

INSPECTION REPORT

BARBARA PRIESTMAN SCHOOL

Sunderland

LEA area: Sunderland LEA

Unique reference number: 108879

Headteacher: Mr W F Hitchcock

Reporting inspector: Mr R B Thompson
10781

Dates of inspection: 14th - 16th February 2000

Inspection number: 189078

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community Special (Physically Handicapped)
Age range of pupils:	3 - 19
Gender of pupils:	Mixed
School address:	Meadowside Sunderland
Postcode:	SR2 7QN
Telephone number:	0191 553 6000
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Alan Share
Date of previous inspection:	April 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school caters for 109 pupils aged between 5 years and 19 years. The majority of pupils are physically handicapped, and many have additional special needs, such as speech and communications difficulties, emotional problems or severe learning difficulties. All pupils have statements of special educational needs, except one who attends for assessment purposes. The population is predominately white, with 108 of UK heritage and one of Pakistani origin. Attainment on arrival at school is well below national averages. Many pupils have missed a considerable amount of education due to severe medical conditions. There have been no exclusions from school. Last year, the school was successful in GCSE examinations. 30 per cent of pupils entered achieved grades between A and C, and 61 per cent achieved grades between A and G. No pupils are disapplied from any National Curriculum subject.

HOW GOOD THE SCHOOL IS

The school is very well led, and provides a very high standard of education for all pupils. There is a consistently high quality of teaching, matched by pupils' learning. From a low base on entry, pupils achieve well and make good progress. Input from the multi-disciplinary team, on site, positively enhances the progress pupils make. Considering the very low unit cost per pupil, the school provides very good value for money.

What the school does well

- There is an excellent ethos in school, and pupils have a good work ethic.
- The high quality teaching is a strength of the school and impacts positively on pupils' learning.
- The school is very well led and managed.
- The very good curriculum is broad, balanced and particularly relevant to the pupils.
- The use of the multi-professional team on site to enhance pupils' progress is very good and there are very good relationships between the team and school staff.
- The attitudes and relationships between pupils and staff are excellent.
- Pupils' spiritual, moral, social and cultural development is excellent.
- The implementation of the National Literacy and Numeracy Strategies is a strength of the school, and fully permeates the curriculum.
- Pupils' achievements in art and music are excellent.
- Pupils' personal development is excellent, and they develop independence skills well.

What could be improved

- The school should record attendance in accordance with statutory requirements.
- The governing body should further develop its role to evaluate school performance.
- Pupils' IEPs should be written more consistently to clarify the targets and specific criteria for achievement and success.
- The monitoring and evaluation of teaching and learning should be more formalised.
- Adequate storage should be provided for all chairs in the hall.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected April 1996. Since then, considerable improvement has been made. Religious education now meets statutory requirements. The science room has been upgraded. Pupils' IEPs have been improved, and they are incorporated into planning, and there is much more consultation with parents about the contents. The quality of teaching is now a strength of the school, matched by the pupils' learning. Pupils' behaviour is excellent, in and out of the school. The curriculum is now very good. It is broad and balanced and very relevant to the pupils. Implementation of the National Literacy and Numeracy Strategies is very effective. The use of information technology in subjects across the curriculum is very effective. The use of information communication technology, through the peripherals used by pupils, is extremely effective and enhances pupils

access to the full curriculum. The school now offers pupils a wider range of external accreditation. Science is now offered at GCSE level.

STANDARDS

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

Progress in:		by age 11	by age 16	by age 19	Key	
speaking and listening		A	A	A	very good	A
Reading		B	B	B	Good	B
Writing		B	B	B	Satisfactory	C
Mathematics		B	B	B	Unsatisfactory	D
personal, social and health education		B	B	B	Poor	E
other personal targets set at annual reviews or in IEPs*		B	B	B		

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

- Pupils' speaking and listening skills develop very well as they progress through the school. Pupils use these skills effectively across all subjects of the curriculum.
- Pupils' reading and writing skills develop well. They use information technology well to enhance their work, taking great pride in the finished product.
- The National Literacy strategy is being effectively implemented.
- Pupils achieve well in their number work. The way in which the National Numeracy strategy is working has a positive effect on the progress of pupils. Pupils use their mathematical skills well in subjects such as PE, art, design and technology, food technology, and music.
- Pupils develop good interpersonal skills and a strong sense of independence.
- Pupils make good progress in meeting targets set in their IEPs. Information communication technology is use very effectively. The technological peripherals used, matched well to the needs of the pupils, enhance pupils' access to the full curriculum offered.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are excellent: pupils have a strong work ethic and they approach work and all activities with concentration, enthusiasm and determination.
Behaviour, in and out of classrooms	Behaviour throughout the school is excellent, reflecting the very good teaching and positive support and high expectations of all staff.
Personal development and relationships	These are excellent: pupils become increasingly confident, mature and independent: and relationships between all members of the school community are warm and constructive.
Attendance	Attendance is good and pupils are eager to come to school.

