

INSPECTION REPORT

HAYFIELD SCHOOL

Upton, Wirral

LEA area: Wirral

Unique reference number: 105128

Headteacher: Ms Su Lowy

Reporting inspector: Mrs Rosemary Eaton
15173

Dates of inspection: 4th – 6th February 2002

Inspection number: 193264

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:	4 – 11
Gender of pupils:	Mixed
School address:	Manor Drive Upton Wirral Merseyside
Postcode:	CH49 4LN
Telephone number:	0151 677 9303
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Annemarie Gillett
Date of previous inspection:	10 th March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hayfield is a school for pupils aged four to eleven with moderate and/or social communication difficulties. Currently, 115 pupils attend, including three children in the Reception Year. When they enter the school, the attainment of most pupils is well below average. They all have statements of special educational need. The majority are for moderate learning difficulties, but thirteen have speech and communication difficulties and twenty-six are autistic. To cater for the pupils with more complex needs, the school has a Communication Difficulties Unit, comprising five classes and involving thirty-nine pupils at present. There is also a satellite unit, located in a mainstream primary school and funded by the local education authority as a two-year pilot project. At the moment, three pupils are involved. Only three of the school's pupils are from minority ethnic groups and none have English as an additional language. Pupils' homes are throughout the Wirral.

HOW GOOD THE SCHOOL IS

Hayfield is a very good school. Pupils make very good progress and achieve very well. This is because teaching is very high quality. The school is led and managed very well and provides very good value for money.

What the school does well

- Teachers plan lessons very thoroughly, ensuring that each pupil's needs are met.
- Pupils respond very well to the interesting activities presented by teachers.
- The school has adapted the National Literacy Strategy very effectively, in order to meet the needs of its pupils.
- Pupils with social communication difficulties are provided with a very relevant and highly effective curriculum.
- The school has very effective systems for finding out about pupils' progress and the quality of teaching.

What could be improved

- There are not enough opportunities for pupils to work and play alongside others in mainstream schools.

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 March 1997. Since then, it has improved very well. Pupils now make much better progress, in line with similar improvements in the quality of teaching.

The issues identified in the previous report have been tackled systematically and effectively. As a result, the curriculum and the procedures for assessing pupils' achievements, formerly both areas for development, are now significant strengths. A wide range of other improvements has also taken place – for example, better arrangements for finding out how well the school is performing and planning actions to improve further. Staff have gained more expertise in dealing with pupils who have complex needs, and the Communications Difficulties Unit has expanded and increased in effectiveness.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by Year R	by Year 6	Key	
speaking and listening	A	A	very good	A
reading	A	A	good	B
writing	B	B	satisfactory	C
mathematics	A	A	unsatisfactory	D
personal, social and health education	A	A	poor	E
other personal targets set at annual reviews or in IEPs*	A	A		

The school has set challenging targets for pupils in Year 6 to achieve in 2003. The targets set annually for individual pupils to achieve are equally challenging and records show that these are met regularly. In the National Curriculum tests, a very small number of pupils reach the levels expected for their age, representing excellent progress. Last year, pupils in Year 6 did particularly well in science, with 25 per cent achieving the expected Level 4.

In literacy, progress is slower in writing than in reading, because pupils find this more difficult. Children in the Reception Year are making very good progress in all the areas of learning, other than in physical development, where their progress is good. In the Communication Difficulties Unit, pupils' achievement and progress are very good, in line with those of pupils in the main school. The very small number of pupils attending the satellite unit are also doing very well. There is a particularly good impact on their personal development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and taking part in lessons and activities.
Behaviour, in and out of classrooms	Good. The majority of pupils behave very well in lessons and during breaks and lunchtime.
Personal development and relationships	Very good. Pupils learn to be more independent and to take on responsibilities in class and around the school. Relationships with adults are particularly good.
Attendance	Very good. Pupils are seldom away unless they are ill.

Many pupils, including those with communication difficulties, are confident to perform in front of an audience – for example, during assembly or school concerts. They feel safe in school.

Pupils with autism are beginning to develop good relationships with each other and occasionally with pupils in mainstream schools.

