

INSPECTION REPORT

RACHEL MADOCKS SCHOOL

Waterlooville

LEA area: Hampshire

Unique reference number: 116611

Headteacher: Mrs Chrysteel Browne

Reporting inspector: Mrs Rosemary Eaton
15173

Dates of inspection: 11th – 13th June 2001

Inspection number: 191936

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special
Age range of pupils:	2 to 19
Gender of pupils:	Mixed
School address:	Eagle Avenue Cowplain Waterlooville Hampshire
Postcode:	PO8 9XP
Telephone number:	023 9224 1818
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Tony Warnes
Date of previous inspection:	17/02/1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rachel Madocks is a school for pupils aged two to 19 with severe or profound and multiple learning difficulties. Currently, 77 pupils attend the school, including four children in the nursery and reception years and five post-16 students. Most pupils enter the school before the age of four, with very low levels of attainment. A small number transfer from schools for those with moderate learning difficulties and have less severe learning difficulties. All have statements of special educational need. The majority have severe learning difficulties, but there are 20 with profound and multiple learning difficulties and nine with autistic spectrum disorders. 31 pupils have additional medical problems and eight exhibit severe challenging behaviour. There are no pupils from minority ethnic groups. Pupils live mainly in the immediate area of Waterlooville and Havant, but some travel from Portsmouth and West Sussex. Their home circumstances are diverse.

HOW GOOD THE SCHOOL IS

Rachel Madocks is a good school. Pupils are making good progress. However, there has not yet been time for the recent improvements in the quality of teaching and the curriculum to have a significant impact on the standards of the post-16 students, whose achievement is satisfactory overall. The quality of teaching is good. The school is very well led and managed and provides good value for money.

What the school does well

- The school is developing very effective methods of encouraging pupils to communicate.
- The school makes every effort to safeguard pupils' welfare, health and safety.
- The headteacher and deputy headteacher are very successfully leading developments to improve the work of the school.

What could be improved

- Teachers do not consistently set precise targets for pupils to achieve.
- There are weaknesses in the curriculum for post-16 students.
- The curriculum designed specifically for pupils with profound and multiple learning difficulties is still being modified to meet their individual needs.

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 previously inspected in February 1997. After this, there was a period when the school was without a permanent headteacher. Since the appointment of the present headteacher, in January 2000, it has made good progress. Pupils are making better progress, due to improvements in the quality of teaching and developments in the curriculum. Behaviour has improved, because the school has developed very good strategies for managing pupils, including those with exceptionally challenging behaviour.

All the key issues identified in the previous report have been tackled, although some are ongoing and remain priorities for development. More significant progress has been made in setting up systems to enable developments to take place – for example, reviewing and redefining roles and responsibilities of staff and governors; improving working relationships with medical and therapeutic professionals and revising the procedures for planning at all levels.

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 19	Key	
speaking and listening	B	very good	A
Reading	C	good	B
Writing	C	satisfactory	C
Mathematics	C	unsatisfactory	D
personal, social and health education	B	poor	E
other personal targets set at annual reviews or in IEPs*	C		

In May 2000, the school aimed for pupils to achieve 80 per cent of the targets set at annual reviews. During the previous year, 54 per cent had been achieved. The success rate is over 70 per cent, representing a significant improvement. In general, pupils with severe learning difficulties appear to be making better progress than those with profound and multiple learning difficulties, because it is easier to measure their achievement and progress, using the evidence of their past achievements. Pupils in the main part of the school are making better progress than the post-16 students, because there has been proportionally less time for developments such as the National Strategies for Literacy and Numeracy to have an impact on the standards they achieve. Throughout the school, pupils make good progress in developing communication skills, because of the emphasis the school places on these. This has had an especially marked effect on the achievements of pupils with autistic spectrum disorders, a small number of whom are making very good progress. Post-16 students gain external accreditation for units of their work.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy being in school and are often eager to contribute to lessons and activities.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons, at breaks and lunch times, and when on visits in the community or to other schools.
Personal development and relationships	Good. Relationships are very good. The personal development of the post-16 students is restricted by the lack of opportunities – for example, to take part in college courses.
Attendance	Satisfactory. Pupils are seldom away unless they are ill or having medical treatment.