Pupils' attitudes to school and to work are excellent. Pupils have a strong work ethic, they enter

classes ready to work, and this attitude continues through the day. Behaviour in school and out of school is excellent, reflecting the good quality teaching and high expectations of all staff. Personal development and relationships are excellent. Pupils become increasingly independent and grow in confidence and maturity. Pupils attend well, they love to come to school, and generally are only absent due to medical reasons.

TEACHING AND LEARNING

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

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

Overall teaching is very good. Teachers provide challenging activities for all pupils at all levels of attainment. High expectations of both behaviour and academic work, well planned lessons and teachers' enthusiasm for their subjects lead to pupils learning at a good rate. Teachers use questioning of pupils very effectively to check for understanding. This helps pupils to improve their learning. Teaching was satisfactory or better in 100 per cent of lessons seen. It was good or better in 94 per cent of lessons. It was very good or excellent in 55 per cent of lessons. Teaching in English was very good and occasionally excellent. In mathematics it was consistently very good. Teaching in science and personal, social and health education was consistently good. In music it was exceptional and consistently excellent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum fully meets statutory requirements and the needs of pupils. It is broad, balanced and extremely relevant. It provides challenge for pupils of all attainment levels.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is excellent. Pupils know that they are respected and valued, and this enables them to value and respect others. Independence and initiative are encouraged from the earliest years in school.
How well the school cares for its pupils	This is an extremely caring community. The care and support that pupils give each other is a strength of the school.

The curriculum meets all statutory requirements. A strength of the curriculum is the way in which it caters for pupils of all attainment levels. It provides challenge for all pupils. Literacy and numeracy strategies have a great impact on all curriculum areas. Communication skills are appropriately a high priority and strength of the school. Provision for extra-curricular activities is very good, especially opportunities for residential experiences for pupils of all ages. Opportunities for external accreditation are very good. No pupil leaves school without achieving some accreditation. Pupils' health and welfare are very well provided for and carefully monitored. All staff work closely together to ensure a very high standard of care for pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school is very good. The senior management team, led by the headteacher, provides day-to-day management of a very high quality, and leads forward-looking and effective teams.
How well the appropriate authority fulfils its responsibilities	The members of the governing body bring a range of valuable skills to their work and form a committed, cohesive and exceptionally hard-working team.
The school's evaluation of its performance	The senior management team and governors have put in place monitoring systems but have yet to focus sufficiently enough on school improvement.
The strategic use of resources	The school uses its resources very well through a well structured School Development Plan. It now needs to concentrate on the effect of strategic decisions on teaching and pupils' learning.

The school is very well led and managed by the headteacher, who provides leadership and enthusiasm, ensuring the highest morale is maintained in school. The governing body is hard-working and committed to the school. Governors are developing their evaluative role in school. The multi-disciplinary team in school and school staff reflect the communication and team-work which is a positive feature of the school. The school uses its resources particularly well, always ensuring that money is best spent, linked to the well structured school development plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school meets the needs of pupils, academically, socially, personally and medically. The school ensures pupils fulfil their potential. The school ensures all pupils leave school with appropriate accreditation. Links with multi-professional agencies are excellent. Because of these links, children need less time off school and make better progress. 	<ul style="list-style-type: none"> Training for taxi drivers and escorts, particularly in lifting and handling.

A parents' meeting was held prior to the inspection and fifteen parents attended. Their views of the school were very positive and complimentary towards staff. Fifty questionnaires were returned. The questionnaires were analysed and found to be very supportive of the school. The inspection team supports the very positive views of the parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

There is an excellent ethos in school, and pupils have a good work ethic.

1. There is an excellent school ethos which reflects a strong commitment to improving the achievements of pupils and to meeting the school aims. A committed staff value the pupils as individuals and demonstrate great care and concern for their wellbeing. There are very good relationships in school, and all pupils are given equal opportunities to access all areas of the curriculum. Pupils are fully committed to making progress. They have a very good work ethic and work consistently hard from the moment they come into school. They enter lessons prepared to work, and continue to do so in all lessons. They have most positive attitudes to their work, great pride in their work and their school, and develop very strong independent learning skills.
2. A strong feature of the school is the way in which pupils relate to each other. They understand that they all have difficulties, but are always prepared to see others' points of views and unselfishly support each other in lessons and in social situations. All staff, teaching and non-teaching staff, work very well together, providing a very good example by their evident concern for the welfare and personal development of pupils and their interest in pupils individually. The strong leadership displayed by the headteacher and senior management team is influential in keeping morale of the staff, governors, parents and pupils at a high level, and thereby making the school for all pupils a very happy place to be in. This view was confirmed by many pupils spoken to by members of the inspection team.

