

INSPECTION REPORT

CALTHORPE SPECIAL SCHOOL

Highgate, Birmingham

LEA area: Birmingham

Unique reference number: 103604

Headteacher: Mr Graham Hardy

Reporting inspector: Mrs Jayne Clemence
22629

Dates of inspection: 3 – 6 April 2000

Inspection number: 192852

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Special school for pupils with severe, profound and multiple learning difficulties.
School category:	Community Special
Age range of pupils:	2 – 19
Gender of pupils:	Mixed
School address:	Darwin Street Highgate Birmingham
Postcode:	B12 OTJ
Telephone number:	0121 773 4637
Fax number:	0121 773 0708
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Joe Donovan
Date of previous inspection:	December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Jayne Clemence	Registered inspector
Catherine Fish	Lay inspector
Glynn Essex	Team inspector
Jennifer Taylor	Team inspector

The inspection contractor was:

QAA Education Consultants Ltd
Herrington Barn
Herrington
Dorchester
Dorset
DT2 9PU
Tel: 01305 251591

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
The headteacher's leadership is excellent, providing clear educational direction that is visionary and dynamic. The senior management team is highly effective, monitoring and evaluation is rigorous and the quality of education is continually improving.	
The very high proportion of good, very good and excellent teaching ensures that all pupils achieve high standards for their degree of special educational needs and many pupils make very good and occasionally excellent progress.	
The curriculum is very well organised; literacy and numeracy strategies are highly effective with pupils making very good progress in reading and number skills; extra-curricular activities are outstanding.	
Provision for pupils with additional special needs, including those with profound and multiple learning difficulties and autistic spectrum disorder is excellent; pupils make clear progress in basic academic and social skills.	
There is an excellent ethos, expectations are high, yet realistic and achievable; pupils' attitudes and personal development are excellent.	
The support staff is highly skilled and makes a strong contribution to the pupils' progress; provision for the pupils' welfare is excellent.	
There are many excellent links with the local and wider community that enhance the pupils' education and prepare them effectively for adult life.	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
Some parents are not satisfied with the amount of homework for their children and would like more information about their progress.	
The school should pursue planning permission for a second exit to reduce transport congestion at the beginning and end of day.	
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Calthorpe is a large special school with 237 pupils between the ages of two and nineteen. It caters for pupils with severe, profound and multiple learning difficulties, including those with autistic spectrum disorder. All pupils have statements of special educational needs. More than half are from ethnic backgrounds, predominantly Pakistani, and have extra support for English as an additional language. The proportion of pupils eligible for free school meals is very high at more than fifty per cent. There are thirty-seven teachers and the average class size is eight pupils. There are four departments divided into lower, secondary, continuing education, and profound and multiple learning difficulties, where pupils are grouped within the relevant age groups. A significant minority of the pupils have very serious medical conditions that require regular and extensive periods in hospital. The school is situated in an area that is disadvantaged socially and economically. The school buildings are well maintained and in very good order, creating a bright and attractive environment. The characteristics of pupils for whom the school caters makes it inappropriate to judge their attainment against age related national expectations or averages.

HOW GOOD THE SCHOOL IS

Calthorpe is a highly effective school with many excellent features. Students, by the time they leave, are as independent as possible and many gain nationally recognised awards. The leadership and management is excellent at every level, providing educational direction that has vision and clarity of purpose. A very high proportion of the teaching is very good with a significant amount excellent, leading to the pupils making very good and occasionally excellent progress. There is an excellent ethos where expectations are high, yet realistic, and achievement, effort and progress are paramount to staff and pupils' alike. Relationships between pupils and with adults are excellent and the support staff is very effective as their work complements that of the teachers, making for a seamless and strong team. The school provides excellent value for money, with many additional opportunities provided for pupils, parents and staff that enhance the overall quality of the pupils' education. Calthorpe has the capacity for sustaining excellence at every level of school life.

