

# INSPECTION REPORT

## **CLIFTON HILL SCHOOL**

Chaldon Road, Caterham

LEA area: Surrey

Unique reference number: 125470

Headteacher: Mrs. Marion Unsworth

Reporting inspector: Sue Etheridge  
8810

Dates of inspection: 12<sup>th</sup> – 14<sup>th</sup> June 2000

Inspection number: 181477

Inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Special

School category: Community special

Age range of pupils: 10 -19

Gender of pupils: Mixed

  

School address: Chaldon Road  
Caterham  
Surrey

Postcode: CR3 5PH

Telephone number: 01883 347740

Fax number: 01883 349617

  

Appropriate authority: The Governing Body

Name of chair of governors: Group Captain G. Barnes

  

Date of previous inspection: June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Sue Etheridge	<i>Registered inspector</i>
Barry Wood	<i>Lay inspector</i>
John James	<i>Team inspector</i>
Frank Price	<i>Team inspector</i>

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Clifton Hill is a mixed, day, community special school presently providing for 83 pupils aged from 10 to 19. Most of the pupils have severe learning difficulties (72 per cent), a quarter have profound and multiple learning difficulties, and there are a few with autism. Some pupils have severely challenging behaviour. A small number of pupils have English as an additional language, but there is no additional funding to support this. The school is gradually reorganising as a secondary school. It obtained Beacon School status in September 1998.

### **HOW GOOD THE SCHOOL IS**

This is a highly effective school, where standards are very high. It provides an extremely good quality of education, at a relatively low cost, and is very well led and managed. Despite a glowing report at its last inspection, the school has set challenging targets for raising standards further, and there is a strong culture of improvement throughout the school. There is a very high degree of parental satisfaction. The school provides very good value for money.

### **WHAT THE SCHOOL DOES WELL**

- Generous staffing and excellent teamwork contribute strongly to very good teaching and learning.
- The school has successfully developed a distinctly secondary ethos, and retained high standards of pupil care and welfare.
- Leadership by the headteacher, governors and senior staff is highly effective.
- There is a very rich curriculum, including a wide range of extra-curricular activities.
- Relationships with parents are very constructive.

### **WHAT COULD BE IMPROVED**

- There is some inconsistency in pupils' individual education plans (IEPs).
- Some weaknesses in the accommodation affect the curriculum, and health and safety.
- The school is not yet approved for the number of pupils at present on its roll.
- The use of signing by staff is not as consistent as it might be.

*The areas for improvement will form the basis of the action plan prepared by the appropriate authority.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very substantial improvement. The quality of teaching has improved. There is a broader and better balanced curriculum, and staff have developed high quality schemes of work. Music and a modern foreign language have been very successfully developed. There is now a suitable range of externally accredited courses for the oldest pupils. Where possible, pupils are now involved in target setting for their individual education plans. Vehicle access and parking have improved, and the accommodation is now much more suitable for secondary pupils. Administration of attendance now meets requirements. Governors have supported the school very well, raising substantial funds for further improvement to the buildings, and they have also developed a Quality Committee. The school has successfully implemented strategies for developing pupils' literacy and numeracy skills, and there has been an improvement in the percentage of targets met on pupils' individual education plans (IEPs).

## STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

<b>Progress in:</b>	<b>by age 19</b>	<b>Key</b>	
speaking and listening	A	<i>very good</i>	A
reading	A	<i>good</i>	B
writing	A	<i>satisfactory</i>	C
mathematics	A	<i>unsatisfactory</i>	D
personal, social and health education	A	<i>poor</i>	E
other personal targets set at annual reviews or in IEPs*	A		

## PUPILS' ATTITUDES AND VALUES

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very positive. Pupils enjoy school, are well motivated, and work hard in lessons. They appreciate the opportunities offered to them at school. Pupils with profound and multiple learning difficulties co-operate very well with the adults who support them.
Behaviour, in and out of classrooms	Good. Pupils behave courteously towards staff and visitors; they are tolerant and show concern for one another. Although some have severely challenging behaviour, this is managed well, and there are some notable successes in the improvement of difficult behaviour.
Personal development and relationships	Very good. Relationships are warm and harmonious. The oldest pupils are confident, mature and very well prepared for the next step in life.
Attendance	Attendance is good: attendance rates compare favourably with those of similar schools. Buses and taxis have to queue on arriving at the school, because of congestion, and this adversely affects punctuality.

