

# INSPECTION REPORT

**Wolverdene School**

Andover

LEA area: Hampshire

Unique Reference Number: 116635

Headteacher: Mr. Richard Ford

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Reporting inspector: Mary Henderson

19827

Dates of inspection: 8<sup>th</sup> – 12<sup>th</sup> November 1999

Under OFSTED contract number: 708346

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

**Wolverdene School-1**

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	For pupils with emotional and behavioural difficulties
Type of control:	LEA
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	22 Love Lane Andover Hants SP10 2AF
Telephone number:	01264 362350
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Appropriate authority:	Hampshire County Council
Name of chair of governors:	Mrs. Pippa Grob
Date of previous inspection:	25 <sup>th</sup> September 1995

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### Aspect responsibilities

Attainment and progress; Leadership and management.

Attitudes, behaviour and personal development; Attendance; Pupils' spiritual, moral, social and cultural development; Support, guidance and pupils' welfare; Partnership with parents and the community. Residential; Efficiency of the school.

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Mathematics; Design and technology; Information technology; Physical education;

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Quality of teaching; Staffing, learning and accommodation resources.

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## **MAIN FINDINGS**

### **What the school does well**

- Pupils make satisfactory progress overall.
- Most pupils attend regularly, develop good attitudes to work and make good progress in developing social skills.
- The overall quality of teaching is good and teamwork between teachers and special support assistants is very good.
- Very good support and guidance for pupils.
- Good, consistent management of behaviour supports pupils' progress.
- There is very strong and effective leadership by the Headteacher and he is very well supported by the Deputy Head.
- The governing body is well informed and works hard for the school.
- There is good residential provision for boys.
- Staff plan and supervise, all dinner-time and playtime activities as part of the behaviour management programme and as an aid to the development of social skills.
- There is a very good atmosphere for learning.
- Good provision for personal and social education.
- The school gives good value for money.

### **Where the school has weaknesses**

- I. Provision for information technology is unsatisfactory.
- II. Teachers do not always use assessment to help them plan for all levels of ability within their class.
- III. Some schemes of work are incomplete.
- IV. The majority of lesson planning is satisfactory but in a few lessons it is poor other; planning is poor and not sufficiently matched to pupils' targets.
- V. There is no residential provision for girls.
- VI. Teaching in a very small number of lessons was unsatisfactory.

**The strengths of the school far outweigh its weaknesses. The weaknesses will form the basis of the governors' action plan which will be sent to all parents and carers of pupils at the school.**

### **How the school has improved since the last inspection**

The school has made good progress against the issues mentioned in the last inspection report. There has been good improvement in the quality of teaching, in leadership and management, provision for the library, music, spiritual and cultural development and the quality and range of the curriculum. There has been satisfactory progress in the teaching of English, mathematics and religious education. New schemes of work have been introduced, although they still need further development. Records of Achievement are now in place. Provision for information technology is still unsatisfactory. The school is very well placed to make further improvements.

**Whether pupils are making enough progress**

Progress in: Targets set at annual reviews or in IEPs*	By 11		Key
English:	C		
listening and speaking	B	<i>very good</i>	A
reading	C	<i>good</i>	B
writing	C	<i>satisfactory</i>	C
Mathematics	C	<i>unsatisfactory</i>	D
Science	C	<i>poor</i>	E
Personal, social and health education (PSHE)	B		

*\*IEPs are individual education plans for pupils with special educational needs*

VII. The progress made by pupils during their time at school is satisfactory overall. It was sound or better in four fifths of lessons and good or better in just over a half. This is an improvement on the previous inspection.

VIII. There is no variation in the progress made by pupils relating to gender, ethnicity or social background. Pupils with additional special educational needs make satisfactory progress.

**Quality of teaching**

	Overall quality	Most effective in:	Least effective in:
5 – 11 years	Good.	English; art; geography.	Physical education; information technology.
English	Good.		
Mathematics	Satisfactory.		
Personal, social and health education (PSHE)	Good.		

IX. The quality of teaching overall throughout the school is good.

X. Teaching was satisfactory or better in 92% of lessons seen, good or better in 55% of lessons and very good or excellent in 16% of lessons.

XI. There has been a good improvement in teaching since the last inspection.

XII. The strengths of the quality of teaching include very good management of behaviour although there are occasional inconsistencies, teaching in a lively and interesting way, expectation of high standards from pupils and good challenge.

XIII. Weaknesses, even when teaching is satisfactory overall, include unclear lesson aims for the range of abilities.

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



• **Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Behaviour is good both in and out of class, taking into account pupils' special educational needs.
Attendance	Attendance is good and is above average for this type of school.
Ethos*	There is a very good atmosphere for learning in the school. Relationships, both in the school and in The Lodge are good and adults act as good role models for pupils. This helps pupils to form positive relationships with each other, which many find difficult.
Leadership and management	The Headteacher provides outstanding leadership. He is very well supported by the Deputy Head and they work well as a team. The governing body works hard and is very supportive of the school.
Curriculum	There is a broad and balanced curriculum which is appropriate to pupils' needs. However, some aspects of information technology are not taught and some planning does not sufficiently challenge higher attaining pupils.
Spiritual, moral, social and cultural development	Provision for pupils' moral and social development is very good. There is also good provision for spiritual and cultural development
Staffing, resources and accommodation	Staff are experienced and have a good range of expertise. Support staff are very experienced and make a significant contribution to pupils' overall progress. The residential accommodation is well staffed and the quality of accommodation is good and very well maintained. Resources are barely satisfactory.
Value for money	The school gives good value for money.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

• **The parents' views of the school**

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
XIV. Good support from the school and the Lodge.	XVII. There is not enough homework.
XV. Home/school diaries provide a good way of communicating with the school.	XVIII. There is not enough done to re-integrate
XVI. Consistent practice by all the staff in managing behaviour.	XIX. More able pupils are not sufficiently

The inspectors endorse the parents' positive views of the education their children receive. The school has implemented a new homework policy this term and has started to develop integration opportunities. The inspectors believe that these developments will meet parents' concerns. However, there was evidence that in a few lessons the most able pupils were not sufficiently challenged.

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## **KEY ISSUES FOR ACTION**

The governors, Headteacher and senior management team should give attention to the following points to improve further the quality of education provided and to raise standards for all pupils:

XX. Ensure that provision for information technology meets statutory requirements, covers the aspects of control and modelling and is planned progressively across the school. **(See paragraph 29)**

XXI. Ensure that assessment is used to inform curriculum planning to match the wide range of ability of pupils. **(See paragraph 36)**

XXII. Develop schemes of work so that pupils build progressively upon previous learning and all pupils are sufficiently challenged. **(See paragraph 31)**

XXIII. Improve staff expertise in information technology. **(See paragraphs 23, 59, 87)**

XXIV. Ensure all subject co-ordinators receive appropriate training to develop expertise in their own areas and develop it across the school. **(See paragraph 60)**

Together with the local education authority, address the equal opportunities issues identified by reviewing the lack of residential provision for girls.

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## **INTRODUCTION**

- **Characteristics of the school**
1. Wolverdene is a maintained special school for pupils aged 5 – 11 with serious emotional and behavioural difficulties (EBD). At the time of the inspection, there was only one pupil at Key Stage 1. All pupils have statements and many have separate or associated difficulties. Some have additional learning difficulties including specific learning difficulties. Out of the 43 pupils currently on roll, all but two are boys. The majority of pupils are white. Eligibility for free school meals is high at nearly 65%. Pupils lack in self-esteem and there is substantial underachievement, compared to other pupils of the same age. A number have been excluded from mainstream schools and some have been excluded from other special schools.
  2. The school is located in the town of Andover, in the north west area of Hampshire. The catchment area is predominantly north, western and central Hampshire but most pupils come from Andover, Basingstoke, Farnborough and Aldershot. There is weekday, residential provision for up to 10 boys. Currently there are nine pupils boarding in The Lodge. The recognised Standard Number is 42, which is broadly an average size for an EBD primary school. Last year, at the request of the LEA, the school took in an additional 7 pupils and considers itself capable of accommodating up to 49 pupils. Currently 50% of pupils on roll are in Year 6, although it is likely that more younger pupils may be referred during the academic year.
  3. The main aim of the school is to create an environment in which children have a safe and supportive environment to help them overcome their emotional and behavioural difficulties and develop their knowledge and skills. A further aim is to prepare pupils for transfer to their next school and to provide support and advice to parents and outside agencies.

#### 4. Key indicators

##### Attainment at Key Stage 2

These tables show the percentage of Year 6 pupils achieving each level in the school in **1999**

##### TEACHER ASSESSMENT

###### Percentage at each level

	<b>W</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
English	0	0	40	40	10	10	0
Speaking & Listening	0	0	30	50	20	0	0
Reading	0	0	30	40	20	10	0
Writing	0	0	30	50	10	10	0
Mathematics	0	0	40	30	20	10	0
Science	0	0	0	60	40	0	0

##### TEST AND TASKS RESULTS

###### Percentage at each level

	<b>Below level 3*</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
English	70	10	20	0	0
Reading	60	10	30	0	0
Writing	70	20	10	0	0
Mathematics	40	40	20	0	0
Science	30	20	30	10	0

\* Represents pupils who were not entered for the tests because they were working below level 3/awarded a compensatory level/entered but not awarded a level.

