



The Sheiling School, Ringwood

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Basic information about the school

Name of school:	The Sheiling School
Type of school:	For pupils with severe learning difficulties
Status:	Independent
Age range of pupils:	6-19
Gender of pupils:	Mixed
Fees:	Day: £12,216-£16,264; Residential £22,620-£30,120
Address of school:	Horton Road, Ashley, Ringwood, Hants BH24 2EB
Telephone number:	01425 477488
Fax number:	01425 479536
Headteacher:	The school is managed by a core group of three, Ms C van Barneveld, Mr J Hornby and Mr A Standring, who represent the school community.
Proprietor:	Sheiling Trust Limited
Chair of governing body:	Chair of School Council : Mrs P Henderson
DfES Number:	8356004
Reporting inspector:	Andrew Littlewood HMI
Dates of inspection:	18-20 June 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 in non-approved schools that educate and care for pupils with special educational needs who are publicly funded. The purpose of the report 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. The Sheiling School, which was established in 1951, is an independent school offering termly and weekly boarding (38 weeks) and day places for pupils and students aged between six and 19 years of age, who have severe learning difficulties.

3. The Sheiling School, the Lantern Community and Sturts Farm (a working farm) are activities of the Sheiling Trust, which is an educational trust and a registered charity. These activities offer education, training and work opportunities for children and adults with learning difficulties. The Sheiling Trust is a member of the Association of Camphill Communities, a world-wide movement providing curative education and social therapy.

4. The lower school caters for pupils up to 16 years and the seniors programme (upper school) for the post-16 age group. There are currently 48 pupils and students on roll of whom 31 are boys and 17 are girls. Most of the pupils and students are placed at the school by local education authorities (LEAs) or social services departments (SSD). Several are funded jointly by the LEA and SSD, a few are also part-funded by their local health authority and there are a small number who are privately placed and funded. Almost all the pupils and students currently on the school's roll are termly or weekly boarders. Their needs are varied, including severe learning difficulties, medical conditions and challenging behaviour.

5. It is the school's aim that its provision should lead to the fulfillment of each pupil and student's potential and that their education is not restricted to the classroom, but extends into all areas of the school's life. Within curative education, each pupil and student is valued for his or her unique contribution and there is acknowledgement and respect for the individuality of each person, irrespective of disability. Study is based on the Waldorf (Rudolf Steiner) school curriculum, which is broad and balanced, includes the subjects of the National Curriculum, religious education, personal, social and health education and aims to offer equality of opportunity to all pupils and students. Adaptation of the work by the teachers, according to individual and group educational needs, is designed to allow equal access to all areas of school provision, regardless of learning difficulties, ethnic or cultural origin, religious background or gender.

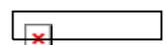
6. The ethos of the Sheiling School is centred around community living and the provision of a therapeutic environment. House life, in structured and supportive family groups, fosters social and emotional skills, self-care, life skills, communication and language skills and on-site medical support, including the prescription of specific therapeutic activities, is available from the school's medical officer.

7. In addition to the permanent staff, there are 33 young adults (co-workers) who come from many parts of the world, particularly western Europe, and live and work within the community on a voluntary basis for up a year. They are selected following careful vetting by the school's appointments group, receive no fixed wage but their needs, including pocket money, are provided for by the school. They receive very good initial training, have detailed timetables and, under the supervision of the houseparents, take responsibility for the care and well-being of an individual or small group of pupils and students throughout each day.

Main findings



How good the school is



8. Sheiling is a good school with a number of significant strengths. It provides a broad and balanced curriculum for all its pupils and students and ensures they develop good attitudes to study and make steady progress in their personal and social development and practical skills and understanding.

9. All the staff consistently ensure, through their exemplary work with the pupils and students, that they are valued and respected. The quality of teaching was good or very good in over half of the lessons observed. The residential care and welfare is excellent and the pupils and students show thoughtfulness and care for each other and demonstrate good levels of confidence and self esteem.

10. The school's management structure is relatively new. The school council has a clear vision for the future and the members of the school community have created a more accountable and focused system for addressing priorities and monitoring progress. Procedures for monitoring the quality of teaching have been introduced but they are not precise enough and their impact on improving the development of communication, language and literacy skills for those pupils with the most complex learning difficulties is too low.