Those who are able take on responsibilities willingly – for example, preparing drinks and snacks for the class.

Many of the older, higher attaining pupils are able to work independently, with sustained concentration. Pupils with profound and multiple learning difficulties co-operate with staff and often make determined efforts to communicate.

A small number of pupils exhibit severe challenging behaviour, because of their special educational needs. Other pupils are not distracted by them, and carry on with their work.

Pupils have a very positive approach to working alongside pupils in mainstream schools. They try very hard and this has a very good impact on their personal and social development.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5	aged 5-11	aged 11-16	aged over 16
Lessons seen overall	Good	Good	Good	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.

During the inspection, teaching was very good or better in 27 per cent of lessons. It was satisfactory or better in all lessons. The skills of communication, including literacy, and numeracy are taught well. Relationships between all staff and pupils are very good. As a result, pupils have confidence in their teachers and will attempt tasks that are difficult or persevere in order to please them. Staff manage pupils' challenging behaviour very well. Learning support staff make very strong contributions to pupils' learning. The principle weakness in the teaching is that some teachers have difficulty setting out exactly what they intend individual pupils to learn – during a lesson or over a period of time. This makes it very difficult to measure their achievement and progress. The school is currently working to improve this. The school tries hard to meet the needs of all pupils and is largely successful. The teaching of pupils with profound and multiple learning difficulties has improved and is still developing.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is a suitable emphasis on communication and literacy and personal, social and health education.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides well for all aspects of pupils' development. All staff set pupils very good examples of caring and kindness. Pupils' cultural development is well supported by a variety of visitors – such as artists and musicians – and visits to places of interest.
How well the school cares for its pupils	Excellent. The headteacher, every member of staff, and the governing body are committed to ensuring that all pupils receive the highest quality care.

There are plenty of opportunities for pupils to work alongside pupils in mainstream schools. However, for post-16 students, there are not enough college links and too few chances for them to practise their skills in real-life situations.

The curriculum for pupils with profound and multiple learning difficulties has not yet been fully developed to meet their individual needs.

Therapists – for example, those for speech and language – make significant contributions to the curriculum and pupils' progress. A range of professionals works in partnership with the school, to ensure pupils' safety and well-being. Procedures for child protection are excellent.

Attendance registers do not distinguish consistently between authorised and unauthorised absence. This means that children's attendance is not always reported correctly for annual reviews.

Programmes for managing the behaviour of some pupils contribute to their moral and social development – for example, by encouraging them to act sensibly and get along with others during breaks.

The school's ability to check how well pupils are making progress and report this to parents is hampered by the imprecise targets set for them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and deputy headteacher provide very effective leadership. There is a clear sense of purpose within the school, focused on raising standards.
How well the appropriate authority fulfils its responsibilities	Good. Governors are very well informed and are becoming increasingly active in supporting the school and making sure that planned developments take place.
The school's evaluation of its performance	Good. There are effective procedures for checking the quality of teaching. The improving methods of setting targets for pupils to achieve are beginning to provide information that will enable the school to compare itself to other, similar schools.
The strategic use of resources	Very good. The available funds are used very efficiently to raise standards and improve the provision for pupils.

The strategic plan involves all staff in establishing the school's priorities. It provides a very clear steer for the work of the school. The programme for staff development ensures that priorities are supported appropriately and staff receive regular training in a variety of important areas. School administration and caretaking are professional and efficient.

The budget is planned very carefully. The headteacher, governors and administrative officer make regular checks on its progress. The school is very aware of the principles of best value and tries very hard to apply these.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They are taught well. • Behaviour is good. • The school works closely with parents. • It is well led and managed. • Parents feel comfortable approaching the school with their concerns. 	<ul style="list-style-type: none"> • A number are concerned about the provision of homework. • A smaller number feel that they are not sufficiently informed about how well their children are getting on – both home/school books and children's targets are criticised. • Some think that insufficient activities are provided outside lessons.