#### 4. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			9.0%
	Authorised	School	6.4
	Absence	National comparative data	N/A
	Unauthorised	School	2.6
	Absence	National comparative data	N/A

4.

4.

## Exclusions

	Number of exclusions of pupils (of statutory school age) during the previous year:		Number
		Fixed period	8
		Permanent	0
4.	<b>Quality of teaching</b>		
	Percentage of teaching observed which is:		%
		Very good or better	16
		Satisfactory or better	92
		Less than satisfactory	8
4.			

## **PART A: ASPECTS OF THE SCHOOL**

### **4. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

4.

#### **Attainment and progress**

1. *The characteristics of the pupils for whom the school caters make it inappropriate to judge their attainment against age-related national expectations or averages. The report does, however, give examples of what pupils know, understand and can do at the end of key stages. Judgements about progress and references to attainment take account of information contained in pupils' statements and annual reviews.*
2. The progress made by pupils during their time at school is satisfactory overall. It was sound or better in four fifths of lessons and good or better in just over a half. This is an improvement on the previous inspection. Progress is unsatisfactory in one out of eight lessons. Unsatisfactory progress has a direct link to unsatisfactory teaching and poor behaviour. There is no variation in the progress made by pupils relating to gender, ethnicity or social background. Pupils with additional special educational needs make satisfactory progress.
3. Progress against prior attainment for pupils is good at Key Stage 1, when assessed against outcomes in national tests. There were insufficient pupils at Key Stage 1 during the inspection to make separate judgements. Overall, progress is good in geography, art and music. Progress is satisfactory in English, mathematics, science, history, personal and social education, design and technology, religious education and physical education. Progress is unsatisfactory in information technology.
4. The progress made by pupils in English over time, and throughout the school, is satisfactory. The progress currently made in English has improved when compared with the last inspection. The school is making effective use of the National Literacy Strategy and this is having a beneficial effect on pupils' progress.
5. Progress in speaking and listening is good. The school's strategies for improving concentration are having a beneficial effect on listening skills. By the end of Key Stage 2 most pupils learn to listen attentively and their ability to express themselves clearly develops well. Pupils are gaining in self-confidence and self-esteem through contributions to discussions. They show an increasing ability to contribute to discussions and take their turn in conversation, especially with one another. Most pupils make satisfactory progress in reading. By the end of key Stage 2 they have made sufficient progress to read from newspapers and a variety of fiction and non-fiction books. They use the school library regularly and some sit there engrossed by a book. Reading opportunities provided by the literacy hour have helped to improve standards. Pupils make satisfactory progress in writing. There are opportunities for handwriting practice but the school is aware that this is an area that requires more structure. By the end of key Stage 2, pupils have developed more fluency by writing sentences with connecting words, for example, consequently, at the beginning of the sentence. Older pupils use their literacy skills to support their learning in other subjects. In history, for example, they write as chimney sweeps from the Victorian era. The school is currently considering ways in which to extend opportunities to write in a greater variety of situations and at greater length.
6. Progress in mathematics is satisfactory. Progress during the lessons observed was satisfactory and sometimes good. The school has adopted the National Numeracy Strategy which is having a positive effect on pupils' progress. During Key Stage 2, younger pupils identify numerals bigger or smaller than ten, other pupils match numbers up to twenty. More able pupils make more complex calculations. Information technology is used to support pupils' individual learning and pupils learn to order articles by size using the mouse. By the end of Key Stage 2, older pupils, practice their mental mathematics strategies and make four digit numbers using thousand, hundred, tens and units. Other pupils practice estimating the sum of two numbers by rounding up or down and make predictions by finding the sum of the two numbers.

7. In science, progress is satisfactory overall. During Key Stage 2, younger pupils make satisfactory progress against prior attainment in their knowledge and understanding of materials. Older pupils make satisfactory progress in their knowledge and understanding of electricity and develop skills in constructing a simple electrical circuit. Older pupils understand how a parachute fills with air and resists the force of gravity enabling it to fall gently. Pupils develop a good understanding of what constitutes a fair test. By the end of Key Stage 2, pupils occasionally use tables and graphs to record observations from practical and investigative work, although their use is not developed systematically throughout the school.
8. The school has set realistic targets for future improvement in standards in English, mathematics and science. The introduction of the National Strategy for Literacy and Numeracy has begun to provide clearer continuity in these subjects.
9. Overall, pupils make good progress against their Individual Education and Behaviour targets. Progress is limited in some areas of the curriculum by the severity of pupils' emotional and behavioural needs. In some subjects progress is affected by poor lesson planning and the inadequate use of assessment at the end of lessons to guide future planning.

13. **Attitudes, behaviour and personal development**

10. Pupils' attitudes to their work are good. The majority can and do listen well and follow instructions. In the main they stay in their seats and produce a satisfactory amount of work in lessons. The ability to sustain concentration develops as pupils respond to the school's strategies for improving behaviour. Pupils who are resident in the Lodge complete their homework routinely without problems. When Year 6 pupils were reading silently in class there were many who were so absorbed in their books that they did not want to put the book down to listen to the teacher.
11. Overall pupils' behaviour in school and the Lodge is good. During assemblies, lunch and break times it is very good. Pupils move in and out of assembly sensibly and behave well throughout the event. At break times pupils respond very well to the very good range of activities the staff provide for them. They play competitive games such as dodge ball and football without acrimony. In lessons, behaviour is satisfactory and this contributes to progress. Occasionally, the time taken in managing incidents of unsatisfactory behaviour in a few lessons limits further progress. The rate of exclusions is static. There were no permanent exclusions and eight, fixed-term exclusions in the last year.
12. The quality of relationships within the school is good. Relationships between pupils and teachers are usually good and this has a positive effect on their progress. In the very few cases where relationships are unsatisfactory, pupils behaviour is not so well managed and the behaviour of the pupils deteriorates. The residential care staff and the special needs assistants have forged strong relationships with the pupils. These relationships are appropriate and effective in managing pupils' behaviour and supporting their emotional needs. In most cases pupils show respect to adults but are less inclined to respect each other's feelings. Pupils are very adept in provoking each other and some take delight in doing so. In other cases they are supportive of each other and co-operate in class. For example in a library skills lesson they worked in pairs telling each other about the book they were reading. At other times they react violently with little or no provocation. There have been satisfactory improvements in pupils' behaviour since the last inspection.
13. Pupils make good progress in developing social skills. The older pupils help younger ones at lunchtime by cutting up their food for them. There is evidence that as they get older pupils are taking more responsibility for their own behaviour. In Year 6 there are ten pupils that the school has identified with potential to return to mainstream schooling. Pupils who are resident in the Lodge have jobs to do on a rota basis. These include setting the table, clearing away, and loading the dishwasher. At the end of the day pupils discuss with teachers the type of day they have had and usually identify where problems have occurred and, in many cases, why.

17. **Attendance**

14. Attendance at the school is over the 90% benchmark at 91% and this is good compared with similar schools. Unauthorised absence is low compared with other primary schools for pupils with emotional and behavioural difficulties. Since September a third of pupils have attended full-time. Much of the unauthorised absence is due to a very small number of pupils.
15. Punctuality is generally good in the morning and is very good during the rest of the day. The pupils are always ready to start their lessons promptly after break. This is largely due to the high standard of supervision maintained by staff.
16. There has been a satisfactory improvement in attendance of pupils since the last inspection. The rate of unauthorised absence has only dropped.

20. **QUALITY OF EDUCATION PROVIDED**

20. **Teaching**

17. The quality of teaching overall throughout the school is good. Teaching was satisfactory or better in 92% of lessons seen, good or better in 55% and very good or excellent in 16%. The improvement in the quality of teaching since the last inspection has been good in that the proportion of good or very good teaching is higher. In addition, the number of unsatisfactory lessons has decreased from 25% of lessons seen to 8%.
18. The teaching of values and beliefs throughout all aspects of the school day is very good. Most teachers have good relationships with pupils that are based on mutual respect and consideration. The strengths of teaching include very good management of behaviour, teaching in an invigorating way, expectation of high standards from pupils and good challenge. However, there are occasional inconsistencies in teaching. Weaknesses in teaching, even when teaching is satisfactory overall, include unclear lesson aims for the range of abilities in a class. This leads to an unsatisfactory assessment of pupils' progress during the lesson.
19. Teachers have a good knowledge of their pupils' individual needs and good subject knowledge and understanding. Very good examples were seen in English, history and music. Teachers have introduced the National Literacy Strategy successfully. In mathematics, a commercial planning scheme and the national numeracy strategy framework supports teachers' subject knowledge. Occasionally, in a very few lessons, there are weaknesses in teachers' subject knowledge in aspects of science, physical education and information technology. This was the case during the last inspection and this is unsatisfactory.
20. A feature of the good teaching is the high expectations teachers have of their pupils in learning and behaviour. In a history lesson, for example, the teacher provided many opportunities for pupils to develop appropriate social behaviour as well as developing and using research skills when on an outing. In mental mathematics in Year 6, the pace and challenge of questioning has a positive effect on pupils' progress. Teachers use of questions is good and there is effective feedback to pupils. However, in a few lessons that start brightly, the challenge is not always maintained due to unsatisfactory group tasks and on occasions over-use of work sheets.
21. Teachers' planning is overall satisfactory. Daily lesson planning by some teachers is very brief and lacks clear, specific learning objectives for the lesson. The use of targets from individual education plans in class teaching is not fully established. Where there are weaknesses in teaching, it is often the case that lesson planning lacks rigour and insufficient activities are planned. Where lesson planning is good, intended lesson aims are shown and matched to pupils' prior attainment levels and learning



targets for the week are displayed and referred to at the beginning of the lesson. Close liaison with classroom assistants for teaching and recording progress against targets is a good feature of successful teaching.