A small number of pupils have challenging behaviour, as a result of their special educational needs. Staff manage their rare outbursts very well, so lessons are not disrupted.

Pupils respond by trying very hard when teachers present them with tasks that challenge them.

A number of older pupils have recently been chosen to join the School Council. They have a clear view of their responsibilities and the developments they would like to influence.

Pupils are polite and considerate. They listen to one another and staff, and respect other people's opinions.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 6
Quality of teaching	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.

English, mathematics and personal, social and health education are taught very well, as are the skills of communication, including literacy and numeracy. The school is very effective in meeting the needs of all pupils. For example, pupils in the Communication Difficulties Unit are taught using methods that closely match their needs. Several classes are large in size, but pupils' learning is seldom affected, because teachers' skills are so well developed. Throughout the school, teachers plan lessons very carefully, so that all pupils can learn and make progress, whatever their ability. They have very high expectations, which means that pupils have to try hard. Support staff make very strong contributions to pupils' progress – for example, by working with individuals or small groups.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is made up of all the necessary subjects of the National Curriculum, together with religious education and personal, social and health education. The school balances very carefully the time different groups of pupils spend on each area. This means that the curriculum is highly relevant to pupils' varying needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school pays very close attention to providing for all aspects of pupils' personal development.
How well the school cares for its pupils	Very good. All staff try very hard to ensure pupils are safe and happy and able to make the most of their time in school.

The curriculum is very carefully planned. There is a strong and suitable emphasis on language and literacy and personal, social and health education. The provision for both is very effective. In the Communications Difficulties Unit, the curriculum takes full account of pupils' particular needs. They have good opportunities to work and play with pupils in the main school. However, only a very small number of pupils have opportunities to mix with pupils in mainstream schools. The small number of children in the Reception Year are catered for very well, in classes with slightly older pupils. The school makes effective use of the available speech therapy provision and provides well for meeting pupils' motor skills needs. Music and art lessons provide exciting opportunities for pupils' cultural development. Pupils are encouraged to take on responsibilities – for example, for jobs or for setting and reviewing their own targets. Acts of worship and religious education lessons make very good contributions to pupils' spiritual development. All staff know the pupils very well and are quick to act in order to safeguard their health and safety. The school has effective links with health and other professionals, working closely with them to support and care for pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very knowledgeable and effective leadership. Together with the deputy headteacher, she sets very high standards for the school to achieve. Senior staff have significant responsibilities and perform their roles very effectively.
How well the appropriate authority fulfils its responsibilities	Good. A small, central core of governors, including the chair and vice chair, provides very experienced and active support. Other governors are still developing their role and becoming increasingly involved.
The school's evaluation of its performance	Very good. There are very well thought out systems for checking aspects such as the quality of teaching and learning.
The strategic use of resources	Very good. The school manages its funds very carefully, in order to support pupils' current needs and planned developments.

The headteacher and deputy headteacher are very committed to moving the school forward. They take the lead in planning future developments, based on careful evaluations of the existing provision. The Communications Difficulties Unit is very well led and managed by the co-ordinator. The success of the satellite unit is supported by the very effective working relations between the two schools involved.

The school does well in its efforts to apply the principles of best value.

School administration is very efficient.

Governors are kept very well informed – for example, through individual links with particular subjects and regular updates about spending.

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. • Behaviour is good. • Children are taught well. • The school has high expectations. • It works closely with parents, who would feel happy about approaching it with concerns. • The school is well led and managed. 	<ul style="list-style-type: none"> • A small number of parents are concerned about the provision of homework. • A few consider that they are not well enough informed about their children's progress. • A smaller number feel that their children's progress is less than good. • A small minority think that insufficient speech therapy is provided.

The inspectors agree with the parents' very positive views about Hayfield. However, they do not support the criticisms. There is a clear policy about homework, which is provided where the school and parents feel it is appropriate. Parents are often asked to help their children by working on their targets – for example, in speaking and listening – rather than with formal tasks. Considering the needs of the pupils, this approach is very suitable. Pupils' progress is judged to be very good overall and parents are provided with very good quality information. The best use is made of the available speech therapy – often by groups of pupils working together. In lessons, there is a constant emphasis on developing pupils' communication skills and staff are very successful in promoting these, following pupils' speech therapy programmes where relevant.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teachers plan lessons very thoroughly, ensuring that each pupil's needs are met.

