

# INSPECTION REPORT

## **WOODFIELD SCHOOL**

Merstham

LEA area: Surrey County Council

Unique reference number: 125481

Headteacher: Miss Sheila Plant

Reporting inspector: Mary Henderson  
19827

Dates of inspection: 11<sup>th</sup> – 13<sup>th</sup> June 2002

Inspection number: 197744

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:	8 - 16
Gender of pupils:	Mixed
School address:	Sunstone Grove Merstham Surrey
Postcode:	RH1 3PR
Telephone number:	(01737) 642623
Fax number:	(01737) 642775
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Peter Langham
Date of previous inspection:	September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</b>
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	
 <b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>8 - 11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>11</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>12</b>
 <b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>13 - 16</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Woodfield is a mixed day special school for pupils with moderate learning difficulties and is maintained by Surrey County Council. It is now described by the Local education Authority as a school for pupils with learning difficulties. This reflects the diversity of need amongst pupils which includes a small number of pupils with other needs. These include autistic spectrum disorders (ASD), language and communication disorders, severe learning difficulties, physical disabilities and emotional and behavioural difficulties. There are currently 131 pupils on roll, within the age range 8 – 16. The school is situated in East Surrey, close to the London Borough of Croydon. The pupils come from a wide catchment area which includes rural areas of Surrey as well as some pupils from urban areas, including Croydon. There are two pupils for whom English is an additional language, 30 per cent of pupils are entitled to free school meals, which is high by national standards. Boys outnumber girls by 2 to 1. The school was last inspected in September 1997 and found to be a good school with some very good features and a very positive ethos. The key issues for action concerned the need to clarify the range of special needs the school should provide for, improvements in curriculum planning in mathematics and subject leadership in mathematics, history, geography and French. There was a need to improve information for parents and to meet the requirements for collective worship.

### **HOW GOOD THE SCHOOL IS**

Woodfield is a very good school. The high quality of teaching enables pupils to make very good progress and achievement is very good, particularly in their personal and social development. The quality of leadership and management is very good and the school provides very good value for money.

#### **What the school does well**

- It provides very good standards of teaching and learning support in lessons, which motivates pupils, helps them to concentrate and enables them to do very well.
- Behaviour is very good, pupils of all ages relate well to each other and to staff and the school provides very good opportunities for pupils to take responsibility for their own work, develop independence skills and mature as individuals.
- The standard of care is of a high quality and the assessment of pupils' achievement and progress is very effective.
- The headteacher and senior staff provide very good quality leadership and management which enables the school to function as an orderly and caring community and all staff to develop further and meet the needs of a wider range of pupils.
- It develops partnerships with other schools which are beneficial to Woodfield and helps other schools to improve their provision for pupils with special educational needs.

#### **What could be improved**

- The use of curriculum time:
  - at Key Stage 4 to ensure that there is sufficient time for pupils to make more progress in science;
  - at Key Stage 3 to ensure that the National Literacy Strategy is fully implemented.
- Improved access for all pupils to after-school activities.

*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 last inspected in September 1997. Since then, it has addressed all the key issues over which it has direct control. There have been good improvements in curriculum planning in mathematics and subject leadership in mathematics, history, geography and French. Information for parents has been much improved and the school meets the requirements for collective worship. The local education

authority is now consulting on the range of special educational needs which should be met at each of its special schools. In addition, since the last inspection the school has successfully implemented two major government initiatives, the National Strategies for Literacy and Numeracy, and has begun to set school targets. Teaching has substantially improved and this has improved the progress made by pupils.

## STANDARDS

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

Progress in:	by Year 6	by Year 11	Key	
speaking and listening	A	A	very good	A
reading	A	A	good	B
writing	A	A	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		

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

The school has set challenging individual targets for pupils and pupils have made very good gains in learning overall throughout the school. Their achievements in English and mathematics are very good in relation to their previous experiences and achievements. Pupils make very good gains in personal and social development because all staff have a common purpose and see this as lying at the heart of their work. Achievement in science, though good, is limited by a lack of sufficient time and the use of ICT<sup>1</sup> is not yet used sufficiently across all subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils are enthusiastic learners and show very positive attitudes to all aspects of school life.
Behaviour, in and out of classrooms	Behaviour is very good and pupils of all ages relate very well to each other and to staff, both in lessons and around the school.
Personal development and relationships	Very good: pupils make outstanding progress in maturity, developing life skills and in preparing for the transition to further education and employment.
Attendance	Good: there is a very low rate of unauthorised absence and attendance is good in relation to similar schools.

Pupils' responses in lessons are very good and they develop an ability to concentrate well from their earliest years in the school. Behaviour is usually very good. Pupils are keen to recognise and praise

<sup>1</sup> Information and communication technology

each other's efforts and successes. There is very good progress in developing independent learning skills as far as this is possible.