22. Many lessons start with a good review of previous work and teachers are able to adapt to a range of challenging situations. Teachers regularly give ongoing praise to pupils together with some individual assessment. Good questioning often elicits the response from pupils where they demonstrate their knowledge. Support staff, in particular, offer very good support to individual pupils who are experiencing difficulties settling to work. During a Year 6 mathematics lesson, for example, support staff enable pupils to make good progress in a practical investigation involving measurement. In many classes, materials are well prepared and displays of pupils' work and artefacts create a good environment clearly focused on teaching and learning. Class resources are used well but often they are unexciting. Some teachers provide artefacts to support learning which sustains pupils' interest, for example there is good use of the overhead projector to support work in English and very good use of museum personnel and artefacts in history. In a few lessons, time is not managed well to allow for a review of pupils' work or to celebrate their gains in knowledge, skills or understanding at the end of the lesson.
23. Pupils' behaviour is managed very successfully overall. This is often based on secure established relationships with pupils. It is always successful when teachers follow the school procedures and offer warnings to pupils. Pupils are aware of these procedures and often manage their response accordingly and develop self-control. Teachers are mostly calm and respond with humour. On a few occasions, however, some teachers raise their voices to an unacceptable level, often because they do not use the agreed school procedures and pupils shout back. The appraisal of pupils' behaviour, at the end of each lesson, is not done at the end of all lessons. The assessment of pupils' attainment at the end of the lesson is sometimes unsatisfactory. This is due in part to the lack of clarity of learning aims and the vagueness of individual targets.
27. **The curriculum and assessment**
24. The school has made satisfactory improvements to the curriculum overall, and good improvements in some individual subjects, since the previous inspection. Policies and schemes of work are in place for a majority of subjects and problems relating to the overall breadth and balance of the curriculum and the provision for religious education have been largely resolved.
25. The school has a broadly based and balanced curriculum. The curriculum provided meets the statutory requirements of the National Curriculum except that there is no provision for control and modelling activities in information technology. The requirements for the teaching of religious education are met in full and religious education is now taught according to the locally agreed syllabus. The literacy hour has been implemented successfully. Within the literacy hour there is an under-emphasis on writing although the school is planning to redress this balance. A sound start has been made on planning mathematics based on the newly introduced National Numeracy Strategy and a recently purchased commercial scheme.
26. The school successfully promotes the intellectual, physical and personal development of the pupils and prepares them well for involvement in the next stage of their education. Parents value their own, and their child's involvement, in discussions at annual reviews prior to transfer to an appropriate secondary school. Visits and a careful induction process help pupils to move with confidence to the next stage of their education. However, until the present term, there were insufficient opportunities for inclusion into mainstream education.
27. There are satisfactory policies in place for the majority of subjects and teachers have responsibilities for co-ordination of an area of the curriculum. There is a timetable for review of the policies and schemes of work. Medium term planning is matched carefully with the programmes of study in most subjects. There are, however, incomplete schemes of work in some subjects such as science, information technology and design and technology. This means that it is not yet possible to ensure

that knowledge and skills in all subjects build systematically through both Key Stage 1 and 2, or that activities are different from year to year. There is a whole school system of daily and weekly planning but this is not used consistently to identify what pupils are to learn in the lesson and how this learning will be checked.

28. The organisation of classes and teaching groups allows equality of access to the curriculum for all pupils. There is satisfactory provision for pupils with additional literacy needs. Play therapy has recently been introduced and pupils with specific reading difficulties have additional regular support to help meet their needs. All pupils have individual education programmes with targets set for behaviour, literacy and numeracy, which are regularly reviewed. There are two girls on roll but no specific structures have been developed for their support. This is unsatisfactory.
29. A strong emphasis is placed on pupils' personal and social education through the daily life of the school and in subject lessons. Additional lesson time is allocated to personal, social and health education. This is entirely appropriate. The additional time for personal target setting and review has a positive impact on the standards the pupils achieve and endorses the aims of the school well. The school provides appropriately for sex education and health education, the use and abuse of drugs being managed through the personal and social education programme.
30. There are restricted opportunities for extra-curricular activities because of pupils' transport arrangements, but the school makes break-times a very important part of the school day through a well-supervised and organised range of timetabled activities. The very good management of break-times ensures that most pupils are well prepared for the next lesson.
31. Interesting activities are arranged for pupils at The Lodge after school. Pupils attend cubs, go swimming, cook, learn techniques for painting watercolours or go for walks. The school makes good use of the local community to support learning by planning a purposeful range of visits, which enhances the quality of the curriculum. These activities promote additional opportunities for physical, personal and social development as pupils make choices, learn to co-operate as a member of a team by playing games and learn new skills.
32. The school has made satisfactory improvement in arrangements for the assessment of pupils' progress. This was an area of weakness in the previous inspection report. There are policies for assessment, recording and marking pupils' work and details of all the assessment procedures carried out over the school year. However, information from assessments is not used by all teachers to ensure they plan well for pupils at different stages of development within their class. Opportunities for teachers to assess what pupils have learned at the end of the lesson are, therefore, sometimes missed. An appropriate assessment is used when pupils enter the school and targets are set from this and the statement of educational needs. Individual education plans have targets set for personal and social development, literacy and numeracy. Progress towards the personal, social and behavioural targets is monitored very efficiently, but the breadth of some of the literacy and numeracy targets makes it difficult to monitor progress as precisely. Teachers review targets weekly and update them when sufficient progress has been made. The annual reviews of pupils' statements are carried out very efficiently, with parents and professionals being fully involved. Older pupils attend their own reviews and contribute to the process in a significant, positive way. Previous targets are reviewed, new targets set and these are recorded carefully. Behaviour management plans are available and staff amend these as targets are achieved.
33. All pupils have detailed Records of Achievement including samples of work, certificates and photographs of National Curriculum achievements and other activities. These show progress over time and are maintained well by staff and pupils as a useful record of their experiences and achievements.
37. **Pupils' spiritual, moral, social and cultural development**
34. There is good provision for pupils to develop spiritually. In assemblies there are opportunities for pupils to reflect on their own lives and those of other people. For example they saw a video on the victims of a natural disaster in India and were invited to compare their own lives with those of the people affected by the disaster. In religious education pupils learn about other faiths and are encouraged to develop a respect for them. In an assembly pupils were moved by African music played by other pupils. On the 11th November pupils stayed silent for 2 minutes showing respect for those

people killed in wars this century. Throughout the school pupils are encouraged to develop a sense of self worth and to reflect on their behaviour. The school has made good progress in this area since the last inspection and poetry and music are well used to create a good atmosphere for reflection.

35. The school promotes moral values very strongly and they underpin the whole work of the school. They are implicit in behaviour management and in the respect that the teachers show to the pupils. Pupils are taught right from wrong directly in personal, health and social education as well as in religious education lessons. Pupils also discuss moral issues during form time. The school has maintained its strong moral climate reported in the last inspection and this remains a strength of the school. Most pupils understand clearly what is right and wrong even if they cannot make the right choices on occasions.
36. The provision for pupils to develop social skills is very good. A significant part of this provision is the very good arrangements for morning and afternoon breaks. The school gives pupils opportunities to make choices and to take part in team games. The organisation of lunchtime is also very good with pupils sitting in mixed age groupings with an adult. There are good opportunities for pupils to work together in small groups and pairs in lessons, for example, when using the computer. The school has made satisfactory progress in enabling pupils to work together in the classroom.
37. Provision for pupils' cultural development is good. They are taught about their own and other cultures. They learn about their local history and geography as well as traditional tales. In assemblies African music was celebrated and in lessons they study African art. During their religious education lessons they learn about other cultures and faiths. Pupils visit theatres and museums. During the inspection, a 'Victorian School Mistress' visited Years 4 and 5, giving pupils an insight into Victorian life. This role-play enthralled the pupils and gave them a better understanding of this period of history. There has been good progress since the last inspection and there are now good multicultural resources.
41. **Support, guidance and pupils' welfare**
38. The school provides very good support and guidance for the pupils. This represents satisfactory improvement since the last inspection.
39. There is very good support for social development both inside and outside the classroom. Personal, health and social education lessons make a strong contribution to pupils' social development. In these lessons pupils learn about keeping healthy, duties and responsibilities, although there is inconsistent teaching of the scheme of work in year 6. Teachers teach issues such as self worth and bullying. Pastoral time gives pupils opportunities to share their feelings if they want to. When pupils do choose to share personal information teachers handle it very sensitively. The good relationships that pupils have with the staff are very important in promoting both social and academic progress. Teachers work well with parents to try to ensure a common approach in addressing the pupils' needs. The play therapy available to a small number of pupils is particularly beneficial and is a good example of joint working by education and of health professionals. Individual education plans are effective in supporting academic progress. Marking of pupils' work is inconsistent but there are good examples of supportive comments that indicate to the pupils how they can improve their work. The school works well with other professionals from the social and health services.
40. There are very good behavioural management procedures in school that are effective in promoting good behaviour. Pupils respond well to the system and do not like losing points or having a detention. Pupils try to modify their behaviour so that they can earn a certificate. The keyworker system is effective in helping the pupils to negotiate behavioural targets and to work towards them. The arrangements for break time and lunchtime are very good, offering pupils a choice of inside and outside activities and this contributes to the good behaviour of the pupils at these times. There are appropriate procedures for dealing with any incidents of alleged bullying. Attendance is closely monitored by the office staff who telephone parents/carers if a pupil has not arrived in school by 10a.m. There is good long term monitoring of pupils who are frequently absent.