What the school does well

- The school effectively promotes the pupils' and students' attitudes to learning, enabling them to make steady advances in their knowledge, understanding and the development of skills, particularly in practical activities;
- The high quality care and experiences provided by the school help the pupils and students to make very good progress in their personal and social development;
- The school provides a good range of therapies for the pupils and students in line with the ethos of curative education;
- It offers a creative and relevant curriculum for the post-16 students;
- The pupils' and students' learning is enriched through the very good use of the attractive and extensive school grounds and specialist facilities;
- It has an excellent ethos, which is consistently reinforced by all the adults who work in the school community, through the close partnership between education and welfare and the strong links with parents;
- The school effectively encourages good standards of behaviour for all its pupils and

students and enables almost all of them to successfully manage their own behaviour;

- The pupils' and students' spiritual, moral, social and cultural development is effectively promoted both in the school and their houses and the relationships between adults and pupils and students are a strength;
- The residential care, welfare and individual pupil and student support is of a very high standard and is well supported by the high quality record keeping, training and monitoring for child protection and health and safety issues;
- The school provides good value for money.

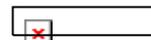
What could be improved

- The approach to and resources for the teaching and development of communication, language and literacy skills, especially for the pupils with the most complex learning difficulties;
- The range of teaching strategies used to meet the complex needs of some of the pupils;
- The quality of the teachers' planning to include the learning outcomes for each of the pupils.

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

Commentary

How high are standards?



The school's results and achievements

11. The characteristics of the pupils and students for whom the school caters make it inappropriate to judge attainment against age related national expectations. Judgements are made about their progress in relation to their capabilities.

12. In the 38 lessons seen, progress was very good in five lessons, good in eight and satisfactory in 21. In the four lessons where their progress was unsatisfactory, weaknesses in the quality of the teaching resulted in missed opportunities for the pupils to consolidate and build on their previous learning. In the best lessons, the work set was well matched to the pupils' needs. Good teaching and adult assistance ensured that their advances in knowledge and skills were secured through the relevant, practical opportunities provided for the pupils to rehearse their newly learned skill or use the new information in a different context.

13. Many of the pupils and students make good progress in the development of their speaking and listening skills. Throughout the day, they are encouraged to express their ideas. They listen carefully to adults and each other, follow instructions and are keen to join in discussions, especially at mealtimes. However, adults use signs and symbols, which are the sole means of communication for several pupils and students, inconsistently and as a result they fail to reinforce the learning from speech therapy sessions and the pupils' and students' progress is not as advanced as it might be. Some of the pupils and students read with confidence and reasonable fluency. Overall, however, the pupils' and students' progress in literacy is unsatisfactory as too little time is allocated to teaching the subject and the school has too few resources to assist those pupils with the most severe and complex learning difficulties.

14. The pupils and students make steady progress in mathematics. The youngest pupils used simple practical equipment effectively for counting and responded well, using movement and singing to learn tables. They used real coins to buy food, such as raisins, dried apple and bread sticks at the class shop. Co-workers helped them to choose from a shopping list and purchase the items selected. The enjoyment of eating their chosen food was evident, and provided a reward, which reinforced the learning. The students are developing sound mathematical understanding through the essential skills course, which provides them with many good opportunities to count, measure and make mathematical choices in relevant contexts such as shopping, food preparation and simple household duties.

15. The pupils and students make steady advances in scientific understanding through their close observation and study of nature, which is carefully presented by all adults as they work with them in the houses and around the grounds. Through this strategy pupils and students were able to identify and name trees, plants and birds make sensible predictions regarding the weather. The youngest pupils have the opportunity to build on their understanding of weather and the climate during a short session when they record the day, check the weather and greet each other. As well as these incidental but effective learning opportunities, particular aspects are included in the main lesson's themes. During the inspection the oldest pupils were studying the basic principles of the internal combustion engine as part of a history topic.

16. The post-16 students make reasonable progress in their understanding and use of information and communication technology (ICT). They have increasing use of computers and equipment such as digital cameras and a suitable programme of study to develop further their keyboard and computer skills has been prepared. Currently, the regular use of computers has been restricted to the post-16 students but a planned programme of computer use it is to be introduced in the lower school over the next year.