The high quality teaching is a strength of the school and impacts positively on pupils' learning.

3. Overall the quality of teaching in school is very good. A strength of the teaching is the way in which teachers use questioning to check for learning and understanding and this enhances the progress that pupils make. There is a high degree of skill used by teachers when questioning pupils in the lowest attainment range, some of whom only respond by facial expression or eye contact. Both teachers and learning support assistants (LSAs) are very skilled at interpreting pupils' responses. Pupils appreciate this, as it lessens their frustrations when they know they can be understood. Higher attaining pupils are challenged by thought-provoking questions testing their understanding of subjects, such as in the numeracy strategy sessions during very fast mental arithmetic sessions. Pupils rise to this challenge and show their delight and sense of achievement when being stretched academically.
4. Expectations of both work and behaviour are high, but realistic, and the aims and objectives of lessons are set out clearly at the start of each lesson. Classroom management is very good. Teachers understand the need to position pupils correctly before teaching commences. This is done very efficiently to ensure no teaching time is lost in lessons. Pupils receive a high level of personal support and attention from teachers and LSAs. In most lessons pupils consolidate prior learning as well as acquiring new knowledge and skills. Relationships are very good, because there are such good relationships and a sense of trust. Teachers use humour very effectively to make points in lessons. Pupils respond well to this, and individuals show they often have a wicked sense of humour themselves. In most lessons praise and encouragement are used well.

5. Lessons are planned very effectively. Great attention is paid to ensuring that work is matched to the needs of individual pupils. Pupils' achievement and progress are recorded vigilantly. Teachers and LSAs have detailed knowledge of individual pupils. Through this expertise, pupils are encouraged to make good progress and become independent learners.

The school is very well led and managed.

6. The leadership and management of the school is very good. The senior management team, led by the headteacher, provides day-to-day management of a very high quality and leads forward-looking and effective teams. The members of the governing body bring a range of valuable skills to their work and form a committed, cohesive and exceptionally hard-working team. They are developing their role in evaluating the school's performance specifically through the new committee system. Very good communication systems throughout the school, including the multi-disciplinary team, reflect the teamwork which is a positive feature of the school.
7. The senior management team and governors have put in place monitoring systems, although they have yet to focus specifically enough on school improvement. The financial systems of the school are good and are helped by the ongoing involvement of skilled governors. The governors and staff are very successful in securing a large amount of extra funding, from a variety of sources, which have a positive effect on the school. The school uses its resources very well through a well structured School Development Plan. It now needs to concentrate on the effect of strategic decisions on pupils' teaching and learning.

The very good curriculum is broad, balanced and particularly relevant to the pupils.

8. The curriculum fully meets statutory requirements, and the needs of pupils expressed in statements, are met. The curriculum is broad, balanced, differentiated and extremely relevant, in all key stages, and at Post 16. It provides challenge for all pupils, and is especially effective in stretching higher attainers. Provision of alternative means of communication, including very good information communication technology, and the contribution of therapists, support staff and medical staff, ensure equal opportunities for all pupils to access the curriculum successfully. In Key Stages 3 and 4, subjects are taught by specialist staff. Music, art and drama are strengths in the curriculum, and literacy and numeracy skills are promoted well across the whole curriculum. Communication skills is given priority and is a strength of the school. Provision for extra curricular activities is very good, especially the opportunities given for residential trips. Opportunities for external accreditation, GCSE, NVQ, or ASDAN, are provided for all pupils, according to their ability. No pupil leaves school without some form of accreditation.

The use of the multi-professional team, on site, to enhance pupils' progress is very good and there are very good relationships between the team and school staff.

9. Teaching staff, learning support assistants, speech therapists, physiotherapists, nursing staff, clerical staff and domestic staff all work together for the benefit of the pupils. The sharing of expertise to ensure that all pupils are enabled to participate fully in the life of the school, including in residential trips, and are given the opportunity to reach their full potential academically, is impressive. The on-site provision of nurses and therapists and

the organisation of school-based clinics with consultants, minimises the amount of school time lost due to essential procedures, treatment, or therapy.