41. Child protection procedures are in place and are well understood by staff. The Deputy Head is the designated teacher for child protection issues. The school pays good attention to health and safety requirements. Staff supervise pupils very well during breaktimes and lunchtime.

42. The residential hostel is clean and comfortable with a homely atmosphere. There are good well-established routines and the boys take it in turns do carry out different jobs e.g. washing and drying up. Behaviour in The Lodge is generally good. Food is hygienically prepared and is appetising. Staff provide a good range of activities in the evening, some of which link with the local community. For example on Tuesdays, four boys attend a local Cub pack. A single member of staff dispenses prescribed medicines. This is not checked by a second person which is desirable to prevent mistakes being made.
43. The provision in the hostel is good and makes a satisfactory contribution to the work of the school. The individual education and care plans are good and promote good progress in pupils' social skills and personal development such as relating appropriately with each other and adults. Homework is supervised. The keyworker system works well and pupils have a good relationship both with their keyworker and the other care staff in the Lodge. There are good informal links between teaching staff and the keyworkers. Information is shared at care staff meetings attended by the Headteacher. However there are not any planned times for class teachers or school keyworkers to discuss with the relevant residential keyworker, issues affecting individual pupils. This limits the first hand exchange of information on a regular basis.
47. **Partnership with parents and the community**
44. Since the last inspection the school has maintained its good links with parents and satisfactory links with the local community.
45. The school works hard at involving parents in their children's education. Teachers maintain good contact with parents through the home school diaries, and regular telephone calls. The school does not keep a log of telephone calls to parents so is unable to monitor the number of calls related to pupils having problems compared to those giving good news. There is one consultation evening a year and parents are always strongly encouraged to attend the annual review of the statement of special educational needs. Last year approximately three-quarters of parents attended the annual review. Parents receive satisfactory information about their children's attainment and progress in the annual reports. The school invites parents of Year 6 pupils to an evening meeting to discuss issues concerning transfer to secondary schools.
46. Many families live a considerable distance away from the school and so find it difficult to become involved with the school on a regular basis. However parents do raise money that the school has used for providing sports equipment, helping with the running costs of the minibus and supporting a theatre trip. Parents also help with the riding lessons and attend school events such as Christmas productions and sports days. Parents appreciate the help they receive in maintaining a consistent approach with the school in managing behaviour.
47. There are a number of members of the local community who come into school and support pupils by hearing them read or playing the piano. The local police officer is a regular visitor to the school and leads occasional assemblies. The Deputy Head is leading a new initiative to promote inclusive activities with neighbouring schools. The school is building up relationships with local primary schools to support its aim of integrating pupils back into mainstream schooling. It is also offering a package of outreach help and places on its parenting skills workshop course to local mainstream primary schools. During the inspection parents from local schools attended this parenting skills workshop run by the Head of Care. This initiative is at an early stage of development.

## 51. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### 51. Leadership and management

48. The leadership and management of the school are very good. At the time of the last inspection, both the Headteacher and Deputy Head had been in post less than a year. The good progress that the school has made since then is due in large part to the high standard of leadership and management provided by them. The main issues mentioned in the last report have been effectively dealt with. Responsibilities are clearly defined. Most subject co-ordinators have a good grasp of their responsibilities. There is an effective Head of Care, managed by the Headteacher and a full range of policies covering most aspects of provision has been developed.
49. The Headteacher provides outstanding leadership. He sets a standard for a consistent, high quality of behaviour management throughout the day, which is also implemented, in the residential setting. Expectations are high and developments in curriculum planning and the monitoring of teaching by the Headteacher have helped to develop a good standard of teaching overall. The role of each person with management responsibilities is made quite clear. This enables other senior managers such as the Head of Care and the Deputy Head, to take an appropriate share of management responsibilities as well as contributing to an overall strategic view of the priorities for future development, dealing effectively with current needs. Target setting in all areas is good. It is particularly good in aspects of behaviour and personal development.
50. Monitoring, support and evaluation of teaching and curriculum development is good,. Each teacher has at least one lesson formally observed by the Headteacher each half term. A written record is made and targets for future development agreed. A wide-ranging set of criteria is used to evaluate the quality of teaching and the links with medium and long term planning. In addition to their own substantial teaching duties, the Headteacher and Deputy Head visit classrooms regularly to observe teaching and support the teachers in their management of the pupils' behaviour. Support for curriculum development is good. There are regular subject meetings and the national strategies for literacy and numeracy have been effectively introduced. Monitoring of curriculum planning is satisfactory, although there a few schemes of work that are not complete and not all teachers have followed advice on lesson planning. Subject co-ordinators have begun to observe lessons.
51. The school has aims, values and policies, which are very well met. In particular, the school is impressive in achieving its aim of creating a safe and supportive environment to help pupils overcome their emotional and behavioural difficulties and develop their knowledge and skills. All staff are involved in formulating and using the detailed behavioural management strategies and routines which enable all pupils to make progress. Attitudes and behaviour are good, compared to the pattern of behaviour of pupils when in their previous schools. Parents comment favourably on the consistency of approach by all members of staff, whether in the school or The Lodge. The good communication between home and school enables parents to use similar strategies. Although the school makes good residential provision for boys, there is no provision for girls.
52. Planning for future developments is very good. The governing body works extremely hard on behalf of the school. Since it was recently changed with new instruments of government, a number of parent governors have joined. It has formed appropriate working parties and members are aware of their roles and responsibilities. They now make their decisions from a position of real knowledge gained from very frequent visits to the school. They have begun to evaluate and set priorities for development. The current school development plan is a meticulous description of all the actions needed to improve the school further. The steps that the governors are taking, to identify priorities, are very appropriate. New initiatives, in joint funding, such as the provision of play therapy by the school and the health authority will be jointly evaluated for cost-effectiveness. Governors' monitoring of pupils' academic progress is less well developed than monitoring progress in behaviour and personal development. They provide good support for the school and they meet their statutory responsibilities in all respects except for the breadth of the curriculum in information technology.

53. The ethos of the school is very good. The very positive leadership given by the senior management team has a major effect on supporting and sustaining the work of all the staff. The strong presence of senior managers around the school enables staff to work positively with pupils on learning and personal needs and ensure that progress is made, in relation to prior attainment.

57. **Staffing, accommodation and learning resources**

54. The school is appropriately staffed to meet the range and needs of very demanding pupils. There is good balance between experienced teachers of pupils with emotional behavioural difficulties and staff recently appointed to the school who have experience of mainstream education.

55. Although teaching overall during the inspection is good, there are a few weaknesses in teaching. These relate to inadequate subject knowledge particularly in physical education, information technology, and science and occasionally in history. Some of these weaknesses were also evident in the last inspection and have not been effectively addressed. Support staff are very effective and make a good contribution to the progress that pupils make. There are sound but informal arrangements for the induction of new staff to the school. However, with the recent addition of a number of new staff to the school, and the new national guidelines on the induction of new teachers, a formal policy is required to ensure that monitoring of new staff is planned and co-ordinated to meet individual needs.

56. Teachers and learning assistants are well supported and undertake appropriate training relevant to the management of pupils. However, some subject co-ordinators have yet to receive effective training in the subject areas for which they have appointed as co-ordinators. Support from visiting specialist staff for pupils with additional needs is good and many contribute to assessments and annual reviews.

57. The quality of the school's accommodation is good, providing ample space for classroom bases with a small food technology area, science/information technology room and a small library. The internal school building is clean and well decorated. There are colourful displays of pupils' work and photographs in corridors and classrooms. The school grounds are adequate with a good grass area which is well used. Pupils show respect for the school premises and there is no evidence of graffiti or vandalism.

58. The hostel accommodation is good and has bedrooms of a suitable size and a range of rooms downstairs for dining and leisure activities. There is an outside playground area although during the inspection, this was not used.