17. The pupils and students make good progress in design and technology through the good range of experiences provided. They learn the specific skills required well and, in addition, activities such as basketry, weaving, form drawing and handwork have a calming influence and make a positive contribution to the development of the pupils' and students' motor skills.

Pupils' attitudes, values and personal development

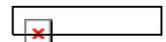
18. The pupils and students show very positive attitudes to learning. They behave very well during lessons, pay attention to their teachers and try very hard to succeed at the tasks they are set. They take an interest in their studies, many concentrate for long periods and all enjoy their successes and also take pleasure in the achievements of others. Relationships between the pupils, the students and the staff are excellent and care is taken to ensure that the level of additional support provided for the pupils and students enables them to do as much as possible independently. The pupils and students care for each other, recognising each other's needs and helping where they can. Many parents commented on the significant gains their children had made in their personal and social development as a result of the quality of the school's provision for this aspect of their education.

19. The family life of the house provides a very good setting for learning and applying personal and social skills. It is also a very suitable and natural place for house parents to assist pupils and students as they move through puberty. They are helped towards independence in personal hygiene routines and positive health messages are reinforced with great sensitivity. Staff are well aware of the vulnerability of the pupils and young people and health and personal safety are taught and reinforced at appropriate times, usually on an individual basis, within the family life of the house.

Attendance

20. Attendance is excellent. The school maintains both the daily and admissions registers in line with requirements and, for the youngest pupils, the routine of taking the daily register is developed into an interesting, pleasant and useful start to the day's study.

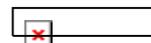
How well are pupils or students taught?



21. The quality of teaching was very good in nine lessons, good in 12 and satisfactory in 13. In all the lessons, relationships between the adults, pupils and students were excellent. Due attention is paid to their welfare and good humour, praise and encouragement are used effectively to improve their concentration and support their learning. In the best lessons, the work was carefully planned to match needs. Other adults present contributed effectively and focused their support on the one or two pupils who most needed their help. Following a brief introduction, the work prepared was of a practical nature and involved the pupils and students directly. The quality of planning in the therapy sessions observed was of a high standard, included clear objectives and maintained a good pace. A weakness overall is the inconsistent use adults make of signs and symbols to enhance the understanding of those pupils who require these additional communication aids. Symbols are not prominent in any classroom or house so their regular use is restricted and many of the adults have only a limited knowledge of signing. The teaching in four lessons was unsatisfactory. In these lessons clear learning objectives for each pupil were not established or understood by all staff involved. This led to missed opportunities to consolidate and build on particular skills and ideas. In two lessons, the resources selected failed to aid the progress of those pupils with the most complex learning difficulties and the teaching strategies did not pay sufficient regard to the way that these pupils were best able to learn and make progress.

22. The teaching of literacy requires further attention. Insufficient time is allocated to the development of specific literacy skills and the school does not have enough resources, especially for the increasing range of complex learning needs, which many of the younger pupils exhibit. The teachers themselves have had little training to undertake this work and, for example, are not familiar with the National Literacy Strategy materials for teachers in special schools to present the initial steps to literacy in a way which is appropriately matched to the age and needs of their pupils. The school recognises that this is a priority for action.

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



23. The lower school uses the Waldorf curriculum as a basis for planning most lessons and the teachers modify the work set to meet the pupils' individual needs. It presents human and natural history, science, geography, literature, religion, eurythmy (movement to music and poetry), music, art, crafts and personal, social and health education through carefully structured themes. The curriculum is appropriately broad and balanced, and, in keeping with the school aims, provides opportunities in the school and the pupils' houses to reinforce the teaching points throughout the day. This works particularly well for some of the work. For example, the geographical and natural science study which had resulted from the recent visit to the Isle of Wight and the pupils' personal, social and health education as all the staff are directly involved. However, unless all the adults who work with a particular pupil are aware of the learning objectives planned, such opportunities will be missed.