## 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.*

The quality of teaching is consistently very good throughout the school. Teachers have a very good knowledge and understanding of the special needs of their pupils. Basic skills are taught well and progress in learning and using phonics is well monitored. Most teachers have high expectations and are assisted by very experienced and effective support staff. Marking is frequently excellent and helpful to pupils. There is excellent organisation of group work and teachers are effective at planning teaching activities that promote both academic learning and personal development. In a small minority of lessons, teachers do not relate planning to the range of achievements of pupils in their groups.

In nearly half of all lessons seen, teaching was very good or better and there was no unsatisfactory teaching. There has been a marked improvement in teaching since the last inspection. The proportion of very good or better teaching has risen to nearly half of all lessons seen. The proportion of good teaching has also risen.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: there is a wide variety of subjects taught, including all the subjects of the National Curriculum. Integration opportunities enhance the quality of the curriculum and new courses have widened the learning opportunities, especially for older pupils. There is a need to audit these changes to ensure there is sufficient time for pupils to extend their learning in core subjects such as English and science. There has been no input from speech and language therapists since the beginning of the year.
Provision for pupils with English as an additional language	Good: the needs of the small number of such pupils are well assessed and provided for.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: the school makes very good provision for spiritual development through well-planned assemblies and opportunities for reflection within lessons. There are very good opportunities also for developing personal and work related skills. The School Council, though new, is working well. In addition, the school provides very good opportunities for pupils to understand the richness and diversity of other religious beliefs and ethnic groups.
How well the school cares for its pupils	Very good: the school's procedures for supporting pupils meet all necessary requirements for child protection and ensure that pupils feel safe in the school. There are very effective systems to assess attainment and progress and this information is used well in setting individual targets.

The school successfully provides an appropriate curriculum that effectively meets the wide range of pupils' special educational needs. There is an appropriate emphasis on core subjects and a wide range of learning experiences is provided. There are many extra-curricular opportunities. The use of ICT to support learning in all subjects is an area for improvement.

There is a very high standard of care. Pupils are well supervised and their needs known and addressed; health and safety has a high priority.

### 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 good leadership and, together with the senior staff, ensures that the school is very well managed. There is very good planning for improvement and the school is well placed to respond to the local authority's consultation on future directions for the school.
How well the appropriate authority fulfils its responsibilities	Very good: the governing body fulfils its responsibilities well and strongly supports the work of the senior management.
The school's evaluation of its performance	Good: the school effectively monitors its performance and co-operates well with the local authority's schemes for self-evaluation.
The strategic use of resources	Very good: all areas of learning have at least satisfactory resources.

Systems for managing the school are used and understood by staff and this aids continuity and progress for pupils. There are very good systems for identifying staff development needs. The senior management, the administrative officer and the governing body are very aware of the principles of best value and apply them well to such areas of expenditure as the purchase of a new computer system.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The high expectations the school has for pupils.</li> <li>• The very good leadership by the headteacher.</li> <li>• The approachability of the school when they have problems to discuss.</li> <li>• The high quality of the teaching.</li> <li>• Their children's enthusiasm for school.</li> </ul>	

The inspection team endorses parents' views.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**It provides very good standards of teaching and learning support in lessons, which motivates pupils, helps them to concentrate and enables them to do very well.**