The inspectors agree with the parents' largely positive views of the school. During the inspection, examples of well thought out homework were seen, especially for older, higher attaining pupils. Parents also support children in working towards their personal targets – for example, by borrowing and using special switches or using symbols to communicate with their children. This seems a satisfactory approach. The quality of individual targets is still too variable. Where they are imprecise, parents are not given a clear enough picture of their children's progress. The home/school books examined provided useful information, without being too time-consuming for staff to complete. A good range of activities is provided to enrich the curriculum and enhance pupils' experiences.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school is developing very effective methods of encouraging pupils to communicate.

1. Most pupils enter the school with considerable communication difficulties, as a result of their special educational needs. For some, this is due to delayed language development, while others have autistic spectrum disorders. The curriculum and the daily life of the school place great emphasis on enabling pupils to make the most of whatever ability they have and to communicate using methods that suit each one. A particular feature of the school's approach is the collaboration between the teachers and support staff and the speech and language therapists, employed by the Portsmouth City Primary Care Trust. This has resulted in a shared philosophy and an adjustment of roles – both of which are benefiting pupils. As the chair of governors remarked, 'The speech therapists are now an integral part of the school – not a bolt-on extra'. The headteacher has worked very hard with the Trust's managers in order to achieve this change of role and improved partnership.
2. In the past, particular communication systems have been favoured at different times. Now, the intention is to discover the best way for each child, and to make sure that staff have the skills and resources to be able to promote these. For example, the information and communication technology co-ordinator and speech and language therapists have worked together to assess pupils' needs, determine those who would benefit from particular equipment, and to provide training for staff. As a result, increasingly sophisticated tools are available to pupils – for example, a portable computer with a touch screen – in addition to large switches to operate recordings of voices. These enable pupils without speech to play a part in class and group activities – for instance, to greet each other, during registration.
3. The speech and language therapists have traditionally spent a considerable part of their time assessing and working with individual pupils. Now, each pupil's performance has been established, using a system with which the school's staff are familiar, and programmes developed. This means that, in future, the therapists will have more time available to work in classrooms – taking part in lessons, alongside teachers, or observing pupils' responses. This is considered to be a much more efficient use of their specialist skills and knowledge. It also means that, as teachers and support staff become more knowledgeable, communication is developed consistently, throughout the day, rather than in specific sessions. The role of the information and communication technology technician has also been developed. For example, he now makes video recordings of some lessons, enabling teachers to analyse and refine the quality of teaching and learning.
4. Signs and symbols are used extensively to enhance pupils' ability to communicate. Again, staff collaboration is an important feature of the school's growing success in this aspect of its work. For example, the English co-ordinator, therapists and information and communication technology technician are working together to provide as many symbols as possible for staff and pupils to use. Because commercially produced symbols do not cover all aspects of the curriculum or areas of the school, great care is taken to ensure that when symbols are created or photographs or signs used, these are consistent throughout the school, avoiding confusion. Each subject co-ordinator is developing symbols to support their own area, and other staff are also involved – for example, the music therapist is to add symbols to the instruments. Staff make very good use of symbols to communicate with pupils. For instance, during one

lesson, a pupil was concerned about what was going to happen next. By referring him to the class timetable, produced in symbols format, the teacher lessened his anxiety, so that he could concentrate on his work.

5. The school has had particular success in its use of individual books of symbols and pictures to enable pupils to communicate. For a small number of pupils with autistic spectrum disorders, the outcomes have been particularly impressive. They have progressed from using single symbols to making requests using complex sentences – for example, ‘I want a red pencil’. This has had an additional impact on pupils’ behaviour – they are less frustrated and the incidence of outbursts of challenging behaviour has diminished. Other pupils use communication books less fluently, but with similar success, because they are now able to express themselves for the first time – for example, their choice of snack or drink. Teachers and support staff assist pupils’ progress effectively, by insisting that they communicate their needs and intentions – to go out to play or to stay inside. At lunchtime, pupils use their books to indicate, for example, that they have finished eating or are waiting.