59. The resources to support teaching are satisfactory overall but the range of resources to support the whole curriculum is narrow and often uninspiring. In English, the range of reading books is limited, in mathematics resources are barely enough to cover all the programmes of study and in geography there is an inadequate number of maps of different scales and aerial photographs. There is an over-emphasis on the use of commercial work sheets. Although there are sufficient numbers of computers in the school the quality and range of software is very narrow. The school has made satisfactory progress since the last inspection.

63. **The efficiency of the school**

60. Financial planning is good. The school is very clear about its educational priorities and plans for them appropriately. Its present priorities are to reintegrate as many pupils who are suitable back into mainstream schooling and to provide an outreach service in support of this. The senior management team and the governors have carefully considered the staffing levels and the deployment of staff at the school to be able to meet these aims. Curriculum co-ordinators all have budgets to develop their subject areas but some of the co-ordinators are unsure of how the money is allocated. The high 12% carry forward in the budget from the previous year is being satisfactorily used to meet the additional needs of pupils and support planning for integration. The intended carry forward at the end of the



current financial year is forecast at 5%. The school has clear policies to meet possible future fluctuations in funding. There is a very good finance policy with a timetable for budget planning linked to school development policy. There is a clear definition of roles and responsibilities in relation to budget setting and monitoring.

61. The use of all staff is very effective. In particular the time teachers give to organising activities for the pupils at breaktimes as well as fulfilling their teaching responsibilities is a very good use of their time. The school deploys support staff very well so that they provide effective behavioural support for pupils. The Headteacher and Deputy Head provide substantial behavioural support as well as each having a teaching timetable. Better use is made of The Lodge than at the time of the last inspection and the care staff are very well deployed. When they are on duty during the day they sometimes help to support pupils in school and on occasions accompany them when they make reintegration visits to other schools. Teachers use resources appropriately to support the curriculum and use them particularly well in music lessons. The accommodation, in particular the library and the whole site during break times is well used. During the inspection week food technology was not timetabled therefore the food technology room was not used.
62. There is now good financial control and efficient school administration. In the last audit report in March 1999 there were a number of areas that were not satisfactory. Since the appointment of the new administrative officer all these issues have been addressed or are in the process of being addressed. At present curriculum co-ordinators do not have regular financial information to allow them to monitor their budgets effectively. The office staff work well as a team and are effective in providing the administrative support to ensure that the school runs smoothly. Governors receive monthly statements on the budget and monitor spending in the finance committee meetings. The committee is well informed, is supportive of the school and questions financial priorities appropriately. Recent initiatives, such as the introduction of play therapy and the work on reintegration, have been well planned and carefully costed. Play therapy is to be formally evaluated in conjunction with the local health authority. The finance committee of the governing body meets regularly and they receive up-to-date and accurate financial information from the administrative officer.
63. In view of the good quality of education provided by the school, particularly the proportion of good teaching, the support for personal development, and the educational and social progress of pupils, the school gives good value for money.

67.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

67.

### **ENGLISH, MATHEMATICS AND SCIENCE**

#### **67. English**

64. The progress made by pupils in English over time, and throughout the school, is satisfactory. Progress within lessons is good. The progress made in managing their own behaviour so that they contribute to and participate in lessons is good. All pupils are successfully working towards clear targets set out for them in behaviour and literacy. Progress in lessons is frequently good and sometimes very good. The progress currently made in English has improved when compared with the last inspection.

65. Progress in the skills of speaking and listening is good. A major factor in this level of progress is the teacher's consistent use of behaviour management strategies to encourage pupils to take turns in speaking and the implementation of the school's four rules of listening. By the end of Key Stage 2 most pupils have developed the ability to listen attentively. Pupils' understanding of what is said and read in lessons and their ability to express themselves clearly are developing well. Most pupils recall and describe details of events that happen at home, are seen on television or in the books or texts they are reading with an increasingly wide vocabulary. They describe the organisation and use of a library accurately and make interesting summaries of books they are reading. They use words such as 'suffix' and 'prefix' confidently, and explain their meaning, giving examples. Pupils offer creative ideas for substitute headlines for the articles they are reading. They make sensible suggestions about how they could make their models in art and value their time to speak to the rest of the group in pastoral time. Younger pupils show interest in the big books and sensibly ask, "What do they say?" when they see comments in speech bubbles they cannot immediately read. They learn to express opinions of books, poems and plays they read and explain correctly the moral of a poem as, "Its giving him a taste of his own medicine". All of the group fully understand this comment. Pupils work out and discuss Scottish dialect words sensibly and accurately, offering reasonable alternatives to the words in the play they are reading. Pupils are gaining in self-confidence and self-esteem through contributions to discussions. They greet visitors politely, and pupils in The Lodge listen with appreciation to poetry at breakfast time.

66. Most pupils make satisfactory progress in reading. They try hard to read the enlarged texts from newspapers, attempting to read unknown words. They make deductions and draw inferences from texts, making sensible suggestions about the next words in the story. Several of the group read the text fluently. One pupil reads part of a story about Remembrance Day confidently in assembly and others grow in confidence as they read a text together. Younger pupils know that words written in bold are very important, require emphasis and that capital letters have a specific function. They read pages of an amusing poem in turn. At first there was only one volunteer, then everyone asked for an opportunity to read, in spite of the fact that several of the group read hesitantly and welcomed support from another child or adult. Pupils read a play script with intonation and expression, anxious that everyone should come in at the right time to make the lines and meaning run smoothly. Pupils recognise the letters of the alphabet and use them to find words in their wordbooks. Most know the sounds of letters. They use these when building up words they need. Pupils know names of authors, illustrators and are clear about the difference between fiction and non-fiction. They use books to find out information and confidently use the index in the library to return or select books. By the end of the Key Stage pupils state a preference for non-fiction or reference books, for example, "I want to learn some Greek because I often go to Cyprus" and younger pupils looked with greater interest for an inviting story book. All knew that in the library they expect to find books to read for enjoyment and information. Pupils sat in the library engrossed in a book and appreciated opportunities to sit and read quietly. At present there is no provision for regular additional opportunities for pupils to read with adults but the school is considering the reintroduction of this practice.

67. Pupils make satisfactory progress in writing. Pupils do not always hold a pencil correctly. Younger pupils practise early writing skills through colouring, painting and work with clay. They practise the correct formation of letters, using a joined script. Pupils are encouraged to use their best handwriting

for the completion of worksheets and in their books but. the school is aware that it needs to provide more structured opportunities for handwriting practice. Pupils progress from the need to write under or over a model until they produce their own sentences with capital letters and full stops. Pupils throughout the school draft work and then write it neatly or use the word-processor to present it with a range of fonts and types of display. Pupils create their own short stories and write answers to questions in their books. They know the rules for underlining key words in their answers and are learning about the use of nouns, verbs, adverbs and adjectives. Pupils try hard to write sentences with connecting words, for example, consequently, before, although, at the beginning of the sentence. They are asked for their opinion about the difficulty of the task and the majority agree that it was easier the previous day when they used the words to join two parts of the sentence together. By the end of Key Stage 2, many pupils write for a wide range of purposes and have produced some interesting writing in history, for example, writing as chimney sweeps from the Victorian era. This gives pupils valuable opportunities to place themselves in someone else's situation and consider feelings and emotions. It provides opportunities to write at a longer length and use a wider vocabulary.

68. Overall behaviour is good and pupils' response to the National Literacy Strategy Sessions is positive. There are occasions when pupils take time to settle and grow into a receptive mood, but they usually complete work in the lesson. They enjoy discussions and like to contribute their ideas. Pupils try hard to read text or books together and concentrate well for extended periods of time. They appreciate humour and benefit from quiet reminders about their individual targets. Pupils respond well to the consistent management of teachers and are confident that when reading back their work to the group, others will listen to them.
69. The quality of teaching in English is good and in one-third of lessons is very good or excellent. The most successful lessons are characterised by good teacher knowledge both of the subject and of the consistent management of the special educational needs of the pupils. Lessons are thoughtfully planned and are usually clearly linked to the learning targets of the pupils and adapted appropriately to meet the wide range of ability the group. There are high expectations that pupils will be involved and make progress. Activities are changed at regular intervals to ensure that pupils maintain their interest. Pupils successes are noted, either during the lesson or soon afterwards, and the level of pupils' response to their behaviour targets is assessed at the end of the lesson. Good features of the lessons are the positive relationships maintained between teacher, learning support assistants and pupils.
70. The policy for English has been amended appropriately to implement the National Literacy Strategy. Further adaptations are planned to ensure that within the adapted curriculum sufficient time is available for structured writing and reading activities. Targets for literacy on individual education plans are not sufficiently linked to the planning for literacy. Pupils with special educational needs in literacy make satisfactory progress in class and in planned withdrawal sessions. All of these pupils have had their literacy needs assessed by an external consultant and the teacher has used the information to inform planning and set realistic targets. Comprehensive procedures are in place to assess and record pupils' attainment and progress, and interesting Records of Achievement contain samples of pupils' work, copies of certificates obtained and some photographs.
71. Resources for the teaching of English are satisfactory but the range of reading books is somewhat limited. The library has a wide range of non-fiction books and some attractive new fiction works which are enjoyed by the pupils. The school is gradually adding to its stocks of books and materials for use in the Literacy Hour. The school has made a satisfactory improvement in English since the last inspection and there is greater consistency in the teaching and levels of progress. The library has been significantly improved and is now used on a regular basis.
75. **Mathematics**
72. Progress overall is satisfactory. Progress in lessons observed was satisfactory and sometimes good. The school has adopted the National Numeracy Strategy which is having a positive effect on pupils' progress.