10. The initial assessment of pupils is carried out by the multi-disciplinary team, which is then involved in monitoring each child's progress in all areas through the annual review process.
11. The speech therapist plays an important role in the development of pupils' communication and works closely with teaching staff. The physiotherapist undertakes profiling for pupils participating in external sporting competitions to ensure they compete in the appropriate category.

The attitudes and relationships between pupils and staff are excellent.

12. Attitudes are excellent: pupils have a strong work ethic and they approach work and all activities with concentration, enthusiasm and determination. Behaviour throughout the school is excellent reflecting the very good teaching and positive support and high expectations of all staff. Personal development and relationships are excellent; pupils become increasingly confident, mature and independent.

Pupils' spiritual, moral, social and cultural development is excellent.

13. Provision for the spiritual, moral, social and cultural development of pupils is excellent. Pupils are encouraged to reflect on their experience of life, and on the lives of others. They develop an understanding of a wide range of beliefs and traditions, and also of the problems of being different and of being part of a minority group. Pupils know they are respected and valued, and this enables them to respect others. Assemblies have a positive impact, and pupils are encouraged to consider how their actions affect others.
14. The school promotes moral values well, and staff are excellent role models. Pupils have a good understanding of right and wrong, which was very evident in the behaviour observed and in conversations with pupils during the inspection.
15. Independence and initiative are actively encouraged from the earliest years in school. Pupils are given responsibility increasingly as they move through the key stages, and respond well. They are very caring and helpful with each other, and very welcoming to visitors. They frequently work collaboratively, are aware of the needs and difficulties of individuals within the group and provide support for each other.
16. Understanding of their own culture, and that of a wide variety of other cultures, is developed through all areas of the curriculum, but especially through literature, music, art, and religious education. Visiting professionals, such as the writer in residence, musicians and artists enhance the provision.

The implementation of the National Literacy and Numeracy Strategies is a strength of the school, and fully permeates the curriculum.

17. The implementation of the National Literacy Strategy in Key Stages 1 and 2, and its extension recently into Key Stage 3, is very good, and makes a significant impact on pupils' achievement in all areas of the curriculum. The setting of pupils is especially effective, ensuring that all pupils work at an appropriate level. Some higher attaining pupils in Key Stage 2 were observed during the inspection, to be achieving above national expectations. Pupils are developing from Key Stage 1 a love of stories and

poems and an increasing understanding of the range and purposes of books. Achievement in speaking and listening is very good throughout the school. Pupils with communication difficulties make good progress because of the imaginative and sensitive use of a wide range of communication aids. By the end of Key Stage 4, the higher attaining pupils are producing outstanding examples of sensitive, insightful writing.

18. The National Numeracy Strategy is being implemented effectively and successfully across the school. Pupils are responding well to the innovative and enthusiastic teaching of numeracy. Pupils use their mathematical skills well in other curricular subjects. In physical education, one pupil was particularly innovative in her approach to measuring which ball was nearest the jack. She used her feet as measures to pace out the distance, she then declared the distance was the same, and it was a draw. In design and technology, mathematics is used well to measure and draw, and sometimes to scale. In food technology, pupils use their skills well to weigh and measure ingredients, as well as to ensure temperatures are correct when food is cooking. In music, pupils count to the beat, tapping hands, feet and other body parts. Most pupils use time well, and plot their day, which lessons they will attend, and track where they have been and what they have done.

Pupils' achievements in art and music are excellent.

19. Throughout the school, art and music remain a strength. The co-ordinators are skilled, knowledgeable and enthusiastic. They use these qualities, along with detailed knowledge of individual pupils, to greatly enhance teaching and learning. In music, this work is supplemented by considerable extra-curricular work at lunch times, evenings and weekends by three steel bands. This work enhances the pupils' personal development by giving them a sense of achievement and enables them to develop their musical and physical skills. Regular performances at a wide range of community events, including at the Stadium of Light, also performances give the school and its pupils a positive image and credibility in the wider community.
20. In art, pupils achieve work of a very high standard. At secondary level, pupils gain a wide range of accreditation, including one student who achieved A* in art at GCSE last year. In the primary areas, the high quality work of pupils in art and in cross-curricular areas is displayed to very positive effect, enhancing the learning environment of these areas. The involvement of artists in residence and local firms extends pupils' range and awareness of artistic processes throughout the school.

Personal development is excellent, and pupils develop independence skills well.