1. The proportion of very good teaching is a significant strength of the school. Major factors in achieving this high quality is the very good planning for teaching, the use of assessment information to match lessons to the needs of pupils and the very good guidance and support provided by the skilled team of support staff in the classrooms.
2. The school has made very good use of the National Literacy and Numeracy Strategies in planning its work. In a literacy lesson with the youngest pupils in the school, using 'Butterflies' as their shared text, pupils made very good progress in learning new words. Higher achieving pupils learned to say and understand words such as 'metamorphosis' and 'camouflage', as well as all learning to sequence information relating to the life cycle of the butterfly. Many lessons begin very well. For example, in a Year 6 literacy lesson about writing recipes, there were very clear objectives set which all pupils understood. There was a good level of challenge and pupils responded well. They watched the demonstration on how to make a 'smoothie'. Afterwards, one group, unaided, was able to make a strawberry 'smoothie'; another made up a recipe with the help of the class teacher and a third group examined different fruits and wrote their names down helped by the support assistant.
3. The organisation of group work is often excellent and is used to relate work clearly to individual needs, both educational and personal. In a Year 7 literacy lesson, for example, one group learned to understand and use pronouns, another to do further comprehension work on the story book and a third group used a tape recorder to extract information. This group worked independently and this provided an outstanding opportunity for personal development as well as learning as it enabled higher attaining pupils to offer support to another pupil who needed extra guidance.
4. As they grow older, pupils are able to transfer learning from one subject to another. In an ICT lesson, Year 8 pupils applied their knowledge, gained in mathematics lessons, of shapes, angles and measurement in degrees to create their own shapes and develop sequences of instructions. They recognised angles that are greater or less than 45 degrees, that a whole turn is 360 degrees and recognised the features of regular polygons. Lesson endings are often very good. In a Year 8 mathematics lesson, the plenary session was used to enable all pupils to reflect and identify the main learning points for them during the lesson. They also identified the most helpful person in the group which helped to emphasise the importance of personal and social skills as well as mathematical knowledge.
5. Teachers and support staff work very well together in lessons. This means that most pupils are fully engaged during a lesson, many work independently and, when they get stuck, know how to ask for further help. In a Year 11 mathematics lesson, pupils were learning how to calculate 'median' and 'mode' of small data sets. Higher achieving pupils moved on quickly through their work, constantly challenged by the class teacher. She gave very good feedback to individual pupils so that errors were understood and knowledge consolidated. Lower achieving pupils were given support throughout and this enabled them to remain confident and understand straightforward examples of median.
6. A key strength in the teaching is the use that is made of assessment data to plan lessons. Teachers are closely involved in using the school's assessment data and are skilled in developing teaching strategies related to individual targets. In most lessons seen, it was evident from teachers' planning that the sequences of activities and the learning intentions were very closely matched to the range of pupil achievement in the class. This meant that pupils developed understanding and knowledge at an appropriate level. In a Year 7 science lesson on plant biology, for example, to test leaves for starch using an iodine solution, pupils were not independent

learners. However, the teacher carefully built on their previous knowledge and some pupils remembered the main features of photosynthesis. He had high expectations of them and his questioning produced a strong intellectual effort from higher attaining pupils who showed a more advanced understanding of how starch is made. Marking is often excellent and used to promote ambitious levels of achievement.

**Behaviour is very good, pupils of all ages relate well to each other and to staff and the school provides very good opportunities for pupils to take responsibility for their own work, develop independence skills and mature as individuals.**

7. Behaviour is very good and pupils of all ages relate well to one another and to staff both in lessons and around the school. Before school, pupils play happily and calmly, relating well to support staff, before lining up to go in. As they enter school, they become more orderly and most organise themselves well. During lessons, pupils work well whether by themselves, in small or class groups or in pairs. In a Year 10 ASDAN<sup>2</sup> lesson, pupils worked very co-operatively in pairs to develop problem-solving skills. The problems ranged from developing a route using Ordnance Survey maps, to making an ornate presentation envelope, to writing a letter of complaint.
8. Very good behaviour in lessons enables teachers to plan a wide range of interesting activities. In a lesson on the Hindu religion, after an introduction to emphasise the main facts about Hindu customs and beliefs, pupils began clay modeling or painting or drawing of Hindu deities. At the same time, the support assistant met with each pupil individually to ask them what they would like to pray for at the end of the lesson. This brought a quiet moment of reflection into the lesson for each pupil amid the general business of the practical activity. One pupil was congratulated for working with a pupil he sometimes found difficult to relate to. Pupils show a great readiness to help one another. In a rounders lesson, Year 11 pupils co-operated excellently with the teacher to make the participation of pupils with physical disabilities as exciting as possible.
9. Pupils frequently show a lot of enthusiasm for learning and very good concentration during lessons. In a lesson on Macbeth, they responded well to the very clear explanations, concentrated very well and made every effort to read and understand the text. They were able to express, "I have no spur to prick the sides of my intent", as "I don't really want to do this"! As Macbeth goes through his monologue, they developed insights into his revulsion at the thought of killing his rival.
10. Pupils are very familiar with well-established and clear routines in lessons and around the school. This, together with the systematic and well planned help they receive, makes many of them into confident learners, willing to think for themselves and reveal their feelings. A very good anthology of poetry shows the sensitivity of their thoughts as well as their progress in creative writing. In a Year 8 ICT lesson, pupils learned about how control devices follow instructions. By the end of the lesson, several pupils were confident enough to develop their own sequences of instructions to draw polygons.
11. Pupils are prepared well to meet the challenge of change. Year 7 is regarded as a transition year where pupils are helped to adjust from primary class-based teaching to secondary subject-based teaching. At each phase, clear growth in maturity and responsible behaviour has been made. Provision at Key Stage 4 is widened to include more life skills and vocational experiences. Together, these various initiatives help pupils to develop the personal skills necessary to make a success of the next phase of their lives, whether in further education or employment.