What the school does well

- The headteacher's leadership is excellent, providing clear educational direction that is visionary and dynamic. The senior management team is highly effective, monitoring and evaluation is rigorous and the quality of education is continually improving;
- The very high proportion of good, very good and excellent teaching ensures that all pupils achieve high standards for their degree of special educational needs and many pupils make very good and occasionally excellent progress;
- The curriculum is very well organised; literacy and numeracy strategies are highly effective with pupils making very good progress in reading and number skills; extra-curricular activities are outstanding;
- Provision for pupils with additional special needs, including those with profound and multiple learning difficulties and autistic spectrum disorder is excellent; pupils make clear progress in basic academic and social skills;
- There is an excellent ethos, where expectations are high, yet realistic and achievable; pupils' attitudes and personal development are excellent;
- The support staff are highly skilled and very well trained; they are engaged actively in the pupils' learning and make a strong contribution to their progress; the excellent provision for pupils' welfare means that many are able to attend school when requiring high levels of medical attention;
- There are many excellent links with the local and wider community that enhance the pupils' education and prepare them effectively for adult life.

What could be improved

- Some parents are not satisfied with the amount of homework for their children and would like more information about their progress;
- The school should pursue planning permission for a second exit to reduce transport congestion at the

beginning and end of day.

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 has made very good improvements since the last inspection. There were many strengths that have been sustained effectively and further improved, including the leadership and management, relationships and pupils' personal development. Provision for pupils with additional special needs, including those on the autistic spectrum disorder has improved significantly. The leadership and provision for pupils with autism, judged to be weak previously, is now excellent, with experienced and able staff. The curriculum, that was in need of a more coherent approach is now very well planned, managed and organised. The quality of teaching has improved with a much higher proportion judged to be good, very good and excellent. Assessment has been developed suitably and most individual education plans are now precise and include targets that are measurable. Support for pupils with English as an additional language, previously judged to be limited, is a thriving example of support to pupils and parents alike. The access to augmented communication through sign language and symbols has been developed extensively, whereas previously it was seen to be minimal. All key issues have been addressed effectively and previous areas of weakness have now become strengths.

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

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

Pupils make very good progress in their speaking and listening skills using a wide range of communications strategies including the extensive use of signing, symbols and objects of reference. Many pupils learn the basic skills for reading and show genuine pleasure using books. They understand that print has meaning and some use effective methods to build new words on their own. Pupils with additional special needs also show genuine excitement for stories and books as they listen to familiar story lines and participate in the actions and drama with sensory materials and objects. Pupils use their knowledge of mathematics and number with increasing confidence and by the time they leave, many apply those skills in practice appropriately, for example in the use of money and time. Personal, social and health education is embedded across all aspects of the curriculum and therefore pupils are encouraged successfully to develop these skills. Individual education plan targets are realistic, challenging and achievable, and reviewed regularly.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
--------	---------

Attitudes to the school	Pupils have excellent attitudes to school life.
Behaviour, in and out of classrooms	The pupils' behaviour in and out of school is very good. They understand the importance of self-control and become increasingly mature and responsible for themselves and sometimes others.
Personal development and relationships	Pupils' personal development is excellent. The relationships between pupils and with adults are excellent.
Attendance	Satisfactory.

Pupils are enthusiastic to succeed and arrive each day with excitement and anticipation. They understand how to behave in more formal lessons and social settings such as lunchtime and after school clubs. Pupils show maturity and take increasing responsibility as they move through the school. Their personal development is excellent as they become more skilled at making choices and preparing for the challenges of adult life. Relationships are based on trust, respect and friendship with pupils and adults showing a genuine appreciation of one another's company.

TEACHING AND LEARNING

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

There was a very high proportion of good, very good and excellent teaching seen during the inspection. Good teaching was observed in thirty one per cent of lessons seen. In forty two per cent of lessons, teaching was very good and sixteen per cent of lessons, teaching was excellent. Almost all other teaching was satisfactory except for one lesson where the teaching was poor due to the work set not being matched to the pupils' needs. Teaching in literacy and numeracy is very good and sometimes excellent with highly effective strategies for pupils to develop their skills in reading and number.

There are many strengths in teaching, for example teachers' subject knowledge, planning for the needs of all pupils, the wide range of teaching methods; whole class, group and individual support, and the very effective plenary sessions to sum up the learning that has taken place.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very broad, well-balanced and of high quality; extra-curricular activities are outstanding.
Provision for pupils with English as an additional language	The provision is excellent with well-trained and experienced staff. Pupils are very well supported in their work as a result and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, provision is excellent. The pupils' own cultures are celebrated regularly through activities including art, music, religious festivals, clothes and food.