1. The teaching at Hayfield has many strengths. One of the most significant is the teachers' ability to adapt lessons to suit every pupil in the class. This is especially impressive and relevant because of the wide-ranging needs they represent, even though classes are made up of pupils with broadly similar difficulties – for example, moderate learning difficulties or social communication difficulties. The school sets out clearly its expectations for teachers, but allows them to meet these in ways that they prefer. For example, they might produce separate plans for each lesson or annotate their plans for units of work – as long as the necessary elements are present. These include what the teacher intends pupils to learn. Here we see the value of the detailed records of what pupils know, understand and can do. Teachers use these in order to identify pupils working at similar levels and to establish the next small step in their learning. They then tailor the activities in the lesson, to ensure pupils have opportunities to achieve their targets and demonstrate that they have made progress.
2. In a science lesson with pupils in Years 3 and 4 with moderate learning difficulties, the class were learning about forces – magnetism in particular. The four lowest attaining pupils were to consolidate their knowledge that magnets can be used to pick up some metal objects. A middle ability group had as their intended outcome, to know that 'a large magnet will pick up more paper clips than a small magnet.' The six most able pupils were expected to generalise this information, deducing that large magnets have stronger forces of attraction than small ones. With these considerations in mind, the teacher constructed a challenging lesson that built very effectively on what pupils had already learned about magnets and the skills of enquiry they had so far developed. For example, they had previously predicted which objects magnets might attract and had carried out an investigation to test this. The lesson contained a very effective mix of discussion and practical activity. The staff were deployed so the higher attaining pupils had plenty of opportunities to be independent, whereas others were given support to help them reinforce their learning – for instance, through answering questions. As a result, although pupils did not all absorb the same depth of knowledge about magnetism, they each made very good progress, building very well on their previous learning.
3. Using their detailed knowledge of pupils and their needs, together with their own experience and expertise, teachers are very skilled at pitching lessons so they provide just the right amount of challenge. This means that pupils have to make an effort, but they achieve success, with the consequent boosts to their confidence and self-esteem. For example, in an English lesson for pupils in Years 2 and 3 with social communication difficulties, the tasks related to finding information from a dictionary. The demands – the number of words to be located and the type of dictionary – were very well matched to the pupils' needs. However, additional challenge was provided for the higher attaining pupils, who recorded their findings on a blank piece of paper, as opposed to the structured worksheet used by pupils at an earlier stage of development. This lesson also demonstrated another way in which teachers meet pupils' needs – by appealing to their interests and ages. In this instance, they were finding out information about horses, making an effective link between literacy and their weekly horse-riding sessions.

Pupils respond very well to the interesting opportunities presented by teachers.