## TEACHING AND LEARNING

Teaching of pupils:	aged 5-11	aged 11-16	aged over 16
Lessons seen overall	Very good	Very good	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.*

Inspectors saw 30 lessons, or parts of lessons. Of these, exactly half were judged to be very good or excellent. The other half were mostly good, with three satisfactory. No unsatisfactory teaching was seen. The greatest strength of teaching is the effective teamwork between teachers and support staff, who are numerous. This ensures that pupils are engaged throughout lessons, and promotes progress very well. Lessons are planned well, with good attention to pupils' individual targets as well as learning outcomes relating to subjects. Pupils are challenged throughout lessons, which keeps them thinking. Suitable praise and encouragement spur pupils on to achieve a little bit more. Adults encourage socially appropriate behaviour, and give pupils good opportunities to develop literacy, numeracy and information technology skills in other subjects. They also encourage pupils to work independently whenever possible. Those pupils who are involved in reviewing their targets are developing a good knowledge of their learning. Staff are skilled in the physical management of pupils, so the movement of pupils who need positioning is carried out without interruption to lessons. Staff make excellent use of music to encourage communication. Sensory methods and symbols with text are used very successfully, but signing could be used more consistently across the school to promote pupils' understanding.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. A broad, balanced, well planned range of learning opportunities is provided. Extra curricular activities, for pupils of all abilities, enrich the curriculum.
Provision for pupils with English as an additional language	The strong emphasis on developing pupils' communication assists pupils who speak English as an additional language. There is no additional funding to support these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The arrangements for developing pupils' social, moral and spiritual development are particularly good. There is good provision for promoting pupils' cultural development, although multicultural aspects are less strongly emphasised.
How well the school cares for its pupils	Child protection and arrangements for ensuring pupils' welfare are very good. Some aspects of the accommodation, and the school car park, compromise pupils' health and safety.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff provide very strong leadership. This has supported a wide range of successful improvements, despite changes in personnel and the beginning of reorganisation as a secondary school. The headteacher has been particularly effective in creating a more secondary ethos in the school, and her consultative management style underpins the excellent teamwork.
How well the appropriate authority fulfils its responsibilities	Governors are knowledgeable, committed and skilful. They fulfil their responsibilities very well, and are successfully led by a Chair who has been instrumental in raising large sums of money to support continued building development. The Vice Chair has taken a lead in developing a worthwhile Quality Committee.
The school's evaluation of its performance	Good overall. Evaluation is very well supported by clear success criteria in the school development plan, often expressed as outcomes for pupils. Subject co-ordinators monitor their subjects effectively, and monitoring of teaching is developing well.
The strategic use of resources	The school makes very effective use of its staff, accommodation and financial resources, including its Beacon funding.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Thirty-two completed questionnaires were returned, and the parents' meeting was attended by 14 parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school is well led and managed.</li> <li>• Teaching is good.</li> <li>• Parents feel comfortable approaching the school with questions or a problem.</li> <li>• Behaviour in the school is good.</li> <li>• Parents are kept well informed about how their children are getting on.</li> <li>• Pupils like coming to school.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents feel their children do not get the right amount of homework.</li> <li>• A few do not agree that the school provides a good range of activities outside lessons.</li> <li>• A few were concerned about the amount of speech therapy allocated to the school.</li> </ul>

Inspectors support parents' generally very positive views. They find that the school implements its policy for homework well, by giving homework when parents request it. Extra-curricular activities are judged to be very good. The school makes very effective use of the speech therapy support available, but should maintain a list of all pupils who have speech therapy provision specified on their statements, to help when setting priorities.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Generous staffing and excellent teamwork contribute strongly to very good teaching and learning.**

1. There is a large number of adults in the school. Although numbers of teachers are not particularly high for a school of this type, numbers of support staff are. Support staff work very effectively in partnership with teachers, and this has a strong impact on the progress that pupils make in lessons.