The school makes every effort to safeguard pupils’ welfare, health and safety.

6. Many of the pupils have significant medical problems, and all are potentially vulnerable, owing to their special educational needs. The headteacher and governors are fully aware of their responsibilities and are committed to providing the highest standards of care. The excellent procedures for safeguarding pupils’ welfare, health and safety, are carried out in an exemplary way by all members of staff, working as a thoroughly professional team. Procedures and policies are reviewed regularly. Governors receive termly reports from the headteacher and are involved in carrying out risk assessments and audits of the premises and activities.
7. The school has developed an innovative approach to the arrangements for child protection. Until recently, one person had overall responsibility, but this is now shared by a team of four – headteacher, nurse, a senior teacher and a support assistant. There are very stringent procedures and clear lines of communication, combined with high quality training for all staff and regular reviews of the school’s policy.
8. The school nurse is a full-time presence, and has a detailed knowledge of pupils and their families. Pupils who are liable to have seizures each have an individual protocol, agreed with their parents, doctor and classroom staff. Other pupils have plans describing the arrangements for assisting them to eat, and support staff are trained in gastronomy, to enable them to administer food during visits out of school. This means that all pupils have equal opportunities to play as full a part as possible in the school’s activities. The pupils that are able are encouraged to take charge of some aspects of their own welfare – for example, using inhalers or looking after their personal hygiene. The site supervisor also takes on significant responsibilities for health and safety. For example, he carries out daily tests on the quality of the water in the pool, and supervises the transport as pupils arrive and depart.
9. One of the support assistants – a trained nurse – has oversight of the procedures for pupils who require manual handling. Physiotherapists provide guidance, but the support assistant writes risk assessments for each pupil. These care plans are very well known to the staff working with each pupil, who receive thorough training in the necessary techniques. The school is very well equipped with hoists, adjustable hydraulic changing tables, and slings to match the needs of each pupil. In practice, the lifting and movement of pupils is carried out with great skill and kindness, following the agreed procedures. Pupils are told what is happening to them – ‘You’re going down now’. They have confidence in the staff and co-operate fully during these manoeuvres,

so no time is lost unnecessarily. Because of the excellent care taken by all staff, pupils are as safe and comfortable as possible. This means that they are able to relax and concentrate on their learning.

The headteacher and deputy headteacher are leading developments very successfully.

10. The headteacher and deputy headteacher together have a very clear view of the school's strengths and areas for development. This has been gained in a number of ways. Following her appointment, the headteacher put in place a thorough review of all aspects of the school, with input from all members of staff and representatives of the governors and parents. Further information was gathered from sources such as financial auditors and local education authority inspectors, and a strategic plan was written. Regular evaluations of progress towards the targets in the plan ensure that the senior managers, other staff and governors are kept informed, and have helped the school to set revised targets for the coming year. This process has been very effective, not just in identifying the stages needed in order to move the school forward, but also in the way it has enabled staff and governors to be more involved in determining priorities. The strategic plan itself is very carefully constructed. Annual school improvement targets; plans for each subject and a range of aspects – such as buildings and staff development – and a plan for all the management tasks over the year are all interlinked and demonstrate the school's commitment to raising standards. Responsibilities, costs and methods of checking progress and evaluating success are set out clearly. This was a challenging plan. Its review shows that over 75 percent of the targets have been met – a significant achievement. The outstanding targets are included in the new plan, currently nearing completion.
11. An extensive programme has been established in order to check the quality of teaching and to identify ways of raising standards. As a result, the quality of teaching has improved. For example, the deputy headteacher and another teacher have visited each class in order to evaluate how well the National Numeracy Strategy has been implemented and to check the balance of the mathematics curriculum. The necessary levels of support and training have since been identified and put in place. Similarly, the headteacher's checks on pupils' individual education plans have revealed where staff need further help in setting precise targets. Such staff development and training is very well organised by the deputy headteacher. A rolling programme of mandatory training – for example, in behaviour management, child protection and signing – is provided for all staff. Further priority areas are identified through the strategic plan and, for individuals, by the school's procedures for performance management and the development reviews for support staff. Additionally, staff are given time in which to undertake specific tasks – for example, in order to raise standards in information and communication technology. Here, the quality of the strategic plan is evident, showing how this task is broken down into specific targets, with clear descriptions of the action to be taken in order to achieve each one. This is a crucial factor in the success of the headteacher and deputy headteacher in moving the school forward – systematically identifying what needs to be done, analysing how it can best be achieved, and providing support and resources so the job can be done.