4. Pupils' attitudes to their learning are very good. They enjoy coming to school and are frequently very enthusiastic during lessons. Parents strongly support this finding and are very positive about the attitudes that the school promotes – for example, the way in which pupils are encouraged to be independent. The school achieves this through a wide range of strategies, both formal and informal. At their heart are the very good relationships between pupils and with all staff. These are based firmly on mutual respect – each pupil is valued, as are the contributions they make to lessons and school life in general. Particularly impressive are the attitudes displayed by many of the pupils with social communication difficulties. In one lesson, about issues related to alcohol, pupils in Years 3 to 6 were able to take turns to answer questions and volunteer information, confident to share their opinions. The teacher had created a very happy and productive atmosphere within the class. This meant that pupils were keen to try very hard – for example, to use their imagination to design non-alcoholic drinks. The personal, social and health education programme provides a very effective structure within which pupils learn skills such as how to build and maintain friendships and become aware of their own strengths and areas for development. In one lesson, Year 6 pupils with moderate learning difficulties considered their personal targets for the previous week, judging whether or not they had achieved them and then setting new ones. A striking feature was the mature manner in which most pupils contributed to the discussion, listening carefully when others were speaking and offering their own opinions when appropriate. For example, when stuck for a new target, one pupil was encouraged to ask the class for suggestions, resulting in 'Be calm on the playground' as his goal for the following week.
5. As a consequence of this groundwork, pupils are very well prepared for taking an active part in lessons across the curriculum, and teachers make the most of these positive attitudes by presenting them with stimulating activities. For instance, in a challenging drama lesson, higher attaining Year 5 and 6 pupils with moderate learning difficulties responded very well. Their work was based on the book they were studying during literacy lessons – 'A Letter from an Alien'. Using this story as a starting point, pupils were asked to work in groups to write and act out a short play. Gripped by the alien story and the very lively way in which the teacher presented the lesson, pupils worked very hard in response. A video camera was used to record the performances and enabled pupils to act as film critics, evaluating what each group had achieved. This demanding activity relied heavily on the well developed social skills that pupils had learned – they were able to form their own opinions, be honest, but consider the impact of their comments on others. As a result, pupils made very good progress in their skills of communication and their ability to use their imagination and be creative.
6. Pupils' ability to be open to new experiences was very evident during a religious education lesson, for higher attaining pupils in Years 3 and 4. Here, they were challenged to appreciate some of the teachings of Buddhism and to take part in relaxation and meditation. The teacher prepared them very well, setting the scene with a graphic demonstration of how muddy water becomes clear after a period of calm. However, once again, the quality of relationships between pupils and with the teacher helped to establish a climate within which pupils were confident to collect cushions and eye masks, find a space and lie down. They listened calmly to quiet music and the teacher's voice, following her instructions to focus on and relax their feet, legs, and so on, and then to create a picture in their mind. Very effective teaching and excellent attitudes resulted in pupils learning about Buddhism and also from it, making an excellent contribution to their spiritual development.

The school has adapted the National Literacy Strategy very effectively, to meet the needs of its pupils.

7. As it began to implement the National Literacy Strategy in 1998, the school quickly realised that teachers needed further guidance in order to apply the framework to Hayfield's pupils. When they enter the school, many are working at levels of literacy which are well below average. They need to learn in very small, tightly structured steps, enabling them to build steadily on what they have already learned. Additionally, the Strategy is focused on developing the skills of reading and writing. Because many of the pupils at Hayfield – particularly those in the Communications Difficulties Unit – have delayed or disordered language development, an additional strand of communication and language has been created.
8. The expanded framework was developed by a small group of teachers, in consultation with speech and language therapists, and is now in its second year of implementation. It is a comprehensive, very clearly set out document, providing a broad curriculum in all aspects of English. Because the steps in learning are so finely tuned, it provides a very strong structure for pupils' development – it is immediately apparent what they need to learn next. This means that teachers are helped to identify targets for pupils to achieve and which are used in their individual education plans and annual review reports. The framework also includes language and literacy profiles, which demonstrate vividly pupils' achievements. All the steps in learning are linked to the relevant National Curriculum levels, or to a national system which describes pupils' attainment at levels below those catered for in the National Curriculum. This means that the framework is providing data that the school can use to help it make judgements about how well pupils are making progress.
9. However, it is the impact on the way in which pupils are taught communication skills, such as speaking and listening, that is particularly effective and innovative. This language work is continuous, throughout pupils' time in the school. Its aims include developing their ability to use language in social situations and for a variety of purposes. Class timetables indicate a suitable emphasis on English within the curriculum, with planned opportunities for pupils to practise and improve their communication skills. For example, the two classes for the youngest pupils in the main body of the school join together regularly for drama lessons. During the inspection, a very challenging session involved pupils considering a scary house and the old man who lives in it. The staff used questions very effectively to encourage pupils to think hard. How might the old man look or walk? How would they feel about living near to him? Pupils were learning to use their imagination and communicate their ideas, in small groups and to the whole class. They made very good progress, so that a few came to the conclusion that the old man was ill, sad or lonely. The teacher and other staff provided very good examples for pupils, by acting out roles and praising pupils who made particularly good responses. As a result of the development work done by the school, staff have a heightened awareness of ways in which they can enhance pupils' communication skills and take full advantage of opportunities provided throughout the day.