2. Teachers plan their lessons very well, showing in detail what pupils are expected to learn and what the precise roles of support staff are. As a result, no time is lost in briefing support staff, who play a significant part in direct teaching. Most are confident and skilled, and those who are assigned to support pupils with severely challenging behaviour carry out their roles very effectively. They manage pupils skilfully so that there is no disruption to lessons, and pupils are engaged for as much time as possible. Often, support staff play a part in recording. For example, in a literacy lesson, support staff worked with individual pupils on targets from their individual education plans. Several support staff completed detailed records, providing useful information about pupils' performance which could then be used to plan the next steps in teaching. Teaching is particularly effective when teachers draw groups together towards the end of a lesson and involve support staff and pupils in reviewing what has been achieved. In such sessions pupils develop a greater awareness of their learning and achievements.

3. The impact of large numbers of staff, working effectively as a team, is most noticeable in the teaching of pupils with profound and multiple learning difficulties. For example, in a literacy and numeracy session, held in the hall, staff were deployed with military precision, and they moved pupils skilfully from one task to the next, with no loss of pace. Consequently, pupils were stimulated throughout the session, and completed a variety of activities. These included a sensory counting experience on the trampoline, and listening to a story told with the support of a big book, text and symbol cards, and artefacts drawn from a story sack. All activities were recorded in detail, showing pupils' responses, preferences and achievements. Records showed that very clear progress was being made towards the literacy and numeracy targets set in pupils' individual education plans.

4. Excellent teamwork was clearly evident in a sensory music session, led by a music therapist but jointly planned with the class teacher. There were sufficient adults for pupils to have one-to-one support in this session. Co-operation by staff ensured that pupils were positioned so that they were comfortable and able to enjoy the session, and this was achieved without loss of pace. This was partly because of the staff's skills, but also because the adapted accommodation allowed movement of pupils with ease, by means of a hoist on tracking. Staff used singing and percussion instruments very effectively to encourage communication. Throughout the lesson, pupils made increased eye contact, showed anticipation, made choices and smiled to show their enjoyment. One pupil reached out to push a shaker offered by an adult.

## **The school has successfully developed a distinctly secondary ethos, and retained high standards of pupil care and welfare**

5. Since the last inspection the reorganisation of the school as a secondary school has begun, and it is not yet complete. The headteacher has successfully led the development of a more secondary ethos in the school, as well as managing substantial change.

6. There is a very positive atmosphere in the school. The accommodation is generally of a very high quality and well suited to the needs of older pupils. There is now a good range of specialist rooms, spacious and well adapted provision for pupils with profound and multiple learning difficulties, a library that includes a careers section, and some splendid three-dimensional displays on the walls that celebrate the work of the pupils. The outdoor environment is equally stimulating, and includes a tranquil sensory garden as well as quiet, shady seating on the grassed areas adjacent to the playground. The latter has a variety of markings that encourage pupils to socialise during their breaks.

7. Pupils treat their environment with respect, and have very positive attitudes towards school, the work that they do, and their achievements. For example, one pupil gave a solo performance on the recorder to inspectors, and several were pleased to demonstrate their considerable French language skills. In almost all lessons pupils are well behaved, concentrate for relatively long periods of time, listen carefully, and are keen to answer questions. Although there are some pupils with challenging behaviour, others are tolerant of this and are not distracted from their tasks. Older pupils show a growing capacity for working independently. Pupils with profound and multiple learning difficulties co-operate very well with the adults supporting them, and their response to music is excellent. Pupils' positive attitudes, and their harmonious relationships with one another and with staff, promote progress well.