73. During Key Stage 2, some younger pupils learn to identify numerals bigger or smaller than ten, other pupils match numbers up to twenty and find the correct quantity. Some more able pupils know that three sets of ten pence equals thirty pence and five times ten pence equals fifty pence. Information technology is used to support pupils' individual learning and pupils learn to order articles by size using the mouse. In one lessons good use was made of play telephones to elicit responses from pupils about the sequence of numbers between one and five. Appropriate use of number puzzles during the lesson ensures pupils retain their interest and this strategy has a positive effect on the progress pupils make.
74. By the end of Key Stage 2, older pupils, develop their mental calculation skills, showing an understanding of place values up to 1000 and use four digit numbers using thousand, hundred, tens and units, in different contexts. Other pupils use a 100 square and identify numbers between thirty five and forty three. In whole group sessions, pupils learn and practice estimating the sum of two numbers by rounding up or down and make predictions by finding the sum of the two numbers. Pupils estimate the length of everyday objects in the classroom. They make satisfactory progress in learning about measurement and developing and testing prediction using a metric rule and recording their results using centimetres. They use efficient methods of multiplication or division of numbers.
75. Pupils' attitudes to learning are always at least satisfactory and on occasions good. In whole class groups, pupils, for most part, listen to each other, put their hands up when they want to make a contribution and comply with staff requests. On a few occasions, pupils do not settle to work easily, however, they are usually on task after a period of time and complete the work set.
76. Teaching overall is satisfactory. Teaching in the lessons observed was always at least satisfactory, sometimes good or very good. The National Numeracy Strategy has been recently introduced. Although it is too early to make an overall judgement, it is having a positive impact on pupils' progress. However, strengths evident in most teaching is the whole class introduction to the lesson. This includes appropriate and challenging mental calculation skills. On most occasions pupils' behaviour is managed well; support staff are effective in supporting pupils and contribute to pupils' progress in learning and self-discipline.
77. The management of the subject is satisfactory. The recently appointed subject co-ordinator has developed a draft action plan for the subject following consultation with staff and appropriately identifies the strengths and weaknesses of the subject. The recent introduction of the National Numeracy Strategy, together with the school's commercial scheme, is providing an effective framework on which teachers can develop their skills effectively. Pupils with additional special education needs make satisfactory progress.
78. Progress since the last inspection is satisfactory and recently progress in the subject is good. Although monitoring takes place it is unsatisfactory as it lacks rigour. Assessment of pupils' work to inform the next stage of learning is unsatisfactory although the school has plans to further develop this area as a priority. Resources to support learning are satisfactory overall but the range is barely satisfactory in quality to support the diverse needs of all the pupils across the National Curriculum Programmes of Study.

82.

## Science

79. Progress in science is satisfactory throughout the school overall. Many pupils have arrived late at the school. However, during Key Stage 2, younger pupils make satisfactory gains in their knowledge and understanding of materials and properties, usually through a hands on/exploratory approach to science. They develop a good understanding of the characteristics of electrical appliances in the home. A few know what constitutes a risk when handling them. Older pupils gain a good understanding of what constitutes a fair test for example; they plan investigations with parachutes, to explore forces. In a lesson about the properties of solids, liquids and gases, they show an increased understanding of the differences between liquids and solids. There is use of tables and graphs to record results of investigations, such as the rate of flow of water. Higher attaining pupils start to make simple predictions, for example, the rate at which different solids will go through a sieve. By the end of Key Stage 2, pupils are able to use simple equipment and materials appropriately to gain an understanding of aspects of electricity. For example, they know how to construct a simple circuit, the function of the batteries and that bulbs in a circuit which share power are not so bright as those that do not share the same source of power. Where progress in lessons for older pupils is occasionally unsatisfactory, this is due to poor behaviour during the second part of a lesson.
80. Pupils have a satisfactory attitude towards science. Their behaviour in lessons is usually satisfactory and they respond well to the school's behavioral policy. On occasions when behaviour is unsatisfactory, staff do not use the school's own strategies very well. The youngest pupils are keen to learn how to construct collages to show the use of electricity in the home. Pupils nearing the end of Key Stage 2 have positive attitudes towards their work. They usually concentrate well and are focused when carrying out investigations, for example when testing their electrical circuits. They enjoy using computer programs and work well in pairs. Pupils are supported well by very effective support staff who keep them on task.
81. The quality of teaching is satisfactory. Lessons are planned to introduce key scientific principles and practical experiments are devised to consolidate understanding. This was evident in the work scrutiny to demonstrate that sound travels through air. Short-term daily lesson planning is occasionally unsatisfactory. On these occasions there is a lack of clearly defined aims and the lessons are not sufficiently well matched to the range of ability of the pupils. Expectations of pupils' work are sound and appropriate activities are chosen to challenge pupils. In the best lessons effective use is made of questioning to extend pupils scientific thinking and to check their knowledge and understanding. There is inconsistency between teachers in formats for recording and presenting practical work, investigations and data. A few teachers do make use of line graphs and tables. Marking is frequently poor and few folders contained any constructive comments that would have helped pupils improve their work. Contributions made by support staff in managing very challenging behaviour are very good and enhance the quality of learning and teaching throughout the school.
82. The curriculum is satisfactory. A new policy and use of the Qualifications and Curriculum Authority's (QCA) schemes of work provide helpful guidance for the non-specialist staff. The new science co-ordinator has worked well to develop the subject since the last inspection. However, the QCA schemes of work have not been adapted for the pupils in the school. Learning outcomes are unclear except in relation to content and the development of knowledge. There is inadequate planning to meet the need to ensure a common approach for teaching skills such as standards in presentation, recording observations, data collection and the evaluation of practical and investigative work. Assessment is unsatisfactory, largely because the curriculum aims overall are unclear and lesson plans are often too brief to indicate specific targets for each pupil. End of unit assessments are used to find out what pupils have learned and it is clear that the results of these tests are sometimes used to inform planning to raise standards further. However, National Curriculum levels are not applied to marked work and this is a weakness. Resources are satisfactory.

86.

## **OTHER SUBJECTS OR COURSES**

86.

### **Information technology**

83. Pupils make unsatisfactory progress in information technology across the school. During Key Stage 2, some pupils in some classes had opportunities to use programs to support learning in science and mathematics and used word-processing software to prepare text for display or a best piece of work. Older pupils use a database to record and present information about the variety of house types in a local road to support their work in geography. These experiences are not part of a planned curriculum and are not systematically built on over the key stages. Older pupils have significant gaps in skills of understanding overall. Although each classroom has a computer, a significant number of teachers lack confidence to use them to support their teaching, as they are not sufficiently familiar with the machines and the software available in the school is limited. Where information technology skills are not sufficiently taught or not taught at all, pupils do not make progress. Examples of these shortfalls include the use of data handling skills and aspects of control. However, in certain aspects of information technology pupils make satisfactory progress in communicating and handling information.
84. During the inspection, observation of pupils using information technology across the curriculum was made but there was no specific teaching of information technology skills during the inspection. There is insufficient evidence to make a judgement about the quality of teaching overall.
85. The management of the subject is unsatisfactory and progress since the last inspection is unsatisfactory. The subject does not meet statutory requirements. There is a subject policy and the school has recently adopted the nationally agreed scheme of work, but has not yet modified it in depth to meet the diverse needs of all the pupils. Assessment of pupils' gains and knowledge is unsatisfactory and there are significant gaps in older pupils' learning overall.
86. The poor range and quality of software and CD-ROMs restricts the further progress pupils can make. During the week of the inspection, the school was connected to the Internet but only one computer is available to support pupils' learning through this medium.
- 90.