Pupils with social communication difficulties are provided with a very relevant and highly effective curriculum.

10. At the time of the previous inspection, there were three classes for pupils with communication difficulties – mainly speech and language disorders. There are now five classes and the pupils have much more complex needs. Of the 39 pupils in the Communication Difficulties Unit, 26 have autistic spectrum disorders. They tend to be more able than the pupils in the main body of the school, but their progress and

achievement are affected by their autism. When they enter the school, pupils' needs are assessed using the same procedures as for other pupils, plus specific tests carried out in consultation with speech and language therapists. Staff are then in a position to tailor the curriculum to meet their individual needs. Although they follow the same National Curriculum subjects as the main school, their curriculum places particular emphasis on social communication and personal and emotional development. In practice, this means that whatever subject they are learning, pupils are encouraged to interact with others, take turns and work as part of a group or class. A significant feature behind the success of the Unit is the very good quality leadership provided by the co-ordinator. She has excellent knowledge and understanding of the theory related to teaching pupils with autistic spectrum disorders or social communication difficulties. Decisions about the nature of the curriculum are made in the light of this knowledge, combined with the outcomes of assessments of pupils' progress and achievements. For example, although staff are well aware of highly structured systems for teaching pupils with autism – such as the use of individual timetables – these are not generally needed by the current pupils. Instead, a class timetable is discussed regularly with pupils, who are warned when activities are about to change. Classrooms are stimulating, with plentiful displays and resources – again, pupils are able to cope with these. However, staff are very flexible, and where individual pupils are found to need different arrangements, these are put in place. For example, one pupil has used an individual work station in the past, to help him focus on his work.

11. The curriculum also takes very good account of pupils' differing needs as they develop. In the class for the youngest pupils, play is the focus for much of the work. There is a very effective balance between allowing pupils to choose activities and requiring them to complete tasks, concentrating for a minimum length of time. The pupils are making very good progress in developing the skills they need in order to learn – for example, to tolerate other children or respond to requests or instructions. As they move through the school, a more formal curriculum is gradually introduced, often supported by speech therapy and motor skills programmes. Pupils have increasing opportunities to work with others in the main school – for example, during music lessons. A small number reach a point where they may be able to return to a mainstream school. In the past two years, four pupils have successfully achieved this.
12. In order to provide pupils with a more gradual and supported transition, a satellite inclusion base has been established, funded by the local education authority. This is located in a mainstream primary school. It is staffed by a seconded teacher and support assistant and is the shared responsibility of the headteachers of both schools. Currently, three pupils from Hayfield attend the base, taking part in lessons with mainstream classes, with support and additional sessions with the specialist team. So far, the satellite – in the first year of a two-year project – is very successful. Both schools acknowledge benefits to their pupils and staff that go well beyond the progress in personal and social development made by the three pupils directly involved. For example, joint training sessions are held, so all staff develop their skills in teaching pupils with autistic spectrum disorders. The two headteachers, the seconded staff and the Communications Difficulties Unit co-ordinator are all very committed to the project. They meet regularly to assess progress and are working to identify and prepare other pupils for similar opportunities.

The school has very effective systems for finding out about pupils' progress and the quality of teaching.

13. A feature of the headteacher's very effective management of the school is the way in which she maintains an overview of the work of staff and pupils and uses this information to decide priorities and plan improvements. For example, a number of

procedures are in place to keep track of the progress made by pupils. These are all rooted in the comprehensive records of their achievements – such as the detailed profiles for language and literacy, mathematics, science and personal, social and health education. Staff maintain these records very conscientiously, so it is very easy to identify each pupil's current level of attainment. In turn, these assessments give rise to the targets in individual education plans and at annual reviews – the school's planning documents indicate clearly what pupils need to learn next. The targets are precise, so that pupils' progress can be accurately measured, and the headteacher and deputy headteacher check regularly that they are reflected in the work pupils are set. The annual review reports are very detailed and provide a highly effective evaluation of how well pupils are getting on. In addition to providing very useful information to parents, these reports are a way in which the headteacher obtains a view of the relative progress in different areas of the curriculum. For example, pupils' writing skills have been identified as an area for development, confirmed by the analysis of the National Curriculum tests in English – pupils tend to do better in reading. As a result, an action plan has been put in place, involving staff training, purchase of resources and focused checks of teachers' plans and lessons.

