient teaching and support staff for the numbers of pupils. Teachers are well experienced in work with pupils with special needs. Support staff are skilled and effectively deployed. The school employs a part-time occupational therapist and a part-time speech therapist. Both make a strong contribution in their work with pupils and are beginning to develop their roles into the training of teacher assistants to support and extend this work. Two of the three class teachers have been accepted on a nationally recognised distance learning course on autism; this will meet the needs of the school well. The school will need to consider how training in subject work and in aspects of management such as the co-ordinator role can be managed alongside this commitment. Visits to other schools have proved valuable as part of the school's in-service training policy.

40. Resources for subject teaching are limited, but are developing well; staff are selecting high quality and attractive materials to meet the requirements of their subject planning as it extends term by term. There is already a good provision of computer equipment, and some particularly attractive resources for outdoor play and physical education. Art materials are bright and attractive. Commercial materials are supplemented effectively by teacher-made resources, by materials downloaded from the internet and by domestic items.

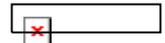
41. The accommodation, in a former large house, has been refurbished to a very high standard. There is a good number of rooms in the building, but teaching bases are small and at times make additional demands on pupils' tolerance of each other. As additional resources are acquired, the

school will need to build further on current practice in the central storage of teaching and learning resources, as storage space is very limited in the teaching bases. Fittings and furnishings are of the highest quality and the building is well respected by the pupils. Extensive carpeting and soft furnishings help the school achieve its aim of providing a calming ethos. The way in which the school values its pupils is reflected in the provision of very fresh and pleasant toilet areas. Cleaning and maintenance are to very high standards.

42. There is no staff-room or assembly hall at present, but both of these feature in imminent plans for new building and for further refurbishment of existing space. A small library has recently been established; this is currently serving mainly as a one-to-one teaching area and as a storage area for textbooks. The dining room in the attic area of the school provides a cosy domestic environment to which the children respond well.

43. The extensive grounds, including a small lake, provide an attractive setting for the school. They are being used increasingly as an educational resource.

What should the school do to improve further?

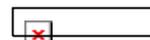


44. To improve its provision further, the school should:

- develop uniform systems for assessing and recording pupils' achievements which will enable the school to demonstrate the rates of progress of all pupils across the curriculum and in behaviour and socialisation;
- ensure that targets set for pupils are specific, measurable and achievable within an agreed timescale and that annotation of entries in their records of achievement clarify the aspect of achievement or progress which is illustrated;
- define more closely the roles of subject co-ordinators, provide the necessary training to enable them to manage and monitor their subjects, and provide time for their performance of the role;
- revise and standardise the format of schemes of work so that they provide guidance for continuity and progression in the subjects for key stages rather than for individual pupils;
- proceed with the school's plan to introduce the observation of teaching and learning as part of its self-evaluation programme;
- ensure that the provision for the early years and any retained Key Stage 3 pupils is fully appropriate to their needs;

- build on the existing links with mainstream provision to provide pupils with opportunities to learn alongside those without disabilities.

School data and indicators



Summary of the sources of evidence for the inspection

Number of lessons observed	17
Total number of hours	10
Number of discussions with staff, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	9	2	0	0	0

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

Information about the school's pupils

Year	Boys	Girls	Total
1	1	0	1
2	0	0	0
3	0	0	0
4	2	0	2
5	2	0	2
6	3	0	3
7	3	0	3
Total	11	0	11

Number of pupils with English as an additional language	Number of pupils with statements of SEN
0	11

Ethnic background of pupils		Exclusions in the last school year		
	No. of pupils		Fixed-period	Permanent
Black Caribbean heritage	0	Black Caribbean heritage	0	0
Black African heritage	0	Black African heritage	0	0
Black other	1	Black other	0	0

Indian	0	Indian	0	0
Pakistani	0	Pakistani	0	0
Bangladeshi	0	Bangladeshi	0	0
Chinese	0	Chinese	0	0
White	10	White	1	0
Other minority ethnic group	0	Other minority ethnic group	0	0
<i>This table refers to pupils of compulsory school age only.</i>		<i>This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.</i>		
Pupil mobility in the last school year				No. of pupils
Pupils who joined the school other than at the usual time of first admission				11
Pupils who left the school other than at the usual time of leaving				1

Attendance

	Total %	Years R-6	Years 7-11
Authorised absence	7	7	0
Unauthorised absence	0	0	0

Percentage of half days (sessions) missed through absence for the latest complete reporting year.

Teachers and classes

Number of qualified teachers (FTE*)	4.6
Number of unqualified teachers (FTE*)	0
Number of pupils per teacher	2.4
Average class size	4

**FTE means full-time equivalent.*

Deployment of teachers

Percentage of time teachers spend in contact with classes	100%
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Average teaching group size

Nursery	N/A
Key Stage 1	1
Key Stage 2	4
Key Stage 3	4
Key Stage 4	N/A
Post-16	N/A

Teaching assistants

Total number of teaching assistants	5
Total aggregate hours worked per week	175

Placing arrangements

Private/LEA/Social Services Department	No of pupils
Private	0
Bury	2
Lancashire	3
Liverpool	3
Manchester	2
St Helens	1

Financial Data

Income	Last financial year (£)	Forecast this financial year (£)
Basic budget	333,757	427,428
Grants	0	0
Income from facilities and services	0	0
Donations/private funds	0	0
Other income	17,133	18,000
Total income	350,890	445,428
Income per pupil	38,089	37,119

Fees

£35,618 per year.

Survey of parents and carers

Questionnaire return rate

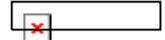
Number of questionnaires sent out 11
Number of questionnaires returned 8

Number of responses in each category

	Agree	Disagree
I am happy with the school my child attends.	8	0
I think this school meets my child's special educational needs.	8	0
I believe that the school helps me to understand what my child is taught.	8	0
I think that the school keeps me well informed about my child's progress.	8	0
I am happy with the standards of behaviour at this school.	8	0
I believe that this school helps my child have positive attitudes to school work.	8	0
I believe that this school helps my child to mix well with other children.	8	0
I believe that this school promotes the personal and social	8	0

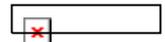
development of my child.		
I think that this school prepares my child for the next stage of education and training.	8	0
I feel supported by the school.	8	0
I feel that my child is safe at this school.	8	0
I believe my child likes this school.	8	0

Summary of responses



Parents feel strongly supported and well informed by the school. They particularly appreciate the home/school diaries. All the parents consider that their children are making good progress, and a number took the trouble to detail specific improvements, particularly in behaviour, which meant a great deal to the family.

Issues that concerned parents



Parents did not report any issues of concern.