How well the school cares for its pupils	The care for pupils is exemplary.
--	-----------------------------------

The curriculum is very well organised and planned whereby the pupils' skills and knowledge in different subjects is built on systematically. As pupils move through the school, the curriculum is developed coherently and consistently. Information technology is an increasingly useful tool used for communications across subjects. The support for pupils with English as an additional language is very high quality and the many languages spoken by families are spoken by some teachers. Provision for pupils' spiritual development is carefully planned with sensitive and realistic ways of bringing spiritual awareness to everyday activities, using for example, music and creative arts. There are many examples where pupils cultural awareness is developed and the rich diversity of the pupils' own culture is celebrated regularly. The quality of care for pupils is exemplary. Many teachers and support staff are themselves trained in advanced first aid, and work together with the medical and multi-disciplinary teams to support the pupils sensitively, ensuring they have access to as much as the curriculum as possible with minimal disruption for personal and medical needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and the senior management is an effective team. Heads of department and curriculum coordinators, together with the senior management show a clear vision for improving the school and raising standards, and make up a strong and efficient group.
How well the appropriate authority fulfils its responsibilities	The governing body is led most ably by skilled and knowledgeable people with relevant expertise. They have a clear strategic overview of the school and fulfil their responsibilities efficiently.
The school's evaluation of its performance	There are rigorous methods for monitoring and evaluating the school's progress towards its targets. Self-evaluation and continuous improvement is at the heart of the school.
The strategic use of resources	Resources are used efficiently and effectively at every level, including people, materials and finances. The principles of best value for money are applied systematically for recruitment and all other areas of financial management. The current carry forward is deliberately held for major project management and imminent expenditure. The school provides excellent value for money.

The leadership and management is excellent at every level. The headteacher pursues excellence and provides a highly effective leadership model that is followed by others with positions of responsibility. All initiatives have the pupils' continuing achievement and progress central to their aims.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Many parents see significant improvements when their children attend the school • Teachers are very approachable, and the school is well led • Children like coming to school • The teaching is good 	<ul style="list-style-type: none"> • Some parents would like their children to have more homework • Some parents would like more information about their children's progress

The inspection confirmed all the strengths identified by parents. The school sends out questionnaires to parents asking them if they would like their children to receive homework. As a result, more than half the pupils receive homework regularly. The quality of information to parents is very good. It is comprehensive, yet precise to the

individual child. In addition, there are regular newsletters and other forms of communication, including informal contact, to maintain links with parents about their children. There is a mismatch of expectations and understanding about the amount of homework and information concerning pupils between some parents and the school that requires further clarification.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher's leadership is excellent, providing clear educational direction that is visionary and dynamic; the senior management team is highly effective and the quality of education is constantly improving.

1. The headteacher provides excellent leadership with a strong focus on pupils' progress, continuous improvement and promoting an ever increasing range of educational opportunities. The school's aims and mission statements are implemented systematically. There is a strong emphasis on setting high standards, building self-confidence and recognising achievement. This is linked closely to preparing pupils for the challenges of adult life and gaining the necessary skills for successful integration into the community.
2. The senior management team, including two deputy headteachers, is highly effective and provides strong role models in their own teaching. The head of department for pupils with profound and multiple learning difficulties and the coordinator for pupils with autistic spectrum disorder provide excellent leadership with a wealth of experience and expertise in both specialist areas. The heads of department for primary, secondary and continuing education provide strong leadership and all middle managers have a clear understanding of their roles and responsibilities. The senior management structure works coherently and everyone knows where their contribution fits into the wider picture. Senior management, curriculum teams, heads of department and curriculum coordinators work in a complementary fashion. As a result, much is achieved towards the overall school aims of maximising the pupils' potential and increasing the rate of their progress.
3. Procedures for monitoring standards and the quality of teaching are well established and there is a very effective culture of continuing professional development for all adults. Initiatives are evaluated for their overall impact on pupils and the school development plan is a comprehensive, yet specific document. There is a strong emphasis on self evaluation and continuous improvement that is central to the school's work. Many adults pursue further professional skills and use them to the benefit of pupils, for example when learning sign language.
4. The governing body is very ably led by a chair and vice chair with relevant and complementary skills in quality assurance and personnel. They have a clear and strategic overview of the school and maintain a rigorous strategy for tracking the school's progress. Other governors take an active role in visiting and supporting the school. Teachers make regular presentations to the governing body about specific initiatives, providing further information about the quality of education and pupils' progress. This ensures that governors are well informed and able to evaluate the impact of initiatives.