21. The nurturing of pupils' self-esteem to enable pupils of all abilities to fulfil their potential is central to the school's philosophy. From the time they enter the school, pupils are encouraged to think for themselves and take part in the evaluation of their progress by discussing and agreeing personal and educational targets. The school encourages and rewards each step of progress. As part of this process of encouragement and achieving success, the school provides opportunities for a wide range of experiences such as residential visits, playing the 'Pans' to national music competition level, international athletics and a rich work experience programme. The school is also successful in repairing the detrimental experiences that some of these pupils have experienced in mainstream schools. Pupils are able to look forward with confidence to their further education and employment, be realistic about their abilities and disabilities, sensitive to the needs of others and meet with confidence whatever challenges they choose to take

on.

WHAT COULD BE IMPROVED

Attendance should be recorded in accordance with statutory requirements.

22. The school's attendance rate is good, but the keeping of attendance registers does not meet statutory requirements. Teachers do not distinguish between authorised and unauthorised absence. There is an assumption that all absence, with the exception of authorised holidays, and that relating to a small number of pupils, is due to illness. There is no written guidance on how to record absence in the registers.

The governing body should further develop its role in evaluating school performance.

23. The governors have established a curriculum sub-committee whose members visit the school regularly and discuss policies and schemes of work with individual members of staff. They rely upon the headteacher's reports for their evidence of improvements in the school. They have recently begun to monitor documents in the school but do not yet formally observe teaching and learning. They have yet to link their role to the school's work on target setting or to formally monitor the effects of their policies on pupils' achievements.

Pupils' IEPs should be written more consistently to clarify the targets and specific criteria for achievement and success.

24. The writing of individual education plans (IEPs) has improved since the last inspection, especially in Key Stages 1 and 2, but more needs to be done to create consistently useful targets throughout the school. Some aims or objectives are too broad for achievement to be effectively evaluated. Targets need to be more specific, with timed criteria for success clearly stated. Because of the teachers' very good knowledge of pupils, very good progress is achieved. However, a more consistent approach to the writing of IEPs would enhance the already very good teaching and learning.

The monitoring and evaluation of teaching and learning should be more formalised.

25. Although the headteacher and the senior management team informally monitor the quality of teaching and learning across the school, the present system does not yet formalise this process. There are plans to make this evaluation formal and, after discussions with teachers, to agree action plans and set targets.

Adequate storage should be provided for all chairs in the hall.

26. Chairs, and sometimes other furniture or objects, are stacked around the perimeter of the hall. This reduces the quality of teaching taking place in the hall. As many of the children have difficulty in controlling their movements and may not be able easily to avoid the obstacles when they are excited in physical education lessons, it is important that these hazards are removed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve the high quality of education provided for pupils, the governing body, headteacher and SMT should:

- record attendance in accordance with statutory requirements;
- further develop the role of the governing body and ensure the governing body fulfils its role to monitor and evaluate school performance;
- build on the good examples of well written IEPs, by ensuring that all IEPs meet this standard of providing detailed, specific targets for pupils which clearly state what is to be learned within a given time;
- ensure monitoring and evaluation of teaching is recorded formally and action plans or targets agreed with teaching staff;
- provide adequate storage facilities for the chairs in the hall.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
13	42	39	6	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	109
Number of full-time pupils eligible for free school meals	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	12.4	School data	0.6

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	1
Bangladeshi	
Chinese	
White	108
Any other minority ethnic group	

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y13

Total number of qualified teachers (FTE)	17.6
Number of pupils per qualified teacher	6.2
Average class size	7.2

FTE means full-time equivalent.

Education support staff: YR – Y13

Total number of education support staff	18
Total aggregate hours worked per week	524

Financial information

Financial year	1998-99
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	£
Total income	921208
Total expenditure	826938
Expenditure per pupil	6949
Balance brought forward from previous year	40481
Balance carried forward to next year	94270

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	109
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86	12	2	0	0
My child is making good progress in school.	78	22	0	0	0
Behaviour in the school is good.	78	20	0	0	2
My child gets the right amount of work to do at home.	62	36	0	0	2
The teaching is good.	92	8	0	0	0
I am kept well informed about how my child is getting on.	86	14	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	96	4	0	0	0
The school expects my child to work hard and achieve his or her best.	94	6	0	0	0
The school works closely with parents.	92	8	0	0	0
The school is well led and managed.	84	16	0	0	0
The school is helping my child become mature and responsible.	82	18	0	0	0
The school provides an interesting range of activities outside lessons.	66	24	6	2	2

The positive view of parents reflected in the analysis of the questionnaires was a feature of some written comments by parents and was reflected in the views of the fifteen parents who attended the meeting prior to the inspection. Inspectors monitored the arrival and departure of pupils and found no concern regarding the lifting and handling of pupils. The inspection team agrees with the very positive views of the parents.