24. The lower school curriculum document provides suitable plans for the main lessons. It covers each term's work over the pupils' ten years from 6 to 15. Eurythmy, swimming, art and play make a significant contribution to the development of pupils' creative, aesthetic and physical skills and are effectively supported by the therapeutic programmes provided. Short literacy and numeracy lessons are planned daily for all the pupils. Mathematics in the lower school is based on a commercial scheme, which provides sound structure to number work and is used according to pupils' ability. The assessment of each pupil's needs when they arrive at the school is very good. Medium and long-term targets are set and their progress is carefully reviewed and recorded.

25. In addition to class lessons, the curriculum is supplemented with a good quality therapeutic programme and a wide range of opportunities provided within the community. The therapies prescribed for each pupil are carefully selected to aid their progress in specific areas, such as play or eurythmy and the pupils make good advances in these aspects. However, the high-quality planning which describes precise objectives and builds on the pupils' previous achievements is not always replicated in the teachers' daily lesson plans. The teachers' short-term planning for each topic lacks clear learning outcomes for pupils and therefore the progress pupils make is hard to measure.

26. The school has recently reviewed the curriculum for the post-16 students and has created an interesting, varied and broad-based, three-year course. It includes further development of the students' literacy, numeracy and ICT skills, presented in practical and relevant situations. Their artistic and creative development is advanced through painting, modeling with clay, drama and music and there is also a rich range of practical activities, such as green woodworking, weaving, basketry, gardening, candle-making, home care and food technology. The course focuses on the development of life skills and as part of the programme there are regular weekly visits to shops and places of interest in the area. These include a local independent school where they join with the sixth formers for a range of social activities such as a meal and a variety of sports activities. The school effectively achieves its stated aim to integrate personal, social and health education into the daily life of pupils. The Essential Skills programme, which is an award scheme sponsored by MENCAP, and craft based work make a very good contribution to the students' social and personal education helping them to become more independent in familiar and new situations. Meal planning, shopping and opportunities for them to make choices, provide real experiences for decision making and an insight into the world of work.

27. Provision for the pupils' and students' spiritual, social moral and cultural development is a real strength. The community's Christian foundation gives a spiritual dimension to school experiences. Prayers, the celebration of festivals and seasons and the familiar routines, which preface each part of the school day and family living in the houses, give a calm rhythm to the life of the school.

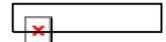
28. Teachers use a good range of resources including puppets, stories and music to advance the

pupils' and students' religious and spiritual understanding and good moral teaching is provided through praising the pupils' and students' appropriate responses.

29. The school community provides a good setting for the pupils and students to broaden their cultural understanding. Trips abroad, for example to Florence and walking in Switzerland, provide rich and varied cultural, social and personal experiences and further work on this aspect is studied during lessons. One class celebrated an Indian day wearing traditional dress and eating Indian food. The pupils enthusiastically take part in drama and plays, poetry, music, and singing are a regular feature of lessons. Therapies such as music, art, and colour light each expose pupils individually, and in small groups, to creative aesthetic experiences that have a strong spiritual dimension. The calmness, which pervades relationships and is reflected in the characteristic designs and natural materials used in the construction of the community buildings is a strength of the school.

30. The pupils' and students' social skills grow with increasing confidence as they mature and progress through the school. A wide variety of opportunities are provided to enable the pupils and students to co-operate and collaborate with each other, meet other people and enjoy each other's company. They demonstrate an outstanding level of care for each other, especially if the recipient is showing signs of distress and the excellent training and support given to all the pupils and students to develop appropriate behaviours provides the foundation for their very good social skills in varying situations. Parents' comments were very positive about this aspect of life at the school.

How well does the school care for its pupils?



31. The school effectively fulfils its health and safety responsibilities. Staff training, risk assessments and the associated procedures are well managed. The school's fire-fighting equipment is properly maintained and regular fire risk assessments and evacuation practices are held. The arrangements for child protection are excellent. The designated person monitors this aspect effectively throughout the school and ensures that all staff are kept up to date. Medical matters are very well managed. The pupils and students are registered with a local general practitioner, who makes regular visits and a qualified doctor lives at the school. Medical records are well kept.

32. There are occasions when physical restraint is used to help calm a pupil or student in distress. All such incidents are recorded appropriately and followed up by senior staff, including the designated person for child protection. All staff have been trained in the use of restraint.

