

INSPECTION REPORT

NUGENT HOUSE SCHOOL

Billinge, Wigan

LEA area: St Helens

Unique reference number: 104839

Headteacher: Mrs J Bienias

Reporting inspector: Mrs R Eaton
15173

Dates of inspection: 11th – 12th September 2001

Inspection number: 196815

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Independent
Age range of pupils:	7 to 19 years
Gender of pupils:	Male
School address:	Carr Mill Road Billinge Wigan
Postcode:	WN5 7TT
Telephone number:	01744 892551
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Appropriate authority:	Nugent Care Society
Name of chair of governors:	Mr M. Woosey
Date of previous inspection:	21 st – 25 th July 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Nugent House is an independent special school providing day and residential provision for boys aged seven to nineteen years with emotional and behavioural difficulties. It is a Catholic Foundation, but accepts boys from all faiths and cultures. Currently, 79 boys attend the school. The youngest pupil is nine years old. At the time of the inspection, the one student over the age of 16 was waiting to begin a college course. Seven pupils are from minority ethnic backgrounds. Two pupils have English as an additional language but have no need for any support. All pupils have statements of special educational need, because of their emotional and behavioural difficulties. The majority have additional needs. Twenty-six have associated mental health problems and 15 others require high levels of support for their emotional and social needs. Nine pupils have moderate learning difficulties and 13 have specific learning difficulties. Many boys do not join the school at the usual times – for example when they are seven or eleven. When they do start at Nugent House, the attainment of most pupils is well below average – often because they have had long periods of time out of school. Twenty-seven attend on a daily basis. Others are resident. They may go home for weekends or holidays, but some are resident for the entire year. Pupils' homes are throughout the country. At the time of the inspection, a number of classes were accommodated in temporary classrooms, owing to a fire caused by an electrical fault at the end of the previous term. One supply teacher was working in the school.

HOW GOOD THE SCHOOL IS

Nugent House is a very good school. Pupils make very good progress and achieve very well. This is because the teaching and care they receive are both very good. The school is very well led and managed and provides very good value for money.

What the school does well

- Teachers have high expectations for pupils to achieve.
- The curriculum is very well planned to meet pupils' needs.
- Pupils' personal development is supported very well.
- There are very good arrangements for developing the staff's skills and knowledge.

What could be improved

- Individual education plans do not enable the school to measure effectively the progress made by pupils.
- Teachers do not make enough use of computers to help pupils to learn.

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 July 1997. Since then, it has made good progress. Standards have risen. Pupils make better progress, in line with similar improvements in the quality of teaching.

The school tackled systematically the issues arising from the previous report. It has made good progress in each one, although there is still work to be done regarding ways of measuring boys' achievement and progress. Since the previous inspection, the special educational needs of the pupils admitted have become increasingly complex. The number requiring individual support has risen from six to twenty-seven. The school has responded very well to this change in its population. For example, the provision of therapists has been increased and the pastoral support system expanded. Methods of managing pupils' behaviour have been reviewed and the residential social worker staffing structure reorganised. These and other developments have enabled the school to improve the quality of its provision, supporting the learning of all pupils.

STANDARDS

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

Progress in:	by Year 11	Key	
speaking and listening	A	very good	A
reading	A	good	B
writing	A	satisfactory	C
mathematics	A	unsatisfactory	D
personal, social and health education	A	poor	E
other personal targets set at annual reviews or in IEPs*	A		

Pupils have individual targets for literacy and numeracy. They make very good progress in these areas of the curriculum. In 2001, 30 per cent of the Year 11 pupils achieved five or more GCSE passes at grades A* to G. This was much higher than the 2000 average for boys in schools for pupils with emotional and behavioural difficulties. In art and design, standards were particularly high. Between them, the three boys that entered achieved one A grade and two C grades. Additionally, five boys achieved NVQ Level 1 in catering. All pupils were successful in two or more Certificate of Achievement tests.

Between Years 4 and 9, pupils make good progress and achieve well. They are still developing the skills they need in order to learn – for example to concentrate, listen and work independently. Their progress is more rapid in Years 10 and 11, because they are able to apply these skills to their examination courses. A small number of pupils make such good progress in their work and personal development that they attend lessons in mainstream schools.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most boys are interested in their work and keen to do well. They are eager to take part in out-of-school activities and join clubs.
Behaviour, in and out of classrooms	Good. Pupils generally behave well in lessons and around the school. They behave very well when out in the community – for example during college courses or evening activities.
Personal development and relationships	Good. Personal development is very good. Pupils become increasingly mature and responsible. Relationships with adults are very good. Some pupils find it difficult to form friendships with others.
Attendance	Satisfactory. Attendance rates are better than in many similar schools.