WHAT COULD BE IMPROVED

Teachers do not consistently set precise targets for pupils to achieve.

12. The school fully realises that it is not able to demonstrate how much progress many pupils have made during their time in school. Consequently, one of the key areas for development in its strategic plan is improving teachers' ability to set precise and

measurable targets for pupils to achieve. Some teachers have found it difficult to match these targets, set at annual reviews and in individual education plans, to pupils' particular needs – especially in the case of those whose learning difficulties are very severe and profound. In other words, pupils have been expected to make unrealistic leaps in skills, knowledge and understanding. As a result, pupils' targets have sometimes been repeated for many years, so the school was unable to measure their progress or check that they were getting on as well as predicted. A few parents have expressed justifiable concerns about the relevance of their children's targets and their apparent lack of progress towards them.

13. The headteacher has provided teachers with very clear guidance to help them construct suitable individual education plans. The examples offered contain very precise targets, which would enable pupils' progress and achievements to be measured accurately. Additionally, the headteacher checks all the targets in annual reviews and individual education plans and gives constructive advice to teachers, in order to improve the quality of target setting. As a consequence, recent targets have been much more useful – demonstrated by the increasing number of pupils meeting their targets. Where necessary, pupils' learning is broken down into extremely small steps. Teachers are then able to focus on these during lessons, which is more effective in helping pupils to make progress. However, teachers remain at different stages in their ability to plan targets and assess pupils' progress towards them.

There are weaknesses in the curriculum for post-16 students.

14. The school has been working hard to improve the provision for students over the age of 16, and this is to continue as a major focus of the strategic plan. As a result of the work already undertaken, the curriculum has improved since the previous inspection. For example, students now have opportunities to have their work accredited through a nationally recognised scheme. Based on this, the curriculum is suitably broad and relevant to students' needs. It also promotes the important skills of communication, numeracy, information and communication technology and social and personal skills. There are very well established links with the careers service and good arrangements for work experience – on or off-site – depending on the student's stages of development.
15. However, there are currently no sustained links with local colleges of further education. This means that students do not have practical experience of the options available to them when they leave school – very short, 'taster' courses are only available to those who have been successful in gaining college places. Whilst the present curriculum is broadly suitable for the needs of the current students, it will not be sufficiently challenging for some of those in future years. For example, in a few subjects, the highest attaining pupils in Year 10 are already working within Level 3 of the National Curriculum. There is a need to put in place a more demanding accredited course to meet the needs of these pupils when they move into the post-16 provision. The higher attaining students have access to a suitable range of community facilities – for example, a house (where they practise home management skills), shops, a museum and a public library. However, students with very severe and profound and multiple learning difficulties have much more limited opportunities. At present, these are restricted to a weekly walk to a community centre. The curriculum for these students is not sufficiently different to that offered to pupils aged 14 to 16.
16. When students with very severe learning difficulties near the end of their time in school, it is entirely appropriate that their work in English is focused on developing essential skills – such as learning to write a shopping list or their address. However, too often, these are only practised in the classroom, as a routine task. Students need

opportunities to apply their skills in ever widening contexts, related to their everyday and future lives. This will enable them to see the relevance of these skills. The school is still developing the areas for students to work and relax in. At this stage, these present a rather formal environment, which may not encourage students to behave as older teenagers. This is compounded by the language used by a very small proportion of the support staff – for example, terms of endearment, inappropriate for young adults.