8. The accommodation has also improved the school's capacity to care for pupils and meet their welfare needs. There is now improved accommodation for therapists, a medical room, and improved toilet and changing areas. The base for pupils with profound and multiple learning difficulties has suitable tracking around the ceiling, which makes it easier for staff to position pupils comfortably. The school grounds are now fenced and secure, allowing pupils more independence.

9. The headteacher has led the development of a school council pupils who are able to do so are now involved in reviews of their progress, and there are increased opportunities for pupils to take part in dramatic performances. All these features promote pupils' self-esteem very effectively, and contribute well to the development of citizenship skills.

10. Staff have high expectations of pupils, and this is particularly well exemplified by the range of externally accredited courses which have been introduced since the last inspection. These now offer recognition of the achievements of pupils of all abilities. The celebration of success is well established, with special assemblies and a wide range of certificates that pupils collect in their records of achievement. High expectations are also well demonstrated by the participation of all pupils in performances, such as the annual carol concert in Guildford cathedral, where one pupil sang a solo before a very large audience. Future plans include a performance in the Albert Hall, involving pupils across the ability range.

**Leadership by the headteacher, governors and senior staff is highly effective.**

11. The headteacher has been appointed since the school was last inspected, and was previously the deputy head. The present deputy head and senior teacher are both new to the school. The present deputy head has recently taken maternity leave and the senior teacher has acted as deputy, thus there has been some loss of continuity in leadership. However, this has not stood in the way of substantial school improvement, and the present senior management team looks forward to greater stability: the school's capacity for further improvement is very good.

12. The headteacher's consultative style successfully promotes teamwork, and members of the existing senior management team have covered for absent colleagues efficiently and effectively. The detailed school development plan has successfully driven improvement, and the senior management team and governors closely monitor the implementation of the plan. There is a strong culture of improvement in the school, and staff work hard to secure continued development.

13. Governors are a skilled, knowledgeable and committed group. They provide very good support to the school. For example, the chair of governors has been instrumental in raising substantial funds for the school's new hydrotherapy pool. Governors also fulfil their responsibilities very well. Acting on an idea from the vice chair, they have formed a Quality Committee that is to be responsible for governors' quality assurance procedures. This is a very positive step; it gives the governors firm direction in extending their role as critical friends of the school. For example, the committee has initiated the practice of curriculum co-ordinators making presentations to governors, and has devised a checklist of ideas for monitoring the school's Values Charter. This gives a clear focus for governors' visits to school. The committee has also looked at staff training, sought feedback from staff who have been on courses, asked about outcomes for pupils, and considered what value training has added to the school's provision.

14. The roles of curriculum co-ordinators continue to develop well. Monitoring of the curriculum is very well developed, and monitoring of teaching is developing gradually. For example, monitoring of teaching in the core subjects of English and mathematics has become firmly established as part of the implementation of the literacy and numeracy strategies. Further training is planned to empower co-ordinators of other subjects to evaluate the teaching of their colleagues. Very good levels of support are given to develop staff's skills further. For example, training in a particular method of teaching music has been given to all staff, and further support is to be given from a consultant who will work alongside staff in the classroom. Staff also benefit from the wide range of courses which the school hosts as part of its Beacon agreement.

**There is a very rich curriculum, including a wide range of extra curricular activities.**

15. Since the school was last inspected the curriculum has been improved. There is now a better balance for secondary-aged pupils than there was previously, with the subjects of art, science and design technology suitably represented on timetables. Although curriculum planning was judged to be excellent, the school has developed detailed schemes of work, to a common format, and this is very helpful for teachers who are part-time, and for those who share classes.

16. The curriculum has been given added breadth through the development of a good range of accredited courses and the improvements in accommodation. For example, in science, the introduction of an accredited course has brought greater demands for investigative work, and this is now possible because the school has a specialist room.