Boys in Years 10 and 11 have particularly good attitudes to their work and their behaviour is sometimes excellent. Their GCSE successes show how well they have developed – able to complete course work and meet deadlines, revise for examinations and concentrate for long periods.

Although there are frequent outbursts of challenging behaviour, pupils respond very well to the school's systems for helping them to control themselves. Other boys are not usually distracted by these events, and carry on with their work.

TEACHING AND LEARNING

Teaching of pupils:	Years 4 – 6	Years 7 – 11
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 and mathematics are taught very well, as are the skills of communication, including literacy and numeracy. The school's literacy support team makes a very good contribution to the progress made by many pupils. Through this team, a special class for boys with particular mental health problems, a range of therapists and individual support for around one in three boys, the school successfully meets the needs of all pupils. Teachers plan lessons carefully, so that they challenge pupils and are appropriate for their ages. This helps to maintain pupils' interest in their work. Pupils' behaviour is managed very well in lessons, supported by the pastoral care team and the very good relationships between boys and staff. Teachers have very good levels of subject expertise and knowledge. As a result, they are able to help boys make very good progress in lessons. However, not enough use is made of computers, to support pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is very well planned. It is very relevant to the pupils' needs and prepares them very well for the next stage in their education and their future lives.
Provision for pupils with English as an additional language	The two pupils with English as an additional language have no need for support with this aspect of their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are offered many opportunities, both during the school day and in the residential setting.
How well the school cares for its pupils	Very good. Each staff group makes a particular and valuable contribution to pupils' welfare. Consistent, whole-school approaches ensure that they are cared for very well.

There is a good range of accredited and vocational courses for pupils in Years 10 and 11. Very good links with the community support pupils' learning and personal development. The programme of outdoor pursuits and after-school activities make a strong contribution to the curriculum. Work experience arrangements are very good. The targets in pupils' individual education plans are not precise enough. They do not enable pupils' progress to be measured accurately.

The school's council enables boys to learn about citizenship. Assemblies make very good contributions to their spiritual and moral development. Residential routines and mealtimes provide very good opportunities for social development. However, there are limited chances for pupils to mix informally with others of the same age, particularly girls.

Procedures for child protection are very good. Health and safety policies are comprehensive and very well thought out.

The pastoral care system and residential social workers provide very good support for pupils' behaviour and personal development and hence their learning. The systems for encouraging and rewarding positive behaviour are very effective and well regarded by 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 strong, knowledgeable and effective leadership. Senior education, pastoral and residential staff take increasingly significant responsibility for the school's day-to-day management and for planning future developments.
How well the appropriate authority fulfils its responsibilities	Very good. The Nugent Care Society provides valuable advice and practical support. The governing body is very supportive, committed and well informed. Its members play an active and valued part in ensuring that the school meets the needs of the pupils.
The school's evaluation of its performance	Good. The headteacher has a very clear picture of the school's strengths and areas for development. Formal methods of checking aspects such as the quality of teaching are developing well.
The strategic use of resources	Very good. The available funds are managed very well. There are clear links between spending and the priorities identified in the school development plan.

The school is very conscious of the need to apply the principles of best value and makes very good efforts to achieve this.

The school development plan provides very good opportunities for all staff to be involved in identifying ways to improve further the quality of education.

The arrangements for staff development are very well thought out.

The school is still developing ways of setting whole-school targets in order to compare its performance with that of other, similar schools.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school has high expectations for their sons to achieve. • It is well led and managed. • Parents feel comfortable approaching the school. • The teaching is good. • Plenty of information is provided for parents. • Boys are helped to become more mature and responsible. 	<ul style="list-style-type: none"> • A few parents feel that behaviour is not as good as it should be. • A very small number are concerned about the provision of homework. • A similar number think that their sons don't enjoy school.