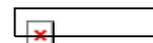
33. Since April 2002, all residential schools have been expected to meet the requirements of the National Care Standards Commission minimum standards. The head of care is conscious of the need to upgrade the qualifications for all care staff and is exploring ways in which the school can incorporate their own good quality foundation training with recognised qualifications.

34. Arrangements for assessing and recording the pupils' and students' personal and social progress are of a very high quality and clear, well-considered medium term targets for their educational development are prepared, based on a carefully managed period of assessment undertaken during their first term at the school. These are available to all staff and full use is made of daily house meetings, weekly whole school conferences and the senior management reviews to monitor each pupil and student's progress and modify or introduce individual support strategies and therapies. These procedures enable staff to write good quality reports for parents, annual reviews and other professionals. However, the care plans do not include short-term objectives and, as is also the case with the teachers' planning, this does not enable staff to evaluate the pupil' and students' weekly progress as accurately as they might.

35. The school's extensive grounds provide an attractive setting in which the pupils and students enjoy considerable supervised freedom.

36. The quality of the residential accommodation is of a good standard. All the rooms are tidy and well kept and pupils can personalise their areas. However, in some houses, the staff have to use the same bathing and toileting facilities as the pupils and students. The school is aware that this is unsatisfactory and intends to address this matter when the properties are refurbished. A Social Services inspection report, of March 2002, confirms that the school complies with the requirements of the Children Act and the high quality of the care and daily organisational support provided by the permanent staff, ensures that the pupils safety and welfare is assured.

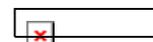
How well does the school work in partnership with parents?



37. The school has excellent relationships with its parents and works hard to keep them informed of their children's progress. Weekly contact by telephone, including opportunities for the pupils and students themselves to call home and for parents to contact at any time, is maintained. There is a termly newsletter, regular events at the school to which all parents are invited and each spring a forum is arranged for parents at which issues can be raised and discussed openly.

38. Over 70 per cent of the families represented at the school responded to the questionnaire and they unanimously acknowledged that they valued the contribution the school made to their children's educational, social and personal development and there were many strongly positive written comments.

How well is the school led and managed?



39. The school's current management structure was created in January 2002 following extensive consultation within the school community. A core group of experienced, senior staff now takes the lead in the school's short and medium-term management, co-opt the school's education co-ordinator or administrator when required. They also co-ordinate the work of the 11 task groups which have been established to tackle specific aspects of the school's organisation such as building and maintenance, appointments, admissions, care and curriculum management. In addition, there is a school council whose functions and responsibilities are similar to that of a governing body. Communication between each tier of management is good and at each level, meetings are carefully minuted and those designated to undertake particular duties fulfil their responsibilities successfully. The school has an appropriate complaints procedure and uses independent visitors to support the need for advocacy for the pupils and students. There are very good systems for vetting potential staff. Full references are sought and, where possible, proper checks have been made.

40. The school council has a clear vision for the future and the core group provides effective leadership. A draft development plan identifies key priorities, the individual responsible for dealing with them and a suitable schedule for action. The approximate costs and resources required are noted but clear criteria for judging success have yet to be included. Nevertheless, a good start has been made and several aspects have already been successfully addressed.

41. The school's finances receive appropriate attention. Day to day administration is good.

42. The school has recognised the need to improve the quality of teaching and a common lesson planning framework and regular monitoring of lessons by the education co-ordinator and other teachers has already been introduced. However, the current practice lacks the criteria necessary to judge the effect daily lesson planning has on advancing the pupils' and students' skills and understanding. There are sufficient teachers, all of whom have experience and qualifications in

curative education. Three also have qualified teacher status. There are several teaching assistants who support individual pupils during lessons and, in addition, co-workers provide useful in-class support as well as their main duties of caring for the pupils and students during breaks and in the houses. Nevertheless, the level of support available in the class for the youngest pupils was insufficient on several occasions. Each teacher maintains a record of the training they have received and the advice provided by those who observed their lessons. The level of training is, however, low.

What should the school do to improve further?