## Religious education

87. Progress in religious education is satisfactory overall and pupils make good progress in their knowledge and understanding of what is special about a range of faiths and religions. Pupils associate symbols of religion with calm and reflection, they recall names and details such as the Star of David and that India is a country frequently associated with Sikhism.
88. During Key Stage 2 pupils name the disciples of Jesus and recall aspects of several miracles, putting them into some order in their minds. Pupils develop an understanding of the Old and New Testaments and where they may find stories about the life of Jesus in the gospels. Pupils discuss “What is a miracle?” and one pupil suggested that it is “something someone else couldn’t do.” After discussing the crucifixion and the fact that Jesus arose from the dead, one asked, “Where is Jesus now?” and is clearly interested in the reply. Pupils learn about Christianity and other religions, including Buddhism, Islam, Sikhism and Judaism. They celebrate festivals such as Divali and Hanukkah, as well as Christian festivals. Pupils learn about artefacts that are central to the Sikh faith and consolidate their awareness and knowledge of others and their beliefs well. During a morning assembly pupils consider the fact that there are no winners in wars or fighting. In another lesson they develop an awareness of their own final responsibility when taking risks. They learn the significance of prayer and showed great respect during a two minutes silence for Remembrance Day. Pupils are interested in the physical world around them and appreciate the many creatures and natural beauties that they see in the environment. The water-colour paintings of the pupils in The Lodge show sensitivity to the colour and shapes they see in a view and an awareness of colour and order in the world around them.
89. Pupils’ attitudes and responses are satisfactory. They take some time to settle to work after lunch and experience difficulty, on account of their special educational needs, in listening to more abstract explanations. Time taken to secure their attention restricts the time for learning about the subject and this limits progress. As they spend longer in the school, they show increasing interest in the topics and are willing to answer questions and offer information. Pupils become more settled when they write or draw about their topic and some work independently.
90. Teaching is good. Teachers start lessons promptly and their very good, consistent management of pupils’ behaviour enables pupils to complete their work and add to their knowledge of religious education. Teachers give opportunities for reflection and there is a good range of practical activities within the topics. Teachers plan and prepare lessons thoughtfully and use questions well to help pupils to clarify and extend their thinking and answers.
91. The subject is well organised. There is a comprehensive policy and scheme of work, which is based on the revised locally agreed syllabus. It has a broadly Christian base but very good account is taken of other world religions. Appropriate use is made of artefacts to stimulate interest and discussion and pupils’ understanding benefits greatly from visits to churches, the mosque and the synagogue. Visitors to the school share their beliefs and customs readily with pupils. Assessment is unsatisfactory.
92. The good development of this subject since the last inspection not only ensures that the delivery of religious education offers more opportunities for learning, but also makes religious education an interesting and challenging part of the curriculum. It contributes substantially to pupils’ spiritual, moral, social and cultural development and also to collective worship. The school is improving its own resources systematically and makes good use of those available locally.
96. **Art**
93. Pupils’ progress, particularly in the practical activities of art lessons, is good. They enjoy their work and use a variety of media to produce interesting three-dimensional figures and simple collages with fabric pieces of contrasting colours and textures. Pupils work well with watercolours and mix shades and tones of colour with subtlety and care.



94. At the end of Key Stage 2 pupils draw a mythical figure, some drawing on stories and legends read in English lessons for inspiration, and then make a scale model of their sketch with modelling clay. They work with care and deliberation to match the detail of their sketch, one making delicate teeth and tendrils of hair for his model, another producing square, solid shapes to build up his figure. Pupils produce lively firework and bonfire night images in pastels and depict the sun as a giant fireball, emanating heat and fire. They print with string, shapes and fingerprints to make interesting, carefully produced patterns.
95. Pupils are starting to use their sketchbooks to develop ideas and prepare to sketch in pencil and ink. When making African masks in black and white, the youngest pupils developed design ideas. They used some of their ideas to draw half a face on black paper with chalk before making a symmetrical half face with charcoal on white paper. The final pieces of work were well executed and of a high standard.
96. Pupils' response is good. Many pupils become absorbed in the effects they create, groaning when the bell goes, faces lighting up when they realise the lesson is to continue. Those with less confidence need additional support and encouragement to concentrate for periods of time, but they increase their involvement in the tasks and attend well, given the nature of their difficulties. They are fascinated by the disappearance of their drawing when it is sprayed and relieved when it reappears. They watch the unwrapping of the box of charcoal with anticipation and wonder. In these respects the subject provides a very positive contribution to pupils' spiritual and personal development.
97. The quality of teaching is good overall. Staff are very familiar with pupils' needs and lessons are well organised, under-pinned by cheerful, supportive relationships between all concerned. Teachers successfully adopt a consistent, calm approach to managing pupils' behaviour. They plan and teach appropriate activities, using a variety of teaching situations in a flexible way. Learning support assistants are well deployed and are able to use their own skills and expertise very effectively.
98. The school has responded well to the findings of the last inspection and has developed a quality scheme of work which follows the National Curriculum programmes of study and makes a positive contribution to the cycle of topics. Two or three-dimensional work is used well to support and enhance learning in other subjects, for example, in history, geography and religious education. Teaching in skills and techniques is well represented and continues very effectively after school for those pupils who stay at The Lodge.
99. The pupils consider the work of other artists and cultures on a regular basis. Staff complete half-termly evaluations of each unit of work and this provides the co-ordinator with information as to the need for further resources, in-service training or amendments to the units. At the end of the term pupils are asked to express in writing their views on the half-term's work, either individually, or with a partner. Information gained from these evaluations is used to consider the relevance of activities and the interest stimulated by the opportunities offered.
100. There is a satisfactory range of well-chosen resources that are used well and the varied well-presented displays brighten both the classrooms and the corridors. One item on display is a railway poster designed by a pupil for entry into a South West Trains School Art Competition. His colourful painting, as overall winner, won £500 of equipment for the school and a trip to London for his class to see Arabian Nights at the Young Vic. The school is rightly proud of this achievement. Pupils' participation in such events and their contributions towards the appearance of the school make a significant contribution to the pupils' cultural development and demonstrate the importance of art within the school and The Lodge.
104. **Design technology**
101. Progress overall in design and technology is satisfactory. Judgements about progress are based on a scrutiny of pupils' work, teachers' plans, schemes of work and cross-curricular elements. Insufficient

lessons were observed during the week of the inspection to make a judgement about teaching and pupils' response. Progress since the last inspection is satisfactory.

102. During Key Stage 2, pupils are given opportunities to work with a range of materials and components. Younger pupils experiment with flexible card and make models of a church and basic stained glass windows. Other pupils join and combine materials to make a basic lamp following a project on Thomas Edison. Pupils experiment with different materials to construct their model successfully. Some pupils evaluate their own work as they are working and modify their ideas accordingly, for example, by discussing how they will improve their designs when making Victorian samplers.
103. Older pupils during Key Stage 2 design and build a set of weighing scales and learn how simple mechanisms can be used to produce movement. Pupils use sketches to plan out their ideas and write out the process of building in sequence. Pupils have the opportunity to learn about a Victorian water wheel and how it was used to power factories and to evaluate how they function to produce mechanical energy. In food technology, pupils make simple products; for example, chocolate crisp cookies to explore the combining of materials.
104. The management of the subject is unsatisfactory. The school has a policy and a curriculum development plan that clearly outlines the role and areas of development for the subject. The school has recently adopted the QCA published scheme of work for design and technology. Arrangements for tracking pupils' progress in design and technology are unsatisfactory although the co-ordinator has monitored the outcomes of learning through pupils' work. No formal monitoring of teaching has taken place and the balance of curricular opportunities is unsatisfactory in planning for all pupils. Resources for the subject lack breadth and are unsatisfactory.
108. **Geography**
105. Progress in geography is good. This is an improvement since the last inspection.
106. During Key Stage 2 younger pupils build on previous knowledge of how to make a plan. They read a compass accurately, and know the four cardinal points. Older pupils know the difference between detached and semi-detached houses and bungalows. All use information discovered on a local field trip to discuss the features of housing in the vicinity of the school. They make good progress in understanding geographical features in and around Andover. In a lesson on settlements, for example, they identify positive features that would favour the siting of a factory. Most pupils are developing good map reading skills and use the index in their atlas to find places of local interest.
107. Pupils' response is good overall. They usually behave well and mainly have positive attitudes. Most have good relationships with adults and respond well to discrete help and advice, particularly on behaviour from the special support assistants in the classroom. Relationships with each other are satisfactory, although for many pupils this is an area of difficulty, which characterises their special educational needs. Occasionally, for example, when a pupil is depressed, others show their concern and try to offer re-assurance. Several pupils require almost continuous adult support to stay on task.
108. The quality of teaching is good. In one very good lesson, for example, learning targets were clearly displayed, there were very good relationships with pupils, and there was a distinct strategy for gaining pupils' interest. The school secretary came with an apparently genuine letter for the teacher. This related to the topic in hand and quickly raised pupils' interest. Lesson planning is sometimes unsatisfactory when links are not made between lesson aims and targets in individual education plans. Overall, there is good subject knowledge and planning, for example, in the use of information technology. Teaching is effective in promoting good learning because it is well planned, there is a clear focus and class teachers manage behaviour very well. A weakness is an over reliance on worksheets within some topics.
109. The curriculum and assessment are satisfactory. The curriculum has been revised to take into account the new orders. There are clear links with history and the two subjects are usually planned together, although taught as separate subjects. The content of knowledge and understanding is well planned but planning for the progressive acquisition of key skills lacks clarity. Co-ordination of the subject is satisfactory. Resources are adequate and some good textbooks have been purchased recently. There

are insufficient maps of different scales or aerial photographs for obtaining information. The curriculum is enhanced by field trips to places of interest in the local community.

113. **History**

110. Overall, progress in history is satisfactory overall but with some good progress within lessons. There has been satisfactory progress in standards since the last inspection.

111. Pupils are beginning to recognise the difference between past and present, and they show an emerging sense of chronology and the passing of time. They learn about the past through stories, and by dramatising and discussing events. Progress is noticeable in the knowledge and understanding of major periods such as the Victorians and the local history of Andover. For example, a visit from “A Victorian Schoolmistress”, from the Farnham Museum contained a very good role-play and demonstration of the life of children in Victorian times. Pupils made very good progress in empathising with them as well as extending their knowledge of situations such as getting water from the well, going to school, different working clothes and sanitation.