The inspectors agree with the parents' positive views. Although there are outbursts of challenging behaviour, the behaviour is good overall. There is a clear policy for homework and the arrangements are good. The school does its best to help boys to be comfortable and happy.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teachers have high expectations for pupils to achieve

1. Pupils make very good progress and achieve very well. As one of the Year 11 boys said, 'When I came to the school, I couldn't read, write or spell. Now, I'm doing six GCSEs.' A range of factors contributes to this success, but a significant element is the very good quality of teaching, characterised by high expectations. Teachers are able to specialise, working with particular age groups or subjects. This, combined with the very good arrangements for staff development, helps them to maintain high levels of skills, knowledge and expertise. As a result, they are aware of the standards expected of pupils of similar ages, and this provides a benchmark for planning work and setting targets for pupils to achieve. For example, in a very good geography lesson, Year 8 boys learned about the differences between erosion and weathering. The topic, ideas and specialist language, and the textbooks they used, were the same as those that pupils would encounter in mainstream schools. The boys made very good progress in their learning, because the teacher's skills enabled them to understand the challenging concepts. He illustrated his explanations with references to everyday activities – such as the use of sandblasting for cleaning buildings – and to field trips, reminding boys that they had seen waves hitting a beach. The boys were captivated by the anecdotes they heard, encouraging them to think very hard in order to answer questions and extend their learning.
2. Lessons with older pupils are often based on examination requirements. Teachers make sure that pupils are very clear about what they have to do in order to be successful. For example, in a GCSE physical education lesson, Year 10 boys were told that they needed to know and use the correct names for bones and muscles. In this excellent lesson, pupils were constantly challenged and shown how they could improve their performance. A significant factor was the teacher's knowledge of each pupil's strengths and difficulties and his ability to use this in order to manage their learning and behaviour. Similarly, in an English lesson, the teacher used a wide range of strategies to motivate the Year 11 pupils to reach high standards in their GCSE course work. For instance one boy, who was behind with his work owing to absence, had been sent an 'urgent memo'. This told him not to worry, gave practical advice, and wished him luck. During the lesson, the boy applied himself very well and began to catch up.
3. Teachers sometimes ask pupils to undertake tasks that are very demanding, because they require skills and attitudes that they are still developing. For example, in a drama lesson, Year 9 boys showed different emotions, using facial expression, movement and voice. This provided very good opportunities for pupils to work together as they created a 'frozen picture' of an emotion. As they reacted in specific ways, representing excitement or anger, the teacher managed their volatile behaviour very skilfully, never allowing it to bubble over. Throughout the school, the progress made by pupils is illustrated by the way in which they become gradually more willing to accept such challenges. In a mathematics lesson, one of the Year 6 pupils became very anxious when asked to halve and double numbers – 'I can't do this'. By contrast, many of the older pupils cope very well with unfamiliar situations – such as taking part in college courses.

The curriculum is very well planned to meet pupils' needs

4. The curriculum mirrors that found in mainstream schools. Pupils follow the required subjects of the National Curriculum and religious education, with increased flexibility in their curriculum as they get older. The care taken in its planning and structure results in a curriculum that is very well matched to pupils' individual needs, supporting their progress and achievement and preparing them very well for their future lives. For example, an increasing range of externally accredited courses is offered to pupils in Years 10 and 11. In addition to GCSE examinations, they can enter for Certificate of Achievement tests and undertake vocational courses leading to City and Guilds certificates and NVQ Level 1. They may opt to study catering at a college of further education or general building at a specialist centre, benefiting from opportunities to work in a more adult environment and mix with other students. Alongside this, all pupils take part in work experience placements during Year 10. These are matched carefully to pupils' needs and interests. For instance, if they are not ready to sustain a placement in a commercial setting, they may work in the training restaurant of a college, where they can receive more individual support. One boy who spoke to inspectors had enjoyed his time in a local hotel, where he learned new skills related to his career aspirations. Occasionally, boys in Year 11 undertake additional work experience. The school will often arrange placements near to boys' homes, forging useful links for the future.
5. The youngest pupils, in Years 4 to 6, follow a primary curriculum taught, in the main, by their class teachers. Teachers take good advantage of opportunities to make links between other subjects. For example, during an English lesson, one group shared a text about rich and poor Victorian children. This supported their work in history, which in turn helped them to appreciate the significance of what they were reading about.
6. The school has forged strong links with other local schools. These are beneficial in a number of ways, not least when pupils are considered ready to return to mainstream education. At the time of the inspection, two boys were attending mainstream schools full time for lessons. One headteacher described how the integration of one boy had been managed very carefully – the staff of Nugent House had been supportive and flexible at every stage.
7. For boys with particularly complex or mental health needs, a 'halfway house' is available. This enables them to adjust to formal schooling, preparing them for the main part of the school. Again, the full curriculum is covered, adapted to meet pupils' needs. Visits are used extensively to provide a context for learning – for example, an outing to Chester Zoo. There are good links with the mainstream of the school – the same text books are used and pupils have some specialist teaching – to enable boys to integrate smoothly when the time is right. Therapists and counselling provide further support. During the inspection, one boy was immensely proud of a carrot cake he had made, using carrots grown during horticultural therapy sessions.
8. A literacy team provides specialist support for pupils who have particular difficulties with reading or spelling. Over one third of the pupils are currently involved. They are withdrawn for two or three sessions each week, following structured programmes designed to boost their skills and make them better equipped to play a full part in lessons.