17. There has been considerable development in music and a modern foreign language since the last inspection, and there are some individual examples of high attainment in these subjects. All pupils have access to performance opportunities, and music is used very well to encourage communication, and as a form of therapy. Modern foreign language is taught to pupils with speech as a discrete lunchtime session, and pupils' skills are developing very well. The curriculum is further enriched by opportunities for residential, concerts, competitive sports, visits, and dramatic performances. During lunchtimes there are several clubs for pupils to attend, including recorders, choir and French. During the inspection pupils were busy preparing for the school's forthcoming musical performance, which is to be run in the same way as other musicals have been in the past, as an enterprise. Pupils run the 'box office' and take responsibility for all aspects of the production. Some of the older pupils were involved in a Millennium project to erect and maintain a pergola in the playground. Their particular responsibility was for the plants, including hanging baskets, which will form part of the construction.

#### **Relationships with parents are very constructive.**

18. There is a very high degree of parental satisfaction with the school, and staff work constructively in partnership with parents to promote pupils' progress. For prospective parents there is an excellent, informative prospectus, which is well presented and gives an accurate picture of the school and its aims and provision. Parents are kept very well informed whilst their children progress through the school. There are numerous letters, coffee mornings with speakers, very good opportunities to discuss pupils' progress, and informative written reports. Pupils' individual education plans (IEPs) are sent home, and there are termly meetings to discuss pupils' progress. If parents are unable to come to school for these meetings, staff will visit them at home. Parents thus have every opportunity to become involved in supporting their children's progress towards targets, as well as to contribute to the target setting process, and many of them use these opportunities well.

19. Parents are genuinely welcome in the school, and particularly appreciate the way they are listened to. Parents' views are valued, and the Friends of Clifton Hill has, in the past, sought them. Home-school books are used very well. Many parents write in them daily, and staff use the information in these effectively, particularly to promote communication for pupils who do not speak. Parents also appreciate how well the school liaises with them over matters such as dietary and feeding needs. They are confident that their children are cared for well, and most are satisfied that their children make as much progress as they can. One parent wrote that her child had achieved far more 'than we ever anticipated'.

## **WHAT NEEDS TO BE IMPROVED**

### **There is some inconsistency in pupils' individual education plans (IEPs)**

20. Although most pupils' individual education plans are of very good quality, this is not always the case. In general, individual education plans could be further improved if they showed clear success criteria. This should enable the school to demonstrate clearly to parents when pupils have achieved targets, and what constitutes achievement for each pupil. This is particularly important in view of whole school target setting, which is based on percentages of targets achieved by pupils.

21. The format for individual education plans allows for a column in which teachers enter information about programmes and the resources needed when pupils are working on each target. This column is not always completed, and this lack of information makes it more difficult for staff to support pupils. The format also allows for teachers to calculate the percentage of targets achieved at the end of each individual education plans term. Not all teachers complete this, and monitoring is thus made more difficult. Occasionally, a target that is not achieved is not carried forward to the next individual education plans, and there is no apparent reason for this.

### **Some weaknesses in the accommodation affect the curriculum, and health and safety.**

22. The accommodation has improved immensely since the school was last inspected, and it is now much more suitable for secondary pupils. However, the school hall, which is a multi-purpose area, is not large enough for the greater numbers of pupils, or suitable for secondary pupils to use for physical education. As a result, some pupils have to eat in classrooms at lunchtime, and certain activities are not possible. For example, the school has a splendid trampoline, but pupils cannot use this for jumping to any height as the roof of the hall is too low. There are no changing rooms or showers for pupils to use adjacent to the hall, and not enough storage space for equipment, which takes up some of the precious space in the hall. Although staff are vigilant, and pupils well supervised, this presents a risk to pupils' safety.

23. Since the last inspection, access to the school and parking facilities have improved, but there is still not enough space for vehicles. Minibuses and taxis bringing pupils to school have to queue and wait their turn to load or unload. This means that pupils are often sitting on vehicles for some time in the driveway or on the main road, and in the mornings some therefore arrive late in classes. The car park is also congested, making loading and unloading a risky business that compromises the safety of both pupils and staff. There is no cover at the entrance to help keep pupils dry in wet weather.