The very high proportion of good, very good and excellent teaching ensures that all pupils achieve high standards for their degree of special educational needs, and many make very good and occasionally excellent progress.

5. There was a very high proportion of good, very good and excellent teaching seen during the inspection. Teaching was good or better in 89 per cent of all lessons. In particular, more than half of all lessons had teaching that was very good or excellent with very good teaching observed in 42 per cent of lessons, and excellent teaching in 16 per cent. The remainder of teaching observed was satisfactory, except for one poor lesson where the work was not matched to the needs of the pupils.
6. Teachers have high, yet realistic expectations of the pupils academically and socially. They set work that is challenging and well matched to the wide range of special educational needs. Teachers' planning is comprehensive and specific to pupils' individual needs. Assessment is used rigorously to track pupils' progress and further inform planning. Individual education plans are precise and have targets that are measurable and reflected accurately in day to day activities. Many teachers have specialist subject knowledge, for example in physical education, music and French, that has a direct and positive effect on the pupils' achievements, as they are trained and tutored in techniques and skills such as sailing, swimming, cricket, steel pans, keyboards, drums and simple conversations in French.

7. There were examples of excellent teaching for pupils with profound and multiple learning difficulties, where the planning was precise and resources very carefully chosen to enable pupils to be as aware as possible of the activity, through their senses and surroundings. The literacy strategy has been modified most successfully with many creative resources that the pupils can touch, hear and feel, in order to increase their understanding of stories. Further examples of excellent teaching were seen for pupils on the autistic spectrum disorder where the behaviour management plans were being used rigorously and systematically, and the wide ranging, yet focused teaching strategies maximised the pupils' learning.
8. In other examples of excellent teaching, such as mathematics, resources were highly creative and tailor made for individual pupils. The activities were very carefully matched to the full range of pupils' needs and the pace of lessons was lively, brisk and purposeful, resulting in many pupils gaining new skills in number and money, that could be demonstrated and used in practical settings. In other subjects, for example humanities, the creative choice of resources enabled all pupils in Year 7 to build homes for animals and creatures, gaining understanding of the skills required in making a bird's nest and spinning a spider's web. There are excellent features in physical education teaching where the teachers' subject knowledge enables the pupils to develop appropriate skills to improve their own techniques in swimming and cricket, resulting in some impressive performance by the pupils. Teachers used a wide variety of signs and symbols to communicate effectively with the pupils, ensuring they understood the tasks and made maximum progress during the lessons. Support staff were used efficiently and everyone knew their roles and tasks within the sessions. Pupils responded positively and made very good gains in their skills and knowledge in the process.
9. There were many examples of very good teaching in all areas of the school. Teachers used plenary time at the end of lessons very effectively to emphasise what had been learned, and in the process, assessed the pupils' learning and progress. Often the pupils themselves could explain and demonstrate to others what they had learned and further consolidate their own learning at the same time.
10. Teachers use a range of strategies to develop the pupils' speaking and listening skills across the curriculum. The wide use of signs and symbols enables many pupils to make themselves understood and express their preferences and opinions effectively. Teachers are very sensitive to the pupils' different ways of communicating and this ensures a very good level of understanding between the pupils and teachers. The support for pupils with English as an additional language is most effective and carefully adapted for individual needs. Specialist teachers have very good knowledge of the many languages spoken by families, resulting in a great degree of understanding in the language and cultural differences experienced by the pupils.
11. The high quality of teaching is making a direct impact on the pupils' rate of progress and learning throughout the school.

The curriculum is very well organised; literacy and numeracy strategies are very effective with pupils making very good progress in reading and number skills; the extra curricular opportunities are outstanding.