Pupils' personal development is supported very well

9. A wide range of aspects of the school contributes to pupils' personal development. They are helped to manage their own behaviour, to mix with others and to develop the skills they need in order to be useful members of society. The very good quality of relationships between pupils and staff is very significant here. All staff groups set very good examples of co-operation and professional behaviour – for example, in the way that they dress appropriately for the workplace.
10. In the houses, boys who are resident benefit from opportunities to be independent and to fit in with routines. They are included on rotas to help with tasks such as clearing tables and washing up after meals. As far as possible, staff try to create a relaxed, family atmosphere, at the same time as they encourage responsible attitudes and positive behaviour. A very strong feature of the school is the provision of after-school clubs, open to day boys as well. Pupils can choose from a good range of activities and are expected to show commitment to these. A number take place off the school premises, offering the additional benefit of chances to practise behaving appropriately in public. For example, angling on a local canal promotes patience, listening skills and co-operation, as well as enabling pupils to learn about a hobby they can follow at home or in later life. Weekend and longer visits – for instance, to holiday villages or the coast – allow some boys to socialise in informal situations and learn to behave sensibly in the company of members of the opposite sex.
11. Each week, as part of the school curriculum, a different class group goes out for a day of outdoor pursuits. During the inspection, Year 7 boys took part in a climb to the top of a hill, returning to a scout hut to learn campcraft and heat soup. They were taught to select suitable equipment and clothing and to take responsibility for their own belongings, and encouraged to look out for each other. As a result, one boy offered to carry all the soup. They waited for each other to catch up when requested, accepted the rain stoically, and clearly enjoyed their adventure. This was a new experience – on the moors; one boy asked if they were in the countryside or a town. To complete several miles in hilly, semi-wild country was a considerable achievement and helped the pupils to think well of themselves.
12. In a less physically challenging context, boys learn about citizenship by electing members of the school council. In this way, pupils can play a part in shaping the school and influence matters that affect their daily lives – for example, planning to start a rugby club or suggest changes to the lunch menus. They develop important skills, such as considering other people's points of view and negotiating. The council is held in high regard, by pupils and staff, and provides useful opportunities for boys to meet their counterparts in mainstream schools.
13. The school operates a comprehensive pastoral care system. This involves all staff, but particularly form tutors and the residential social workers who are key workers to specific pupils, together with a pastoral care team. During the school day, the pastoral team is available to provide support for pupils and teachers. As the team leader said, 'If pupils are distressed, they cannot learn'. In practice, pupils who are finding it impossible to control their behaviour are removed from lessons and encouraged to consider and evaluate their feelings and actions. Often, after quite a short time, they decide to return and get on with their work. Although it sometimes appears that lessons are disrupted by this to-ing and fro-ing, in fact the system works, because teachers are in a better position to concentrate on teaching and so learning can continue. Careful records are

kept, providing a profile of pupils' behaviour that can be shared with staff, boys and their parents.

14. The oldest boys recognise what the school has helped them to achieve – 'I'm not as bad as I used to be. I can control my temper now'.

There are very good arrangements for developing the staff's skills and knowledge

15. The school gives a very high priority to providing an ongoing programme to develop staff skills, knowledge and expertise. In the last two years, a co-ordinator for residential social worker training and a senior teacher for staff development have been appointed. The residential social worker appointment was a particularly far-sighted move by the headteacher. It was designed to help the school achieve the Nugent Care Society's target of ensuring that all such staff are qualified to NVQ Level 3 by 2002, in line with government recommendations. As a result, several staff have already achieved NVQ Level 3 in Caring for Children and Young Persons and approximately half the staff are registered candidates. The co-ordinator is an assessor and other assessors are being trained. All residential staff have had their training needs identified and plans are in place to meet these. Importantly, the impact and quality of training is evaluated, helping to guide decisions – for example, about the choice of training providers. In addition to the NVQ courses, regular training workshops are organised on a range of topics, such as domestic violence, asthma and mental health issues. As far as managing pupils' behaviour and the use of physical restraint is concerned, all staff – including those in administrative, domestic and ancillary roles – have refresher training each half term. Whilst many of these people would not be expected to be directly involved in dealing with pupils, the impact of the training is seen in the enhanced awareness and understanding shown by all staff. They appreciate why particular action is necessary and are not unduly disturbed, so a calm atmosphere is maintained.
16. The training needs of teachers are identified within the school development plan. These are considered alongside whole-school issues, so that priorities can be established and a programme drawn up. The school has established links with several local education authorities – for example, so that advisers can support the school's subject specialists. Consistency is achieved by the use of the same providers for particular areas – such as literacy or numeracy. Up-to-date knowledge of the curriculum is a very strong feature of teaching; evidence of the effectiveness of the school's arrangements. Currently, attention is being given to the needs of special support assistants, whose numbers have grown significantly in recent years. Some already have learning support qualifications, and the school is keen to build on this.