### **The school is not yet approved for the number of pupils it has.**

24. The school has increased its capacity through improvements to the accommodation, and pupil numbers have risen. The intention is for the school to have places for 85 pupils. Reorganisation as a secondary school is not yet complete, but numbers of pupils have risen and the school is now operating outside its existing approval arrangements. Actual pupil numbers exceed the number of planned places, and this disadvantaged the school when its budget was allocated last financial year. The Local Education Authority has not yet applied for a change in approval arrangements.

**The use of signing by staff is not as consistent as it might be.**

25. Staff use a good variety of methods to support pupils' in developing communication skills, including signing, but this is not used consistently well by all staff, a few of whom are not confident in signing. Inspectors observed a small number of occasions when signing would have helped the pupil to a better understanding.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

26. The headteacher, governors and staff should:

- Improve the consistency of pupils' individual education plans by:
  - \* ensuring that all targets have clear success criteria;
  - \* ensuring that all sections of each plan are completed;
  - \* monitoring individual education plans more rigorously.
  
- Ensure that all staff sign consistently throughout the school, by:
  - \* building staff confidence in the use of signing;
  - \* monitoring the use of signing by staff.
  
- Liaise with the Local Education Authority (LEA) to:
  - \* obtain approval for the larger number of planned places;
  - \* further improve the school car park so that buses can load and unload safely, and so that they do not have to queue for such lengthy periods of time;
  - \* provide a larger school hall, with suitable changing facilities.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	14

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	12	12	3	0	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	<b>No of pupils</b>
Number of pupils on the school's roll	83
Number of full-time pupils eligible for free school meals	14

<b>English as an additional language</b>	<b>No of pupils</b>
Number of pupils with English as an additional language	3

<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	1

### *Attendance*

#### **Authorised absence**

	<b>%</b>
School data	9.36

#### **Unauthorised absence**

	<b>%</b>
School data	0.09

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

### ***Attainment at Key Stage 2***

Teacher assessment – all pupils disapplied from Standard Attainment Tests  
*13 pupils eligible*

	<b>Working towards Level 1</b>	<b>Level 1</b>
English	11	2
Mathematics	11	2
Science	11	2

### ***Attainment at Key Stage 3***

Teacher assessment – all pupils disapplied from Standard Attainment Tests  
*Results not published because fewer than 10 pupils were eligible*

#### ***Ethnic background of pupils (1998/1999)***

	<b>No of pupils</b>
Black – Caribbean heritage	2
Black – African heritage	
Black – other	
Indian	1
Pakistani	1
Bangladeshi	
Chinese	
White	75
Any other minority ethnic group	1

#### ***Exclusions in the last school year***

There were no exclusions in 1998/1999

	<b>Fixed period</b>	<b>Permanent</b>
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, which may be different from the number of pupils excluded.*

*Teachers and classes*

**Qualified teachers and classes:  
Y5- Y14**

Total number of qualified teachers (FTE)	11.9
Number of pupils per qualified teacher	7.0
Average class size	9.0

*FTE means full-time equivalent.*

**Education support staff:  
Y5- Y14**

Total number of education support staff	43
Total aggregate hours worked per week	1146

*Financial information*

Financial year	<b>1998/1999</b>
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	<b>£</b>
Total income	803263.00
Total expenditure	748517.00
Expenditure per pupil	8807.00
Balance brought forward from previous year	69964.00
Balance carried forward to next year	124710.00

*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	83
Number of questionnaires returned	32

**Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	78	22	0	0	0
My child is making good progress in school.	72	25	3	0	0
Behaviour in the school is good.	69	31	0	0	0
My child gets the right amount of work to do at home.	52	30	11	4	4
The teaching is good.	81	16	3	0	0
I am kept well informed about how my child is getting on.	84	16	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	69	28	0	0	3
The school works closely with parents.	81	19	0	0	0
The school is well led and managed.	84	12	0	0	3
The school is helping my child become mature and responsible.	68	29	0	0	3
The school provides an interesting range of activities outside lessons.	52	26	6	3	13