12. The curriculum is very well planned and developed coherently in all subjects and phases across the school. This results in the pupils' skills and knowledge being built on systematically without any undue repetition. The literacy and numeracy strategies have been embraced enthusiastically with many creative methods to enable pupils to access the skills of reading, writing and number that are relevant and give meaning to their world. The most recent book week included life size characters from well-known stories, visiting pupils and reading books. In addition, older pupils have taken part in drama presentations of Shakespeare and performed in public, helping to make the costumes, masks and music. They make simple comparisons between characters and express their opinions about books and authors. The numeracy strategy is carefully focused towards skills that pupils will need for future independence and much time is given to provide practical experiences for pupils to use money in shops and follow timetables for local transport. The booster groups in literacy and numeracy ensure that more able pupils are extended and challenged effectively in their reading, writing and number skills. The provision for promoting personal and social development through the curriculum is highly effective in helping the pupils to gain confidence and independence at every opportunity.

13. There are numerous extra curricular activities that continue during the day and after school. Transport is arranged separately for those wishing to attend clubs after school and is not a limitation to any pupil. There are up to eight residential trips in a year, including a visit to France for example. Weekly clubs include swimming, sailing, music, steel pans, games and information technology. Some pupils with visual impairment are currently training to take part in a tandem cycle ride in the near future. In addition, there are regular lunchtime activities, including snooker, billiards, board games, table tennis, gardening and team games such as cricket. The school is a lively and vital community where pupils are actively involved in learning throughout the day and often after school, at week-ends and during holidays as well.
14. In addition, the careers provision, including mini-enterprise, work weeks and work experience prepares pupils very effectively for the world of work. The full time appointment of a job coach does much to enhance these opportunities as the students receive a high level of individual support. The links with local employers are strong, often leading to more permanent work placements. The high quality careers room is well resourced and students are encouraged successfully to make their own arrangements for appointments with the local careers officer. This adds further to their independence and preparation for the world of work.

Provision for pupils with additional special needs, including those with profound and multiple learning difficulties and autistic spectrum disorder, is excellent and pupils make clear progress in basic academic and social skills.

15. The provision for pupils with additional special needs has excellent leadership, highly effective teaching and a curriculum that is well matched to the wide ranging needs. Teachers for pupils with profound and multiple learning difficulties provide a rich and varied experience for all pupils based on activities that provide them with meaning and continuity. There is very effective organisation and pupils' needs are managed sensitively and discretely. The quality of the environment is excellent and every consideration is given to offering choice where possible. The atmosphere is one of calm, peace and serenity throughout the day.
16. Teachers for pupils with autistic spectrum disorder are highly skilled and experienced in the field of autism, ensuring effective management of the pupils' behaviour and appropriate strategies for delivering a suitable curriculum. Every opportunity is used to draw the pupils' attention and concentration towards learning and communicating with others and the world around them with shared meaning. Teachers use very effective methods for managing a variety of behaviours and the strategies for handling pupils safely ensure many pupils continue their education successfully at Calthorpe without disruption.

There is an excellent ethos, pupils attitudes, personal development and relationships are excellent.

17. The ethos throughout the school is based on high expectations and standards, rewarding pupils for effort and achievement and preparing them for the challenges of adult life. The excellent relationships between pupils and with adults achieves a relaxed, yet respectful balance where pupils treat staff as friends. There are many examples of kindness, consideration, good humour and respect. Pupils arrive eagerly and settle quickly. They are enthusiastic in their work and understand the importance of effort and perseverance. By the time students leave school, they are as independent as practically possible. The personal and social development programme is detailed and appropriate. It is integrated successfully across the curriculum as well as being a discrete subject. Many students have identified responsibilities for certain aspects of school life, including some maintenance jobs around the building. They complete these tasks with pride and a sense of ownership. The system whereby older students are prefects with a head girl and boy adds to this sense of growing maturity, responsibility and preparation for their future.

The support staff is highly skilled and makes a strong contribution to the pupils' learning; the excellent provision for pupils' welfare enables many to attend school whilst requiring high levels of medical attention.

18. Support staff are very well trained and take considerable responsibility for their continued professional development. There is a representative group of support staff that meet regularly with the senior management with a clear emphasis on continued improvement. This has brought about a group of people who are enabled and empowered to influence decisions positively and morale is high. A member of the support staff is responsible for training staff in the use of Makaton and others take real responsibilities in the

overall life of the school. Many choose to follow their own professional development opportunities and return to the school with new and additional skills that benefit the pupils as a result.