112. Pupils’ attitudes are good. They enjoy the stories, stay on task and show good listening skills. They develop their personal skills as they discuss social aspects of life in times past. When behaviour is very good this really facilitates learning. For example, on an educational visit to Andover, pupils behave well and manage to contrast old and new buildings. Older pupils in a lesson on how to research information on Andover, respond to very clear behavioural management by concentrating well and being prepared to undertake some independent work. Occasionally, pupils’ behavioural and emotional difficulties inhibit their responses, and prevent positive attitudes being displayed.

113. The quality of teaching in history is usually satisfactory and in half the lessons seen it was good or very good. Where teaching is good, there is a good use of first-hand evidence such as an outing into the most historical part of the town. Teachers use the resources that are available with imagination, and provide careful and supportive control in most lessons. Secondary evidence, such as a range of reference books from the school library, is also very well used to introduce pupils to research skills. Where teaching is unsatisfactory, the teacher’s subject knowledge is unsatisfactory.

114. The history curriculum is satisfactory with sufficient subject content to enable a broad and balanced programme of activities to be taught. History and geography are planned together. This enables some subjects to be looked at in greater depth, such as the study of the local area. However, opportunities to teach and develop learning in historical skills such as historical inquiry skills are unsatisfactory. This inhibits further development. Assessment is satisfactory. Resources are broadly satisfactory for the aspects that are taught, and the rich historical surrounding area is used for local history to support learning. Some effective historical displays of pupils’ work enhance the environment of the school. The leadership and management of history are satisfactory.

118. **Music**

115. Progress in music is good overall and pupils consolidate and extend skills as they get older. At the end of Key Stage 2 pupils check their own pulse rate between tapping with hand or foot or clapping the rhythm of music. They recognise common patterns in rhythms written on the board and tap these out correctly, with or without instruments. Pupils play alternating rhythms, stopping appropriately for rests. One group accompanied an Irish tune appropriately, finding the rhythm quickly. Pupils create atmospheric graphic scores to accompany the spell “Bubble, bubble, toil and trouble” from ‘Macbeth’, discussing which sounds are appropriate before selecting their instruments.

116. During Key Stage 2 pupils learn the skills and rhythms of African drumming. Pupils quickly learn to play the drums quietly and loudly in response to the teacher’s signals. Their performance in assembly is greeted with admiration and enthusiasm and the quality of maintaining the rhythm, starting and stopping together and playing together is high. Pupils are clear about the differences between tuned and untuned percussion instruments, although some find this difficult to explain. They discover that they cannot play “a tune” on a triangle and wood blocks but they are able to play one on a xylophone

with its range of notes. Pupils feel the vibration of the triangle when they strike it and listen carefully to the different lengths of notes made by a range of instruments.

117. Singing in assembly is very good. Diction is clear and the tone is tuneful. Pupils follow the words of new songs on the overhead projector and, by the end of the hymn, they are attempting to join in with any repeated phrases. All pupils join in the singing with enthusiasm, but not shouting. They raise or decrease the volume of their singing in response to the teacher's signals and sing African and English rounds, and two-part songs, without losing their part.
118. Pupils response to music is good. They enjoy creating and listening to music. They volunteer to play and handle the instruments carefully. Pupils enjoy singing and try hard to read the words on the overhead projector. They listen carefully to music and, when it is used for reflection time, respond sensitively and thoughtfully.
119. The quality of teaching is good overall. Tasks are not only matched well to pupils' abilities, but also offer them an opportunity to achieve at a higher level. Staff work well together and encourage pupils to listen carefully. They help pupils to learn to control their feelings so that they may join in the lesson with everyone else. The range of music is interesting and appropriate and there are good links with other subjects.
120. There have been good improvements in the provision for music since the last inspection. There are opportunities for pupils to practise and build up a song repertoire and for them to listen to and appraise music. Progress is good and pupils have many opportunities to develop skills in all elements of the subject. The leadership and management of the subject is good. The planned curriculum covers the programmes of study and suitable guidelines and opportunities for assessment have been provided for staff. The use of assessment information is unsatisfactory. A published scheme supports the curriculum appropriately.
121. There are several members of staff with musical expertise and this is used well to support lessons and assemblies. Visitors to the school bring exciting musical activities to the school and the school is well placed to develop further a wider range of high quality musical activities.
125. **Physical education**
122. Progress in physical education overall is satisfactory. Progress in the lessons observed during the inspection varies from unsatisfactory to very good. Pupils' progress was unsatisfactory in two lessons where subject knowledge and teacher confidence was not secure. Progress in swimming is good or very good.
123. During Key Stage 2, younger pupils follow basic instructions when getting the physical education mats out in pairs. Pupils explore different ways of moving around the hall; some hop, run or use forward rolls. Older pupils learn about the techniques involved in volleyball. They practice passing the ball to each other and jumping to use their legs to gain height on the pass. Some pupils run up and down the hall and practice a short volley pass and run forward to catch it themselves and attempt another pass. All pupils make good progress in water skills and swimming. Younger pupils develop confidence in moving around the pool; others hold the side of the pool and develop their leg kicking technique. Pupils use floats and move with increasing self-confidence. More able pupils develop their abilities further and increase their stamina. The school has recently introduced the Amateur Swimming Association award scheme for water skills and many pupils are making very good progress in this externally assessed award. Pupils are able to complete distances tests and demonstrate real enthusiasm; and a few are working at the national standard for their age.
124. Pupils' response is unsatisfactory overall. Pupils' attitudes to learning varies from good or very good in swimming to unsatisfactory in some elements of gymnastics and team games. Some pupils find it difficult to demonstrate the same high level of self-control and appropriate decision making that they

do in the classroom. However, some pupils are inattentive for too long as a result of weaknesses in teachers' subject knowledge and confidence in their own abilities.

125. Teaching overall is satisfactory. Teaching in lessons observed varied in quality. Most lessons are satisfactory, good or very good. Strengths of teaching include an appropriate "warm up" which is physically active, full involvement by support staff in the practical work, pupil demonstration and the safety of pupils which is a very high priority. Weaknesses in teaching include inadequate subject knowledge, weak behaviour management and low teacher confidence.

126. The management of the subject is satisfactory overall. The school has made satisfactory progress since the last inspection. However, weaknesses are still evident in teachers' subject knowledge and insufficient training has taken place for all staff. The subject co-ordinator is a subject specialist and recently good progress has been made in the development of this subject, a good policy and supporting ideas for teaching. The co-ordinator has supported class teachers in the teaching of the subject and has taught some model lessons. Assessment to inform the next lesson is unsatisfactory, as is the assessment of pupils' gains in knowledge and skills overall.

130. **PART C: INSPECTION DATA**

130. **SUMMARY OF INSPECTION EVIDENCE**

127. The inspection was carried out by a team of four inspectors, including a lay inspector, over a period of 19 inspection days. 62 lessons or parts of lessons were observed and evidence was gathered during a total of over 36 hours of direct lesson observation time. A further 33 hours were spent in discussions and 9 hours in scrutinizing pupils' work. Every teacher in the school was observed teaching and all were interviewed. Inspectors met and had discussions with governors, staff, pupils and parents. Interviews and discussions took place with the Headteacher, Deputy Head, subject co-ordinators, class teachers, staff in the residential provisions and a number of people from external agencies.
128. Assemblies, breaks and lunchtime were observed as well as all the daily routines for pupils in The Lodge. Pupils were heard reading and their work was scrutinised, as were teachers' plans, assessments and records. A meeting was held for parents to gather their views and 14 attended. All parents were sent a questionnaire and 23 replies were received and considered.



133. **DATA AND INDICATORS**

133. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y2 - Y6	43	43	43	28

133. **Teachers and classes**

133. **Qualified teachers (Y2 – Y6)**

Total number of qualified teachers (full-time equivalent):	9
Number of pupils per qualified teacher:	4.78

133. **Education support staff (Y2 – Y6)**

Total number of education support staff:	6
Total aggregate hours worked each week:	180

133.

**Financial data**

Financial year: 1998/1999

Total Income	£468,627
Total Expenditure	£480,132
Expenditure per pupil	£11,431.71
Balance brought forward from previous year	£68,154
Balance carried forward to next year	£56,649

133. **PARENTAL SURVEY**

Number of questionnaires sent out: 43

Number of questionnaires returned: 25

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	68	24	8	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	76	20	0	4	0
The school handles complaints from parents well	36	50	9	0	5
The school gives me a clear understanding of what is taught	36	56	4	4	0
The school keeps me well informed about my child(ren)'s progress	44	52	0	4	0
The school enables my child(ren) to achieve a good standard of work	40	52	0	4	4
The school encourages children to get involved in more than just their daily lessons	58	42	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	30	57	4	4	4
The school's values and attitudes have a positive effect on my child(ren)	68	20	8	4	0
The school achieves high standards of good behaviour	44	44	4	8	0
My child(ren) like(s) school	57	35	4	0	4