WHAT COULD BE IMPROVED

Individual education plans do not enable the school to measure effectively the progress made by pupils

17. All pupils have individual education plans, containing targets for them to achieve. However, the school has recognised that the current system is not effective, and intends to overhaul it completely. The importance of individual education plans is fully acknowledged in the recently developed assessment policy, which sets out clearly the school's intentions. Some aspects of the policy, including the revised individual education plans, are still being put in place. At present, many of the individual targets are not specific enough to make them useful when reviewing pupils' progress. For example, 'Complete course work' does not provide a marker for measuring how well a

pupil's literacy skills are developing. The newly appointed special educational needs co-ordinator, who will be responsible for writing individual education plans, has a very good understanding of the need for precise targets which can be incorporated into teachers' planning and enable staff, pupils and parents to check whether or not they are being achieved.

Teachers do not make enough use of computers to help pupils to learn

18. The school has a well-equipped information and communication technology room and a specialist teacher. Boys follow a carefully planned curriculum, leading to external accreditation at the end of Year 11. However, a weakness in the provision is the lack of opportunities for pupils to practise their computer skills when working in other subjects. During the inspection, computers were not used in any lessons other than information and communication technology. In an English lesson, one boy was to have used a word processing program, but he was absent. Opportunities are missed to enable boys to see the relevance of the skills they acquire and to enhance their work and progress in other subjects – for example, by creating graphs in mathematics or science. The information and communication technology co-ordinator has identified this issue and included it in the school development plan. The subject policy gives helpful suggestions for incorporating information and communication technology into each subject, and sets targets for teachers' personal skills. There is also an intention to create a second computer suite, to enable more whole-class teaching to take place. However, most classrooms have a computer, currently underused to support pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. In order to raise standards further, the headteacher, staff and governing body should:
- (1) improve the quality and usefulness of individual education plans. Ensure that the targets set are precise enough to enable teachers to use them for matching work closely to pupils' needs and for measuring their progress;
 - (2) ensure that teachers take full advantage of opportunities for pupils to use computers in lessons in all subjects. This will involve addressing any training needs, ensuring that teachers include information and communication technology in their plans for units of work and lessons, and checking that these are put into practice.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	10	10	4	0	0	0
Percentage	7.7	38.4	38.4	15.4	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	79
Number of full-time pupils known to be eligible for free school meals	79

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	24
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%	Unauthorised absence	%
School data	11.8	School data	8.5

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	4
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	73
Any other minority ethnic group	2

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	2	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	35	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: Y4– Y13

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	4.4
Average class size	5.6

FTE means full-time equivalent.

Education support staff: Y4 – Y13

Total number of education support staff	30
Total aggregate hours worked per week	926

Financial information

Financial year	2000-2001
	£
Total income	3,425,809
Total expenditure	3,420,097
Expenditure per pupil	37,583
Balance brought forward from previous year	N/A
Balance carried forward to next year	N/A

Fees are paid by boys' local education authorities. Day fees are £20,043 pa and full fees £26,721. There are additional fees for boys requiring higher levels of support or holiday care.

Recruitment of teachers

Number of teachers who left the school during the last two years	11
Number of teachers appointed to the school during the last two years	13
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	91
Number of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	33	21	0	4
My child is making good progress in school.	46	33	13	4	4
Behaviour in the school is good.	26	35	22	4	13
My child gets the right amount of work to do at home.	25	40	15	5	15
The teaching is good.	50	33	8	0	8
I am kept well informed about how my child is getting on.	54	33	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	21	0	4	0
The school expects my child to work hard and achieve his or her best.	58	42	0	0	0
The school works closely with parents.	58	21	17	0	4
The school is well led and managed.	63	25	0	4	8
The school is helping my child become mature and responsible.	58	29	4	4	4
The school provides an interesting range of activities outside lessons.	52	26	9	4	9