14. One reason for the improvements in teaching since the previous inspection is the current rigorous system for checking its quality. For example, teachers' plans for lessons and units of work are examined regularly by the headteacher. In addition, the deputy headteacher teaches every class in rotation – providing management time for subject co-ordinators – carrying out teachers' plans and so forming a view of their effectiveness. Visits to classrooms, by subject co-ordinators and senior staff, have a clear focus, enabling information to be collected about specific aspects of teaching. For instance, following the introduction of the National Strategies for Literacy and Numeracy, staff had concerns about the value of gathering pupils together at the end of every lesson in order to review what they had learned. This was a particular issue at Hayfield, because, owing to their special needs, many pupils find it difficult to adjust to frequent changes to the way in which they are grouped. Observations confirmed that time for teaching and learning was often lost in calming down pupils distressed by the changeover. As a result, the staff discussed other possibilities for achieving a review session – for instance, carrying it out in small groups or starting the lesson with a reminder about previous learning. In addition to its impact on the smooth-running of lessons, pupils' ability to concentrate and make progress, this approach to developing teaching also means that staff talk about what works for them, so good practice is shared. This open approach supports strongly the school's procedures for finding out for itself how well it is performing and establishing what needs to be done in order to improve further. For example, the new deputy headteacher has worked with subject co-ordinators to form a judgement about the effectiveness of the provision for each area and identify issues for future development.

WHAT COULD BE IMPROVED

There are not enough opportunities for pupils to work and play alongside others in mainstream schools.

15. Pupils' social development is very high on the school's agenda. There are good opportunities for pupils with communication difficulties to integrate with the main body of the school – for example, during music lessons and for assemblies. The school is keen to increase the number of pupils who benefit from links with other schools, and has identified this as a priority area for development over the next five years. At present, only a tiny proportion have such opportunities – most of them through the satellite Communication Difficulties Unit project. Other links, including for whole

classes, have been a feature in the past, but the school struggles to sustain these, mainly because of their high cost, in terms of staffing and transport. Improved links would enable pupils to practise communicating in different social situations and with wider range of boys and girls.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- Continue to work in partnership with the local education authority, looking for ways to increase the number of pupils who have contact with those in other schools, particularly mainstream primary schools.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	14	9	2	0	0	0
Percentage	11	50	32	7	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	115
Number of full-time pupils known to be eligible for free school meals	66

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	21
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	6.4

Unauthorised absence

	%
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	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	112
Any other minority ethnic group	1

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	8.8
Average class size	10.5

FTE means full-time equivalent.

Education support staff: YR– Y6

Total number of education support staff	21
Total aggregate hours worked per week	643.25

Financial information

Financial year	00-01
	£
Total income	793231
Total expenditure	790481
Expenditure per pupil	8500
Balance brought forward from previous year	51736
Balance carried forward to next year	54486

The balance carried forward was to pay for some major building projects and to maintain staffing levels in future years.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3.5
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	115
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	17	2	0	0
My child is making good progress in school.	54	34	10	2	0
Behaviour in the school is good.	41	49	2	0	5
My child gets the right amount of work to do at home.	32	32	10	12	10
The teaching is good.	61	37	0	0	0
I am kept well informed about how my child is getting on.	54	27	15	2	0
I would feel comfortable about approaching the school with questions or a problem.	78	22	0	0	0
The school expects my child to work hard and achieve his or her best.	66	32	2	0	0
The school works closely with parents.	63	34	2	0	0
The school is well led and managed.	78	20	2	0	0
The school is helping my child become mature and responsible.	56	32	2	2	2
The school provides an interesting range of activities outside lessons.	44	34	5	0	15

Percentages may not total 100 because not all parents answered every question.

Other issues raised by parents

At the meeting, a small number of parents expressed the view that insufficient speech therapy was available for their children.