42. In order to improve further the quality of education provided by the school and the progress made by the pupils and students the school should:

School data and indicators

Summary of inspection evidence

Number of lessons observed	38
Total number of hours	19.75
Number of discussions with staff, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	24	32	34	10	-	-

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

Information about the school's pupils

Year	Boys	Girls	Total
5	-	1	1
6	2	-	2
7	5	1	6
8	1	3	4
9	-	4	4
10	2	3	5
11	6	2	8
12	5	2	7
13	3	-	3

14	6	2	8
Total	30	18	48

Number of pupils with English as an additional language	Number of pupils with statements of SEN
4	43

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	2

Attendance

	Total %	Years R-6	Years 7-11
Authorised absence	3	3	3
Unauthorised absence	0.1	0	0.1

Ethnic background of pupils Exclusions in the last school year

	No of pupils		Fixed period	Permanent
Chinese	1	Chinese	-	-
White	28	White	-	1
Other minority ethnic group	1	Other minority ethnic group	-	-

This table refers to pupils of compulsory school age only

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

Number of full-time teachers and therapists	10
Number of part-time teachers and therapists*	3
Number of full-time teachers with Qualified Teacher Status	3
Number of part-time teachers with Qualified Teacher Status*	0
Number of pupils per teacher/therapist	4
Average class size	8

**full-time equivalent*

Deployment of teachers

Percentage of time teachers spend in contact with classes	95
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Average teaching group size

Key Stage 2	10
Key Stage 3	10
Key Stage 4	12
Post-16	6

Teaching assistants

Total number of teaching assistants	4
Total aggregate hours worked per week	102.5
Total number of co-workers	33
Total hours in classes per week	362

Care staff

Total number of care staff	64
Total aggregate hours worked per week	2560

Placing arrangements

Private/LEA/SSD	No of pupils
Private	5
Barking LEA+SSD	1
Barnet LEA	2
Bristol LEA	1
Bristol LEA+SSD	1
Bournemouth LEA	1
Buckinghamshire LEA+SSD	3
Dorset LEA	2
Dorset LEA+SSD	2
Ealing LEA	1
East Sussex LEA	2
Essex LEA	1
Guernsey SSD	1
Gloucester LEA	1
Hammersmith & Fulham LEA	1
Hampshire SSD	3
Hampshire LEA	1
Hampshire LEA + SSD	1
Norfolk LEA + SSD + Health	1
Portsmouth LEA + SSD	2
Richmond LEA	1
Shropshire LEA + SSD	1
Southampton LEA	1
Southampton LEA + SSD	1
Surrey LEA	2
Warrington LEA	1
West Sussex SSD	1

Westminster LEA	1
Wiltshire LEA	5
Wokingham LEA	1

Financial Data

Income	Last financial year £	Forecast this financial year (£)
Basic budget	1,076,850	957,950
Fees	1,049,559	945,950
Income from facilities and services	1,776	2,000
Donations/private funds	131,538	42,596
Other income	10,515	10,000
Total income	1,193,388	1,000,546
Income per pupil	24862	20,844

Fees

Day: from £12,216 to £16,264; Residential from £22,620 to £30,120 for pupils. The fees are higher for the post- 16 students and for specific personalised programmes for individuals.

Survey of parents and carers

Questionnaire return rate

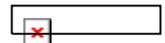
Number of questionnaires sent out	48
Number of questionnaires returned	34

Percentage of responses in each category

	Agree	disagree
I am happy with the school my child attends.	100	-
I think this school meets my child's special educational needs.	100	-
I believe that the school helps me to understand what my child is taught.	100	-
I think that the school keeps me well informed about my child's progress.	100	-
I am happy with the standards of behaviour at this school.	100	-
I believe that this school helps my child have positive attitudes to school work.	100	-

I believe that this school helps my child to mix well with other children.	100	-
I believe that this school promotes the personal and social development of my child.	100	-
I think that this school prepares my child for the next stage of education and training.	100	-
I feel supported by the school.	100	-
I feel that my child is safe at this school.	100	-
I believe my child likes this school.	100	-

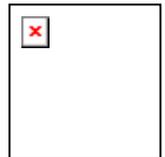
Summary of responses



All were very positive, with many appreciative and informative comments concerning the support the school has provided them and the quality of the care and welfare provided for their children.

However, there were several forms, which indicated that even more information on the content of the curriculum, the progress the children were making in each subject and the purpose of particular therapies would be welcomed.

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