19. The planning for pupils' individual needs is rigorous and detailed. There is very effective communication between families, the school and other relevant people including physiotherapists, nurses and the doctor. There is high quality medical support on site that enables pupils to return to school quickly. Teachers and support staff are also highly trained in responding rapidly to medical needs and the complex range of feeding requirements is handled impeccably. There is considerable thought given to the privacy and dignity of all pupils and students.

There are many excellent links with the local and wider community that enhance the pupils' education and help prepare them for adult life.

20. The school is very well linked to the immediate and wider locality. There are numerous courses held at the school for parents, including basic English, more advanced language skills with national awards, workshops for speech and language therapy, sewing and upholstery. Other courses include signing, child care, basic word processing and managing autism as well as pre school coffee mornings. These opportunities, in turn have direct benefit for the pupils, as parents become very well integrated into the life of the school, have regular and positive contact and further their own language skills in the process. Other parents take the opportunity to continue their education and gain qualifications for higher education, thus improving their circumstances and quality of life. The school has bid successfully for city wide initiatives and is currently awaiting the outcome of a joint bid with a local secondary school for sports college status. Local mainstream schools have good links with the school enabling some pupils to attend for specific sessions during the week. The school's facilities are also shared, for example the excellent hydrotherapy pool and large well equipped sensory room is used by local groups. The school is therefore well integrated into the local community and pupils from Calthorpe are known and their needs understood by many local people.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Some parents are not satisfied with the amount of homework for their children and would like more information about their progress

21. The quality of information to parents is very good. It is comprehensive, yet precise to the individual child. In addition, there are regular newsletters and other forms of communication, including informal contact, to maintain links with parents about their children. There is a mismatch of expectations and understanding about the arrangements for homework and information regarding children between some parents and the school that requires further clarification.
22. The school should pursue planning permission for a second exit to reduce transport congestion at the beginning and end of day.

In the light of the many strengths of the school, there are no key issues to address.

The school has already identified appropriate areas for improvement in the school development plan. Inspection confirms the priorities that have been chosen and would ask the governing body to consider the following as an additional item for improvement:

Clarify the parents' expectations for homework and the information about their childrens' progress.

Persue planning permission for a second exit in order to reduce transport congestion at the beginning and end of the school day.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

45

Number of discussions with staff, governors, other adults and pupils

20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
16	42	31	9	0	2	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	237
Number of full-time pupils eligible for free school meals	121

English as an additional language	No of pupils
Number of pupils with English as an additional language	138

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	15

Unauthorised absence	%
School data	1.5

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

Key Indicators 1999	
Key Stage 4 and Continuing Education department:	
Accreditation for Life and Living Skills: 14 pupils 52 students accredited in the core skills and vocational modules	OCR National Skills profile: 30 students achieved the RSA five areas of study Information Technology National Skills Profile 13 students Catering: 2 students Mechanics: 2 students

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	17
Black – African heritage	0
Black – other	1
Indian	10
Pakistani	130
Bangladeshi	2
Chinese	0
White	72
Any other minority ethnic group	5

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani	2	1
Bangladeshi		
Chinese		
White		
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: N- Y13

Total number of qualified teachers (FTE)	37.6
Number of pupils per qualified teacher	6
Average class size	8

FTE means full-time equivalent.

Education support staff: N- Y13

Total number of education support staff	55
Total aggregate hours worked per week	1754

Financial information

Financial year	98/99
----------------	-------

	£
Total income	2107914
Total expenditure	2058155
Expenditure per pupil	8648
Balance brought forward from previous year	134983
Balance carried forward to next year	184742

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	237
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	1	0	3
My child is making good progress in school.	40	38	9	0	13
Behaviour in the school is good.	35	44	3	2	17
My child gets the right amount of work to do at home.	16	26	17	22	19
The teaching is good.	58	33	4	1	3
I am kept well informed about how my child is getting on.	47	32	15	2	5
I would feel comfortable about approaching the school with questions or a problem.	61	32	3	0	5
The school expects my child to work hard and achieve his or her best.	46	35	8	0	11
The school works closely with parents.	42	35	12	0	11
The school is well led and managed.	54	25	6	0	15
The school is helping my child become mature and responsible.	44	35	9	0	11
The school provides an interesting range of activities outside lessons.	42	37	3	2	17