The curriculum designed specifically for pupils with profound and multiple learning difficulties is still being modified to meet their individual needs.

17. A key concern for the school is to provide a suitable curriculum for pupils with profound and multiple learning difficulties. Because these pupils learn very slowly by extremely small steps, there is a need to ensure that their learning builds systematically on what they already know, understand and can do. In response to this, the school is currently introducing and extending a commercially produced programme of work. It is anticipated that this will provide a framework for teachers' planning and, importantly, help them to extend the contexts within which pupils learn, so that they become able to transfer their skills to different environments, rather than repeating activities and losing interest. For example, during the inspection, a mixed group of pupils aged 16 and post-16 students worked in the art room. Here, the teacher used clay very imaginatively. Pupils and students practised listening to and following instructions – for example, to throw clay into water; focusing their attention (on a potter's wheel or clay emerging from a sieve) and communicating their intentions. They also developed their awareness of how they can influence their environment. The teacher has very carefully modified the programme of work in order to meet the needs of individual pupils so that, over a series of lessons, they make progress towards their own targets.
18. However, too often, teachers' plans for lessons do not indicate clearly what they intend each pupil to achieve. This means that it is very difficult to assess how well they have learned, so that subsequent lessons can be modified – for instance, by increasing the amount of challenge, providing alternative experiences, or reducing the demands of the activity. Developments in the provision for pupils and students with the most profound learning difficulties are being led very well by the deputy headteacher, with the support of another senior teacher. All staff are very keen to acquire the skills and knowledge to meet pupils' needs, and further training and improved resources are planned.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards, the headteacher, staff and governors should:

- (1) Ensure that at annual reviews and in individual education plans, teachers set consistently precise targets for pupils to achieve. To achieve this, they should provide further support and guidance for teachers.(paragraphs 12,13)
- (2) Improve the quality of the curriculum for post-16 students.
 - a) Seek out opportunities for students to take part in college courses.
 - b) Ensure that accredited courses are available to meet the needs of the wide range of ability in the school.

- c) Provide opportunities for all students to have access to a broad and varying range of community facilities in which to practise their skills – for example, of communication, literacy, numeracy and independent living. (paragraphs 14-16)
- (3) Continue to put in place the curriculum for pupils with profound and multiple learning difficulties. Carry out the planned training for staff and improvements to resources and facilities. (paragraphs 17-18)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	23	46	27	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	77
Number of full-time pupils known to be eligible for free school meals	20

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	1

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	9.9	School data	1.3

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	
Bangladeshi	
Chinese	
White	66
Any other minority ethnic group	

Teachers and classes**Qualified teachers and classes: YN – Y14**

Total number of qualified teachers (FTE)	13.2
Number of pupils per qualified teacher	5.83
Average class size	7.7

FTE means full-time equivalent.

Education support staff: YN – Y14

Total number of education support staff	30
Total aggregate hours worked per week	811

Exclusions in the last school year

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

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

Financial information

Financial year	00-01
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	£
Total income	864818
Total expenditure	940407
Expenditure per pupil	11469
Balance brought forward from previous year	89587
Balance carried forward to next year	13998

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	77
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	24	0	4	4
My child is making good progress in school.	44	40	0	12	4
Behaviour in the school is good.	56	36	0	0	8
My child gets the right amount of work to do at home.	16	16	16	12	12
The teaching is good.	52	40	4	4	0
I am kept well informed about how my child is getting on.	60	24	12	4	0
I would feel comfortable about approaching the school with questions or a problem.	68	32	0	0	0
The school expects my child to work hard and achieve his or her best.	40	48	4	8	0
The school works closely with parents.	48	48	8	0	0
The school is well led and managed.	48	40	8	0	4
The school is helping my child become mature and responsible.	44	36	0	12	0
The school provides an interesting range of activities outside lessons.	36	40	12	8	4

Where percentages do not add up to 100, this is because not every parent or carer answered every question.