**The standard of care is of a high quality and the assessment of pupils' achievement and progress is very effective.**

12. Pupils are very well cared for both physically and mentally. The basis of this care rests on very good systems to keep pupils safe at school and on the very clear knowledge and insights that

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<sup>2</sup> The Award School Development and Access Network

staff have about pupils. This comes initially from the very good procedures that the school has for admitting pupils and relating well to parents and carers before pupils arrive.

13. Child protection procedures are very good and journeys are carefully planned with regard to national and local guidance and necessary risk assessment taken. The school has received the Healthy Schools Award. Good health is promoted in combined planning between physical education, personal, social and health education (PSHE), science and school meals. There are visits from other professionals and a school counsellor is employed to give additional individual support when appropriate.
14. There are very good processes for assessment and target setting. All targets are screened on a termly basis and new ones set in the light of the progress made. Organisation into sets related to ability is kept under review and pupils moved on as new standards are reached. The school's data effectively shows total progress from pupils' entry to the end of Key Stage 4. The key components of the data are attainment on entry, reading ages, numeracy ages, the use of both 'P'<sup>3</sup> scales and National Curriculum Levels, teacher assessment and National Curriculum tests and external accreditation at the end of Key Stage 4. Each pupil has a portfolio which contains all the information necessary to assess and keep track of individual progress.

**The headteacher and senior staff provide very good quality leadership and management which enable the school to function as an orderly and caring community and all staff to develop further and meet the needs of a wider range of pupils.**

15. The headteacher is a very good leader and very good manager and key staff are very effective in carrying out their duties. The headteacher leads by example, is ready to take effective action and insists on very high standards for pupil behaviour and the presentation of pupils as well as their work. Good relationships throughout provide an excellent atmosphere for learning. The headteacher networks very effectively with others outside the school to gain resources and develop partnerships which are very beneficial to the school. Key features of her management are monitoring and support of teaching and its effectiveness in promoting pupils' learning, the development of very good systems which are used consistently throughout the school and the clear procedures for delegation of key management functions. The main areas for delegation relate to assessment, curriculum planning, professional development and outreach work and the care of pupils.
16. Senior teachers manage the school's curriculum and assessment systems very well. The data is presented in ways which give a clear overview of progress for each pupil with graphs and charts. There are good links with the performance management system. The information enables staff to identify well in advance the potential of individual pupils for different courses at Key Stage 4. Senior teachers are also key stage co-ordinators and thus involve class teachers and subject co-ordinators very closely in planning schemes of work based on a very thorough knowledge of the prior attainment of pupils. The good use of assessment data is intrinsic to the very good standard of provision and teaching overall.
17. Continuous professional development is well organised. The school policy is to meet school needs as well as to enable individual members of the staff to develop further professional skills and knowledge. Consequently, the school has focused on training to implement national strategies to raise achievement, alongside training for meeting the needs of disabilities new to the school, such as autism, Fragile X and Prader-Willi Syndrome. The school monitors the effectiveness of the training through feedback from staff as well as improvements made in progress by pupils.
18. The governing body provides very good support to the school's management and is meeting its statutory responsibilities. There is an effective committee structure and governors are fully involved in strategic planning. Jointly, the governing body, senior management and the administrative officer are completely clear-sighted about expenditure and budget availability in

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<sup>3</sup> A measurement scale used to recognise achievement below Level 1 of the National Curriculum

relation to what they seek to buy. For example, in buying a new computer network they weighed price against quality needed to give very good curriculum support. The outreach activities of the school provide it with a very wide range of benchmarks against which to assess the effectiveness of its own provision. In particular, lesson observations at other schools provide many exemplars of different but effective teaching styles.

**It develops partnerships with other schools which are beneficial to Woodfield and helps other schools to improve their provision for pupils with special educational needs.**

19. The school has developed its role within the wider community very successfully. This aspect of its work is very well managed by the deputy head. The school has links with mainstream primary and secondary schools, other special schools, East Surrey College for Further Education and Reigate Sixth Form College. Pupils are now able to follow GCSE courses at St Bede's Secondary School and some of St. Bede's pupils will follow ASDAN courses at Woodfield. Pupils with severe learning difficulties at another special school attend classes at Woodfield and there are reciprocal arrangements when appropriate. In future some Woodfield pupils will follow some lessons at a local primary school.
20. The deputy head also visits and advises schools on assessment and curriculum issues at the link schools. Her expertise in special education is highly valued by them. Staff from both schools are making increasing use of opportunities to work in each other's settings. This developing partnership means that staff are improving the provision in both settings for pupils with special educational needs. For example, Woodfield has used advice from St Bede's to develop new Entry Level courses for English at Key Stage 4. The school's success has been recognised by the LEA which has now given additional financial resources to promote these inclusive activities. The school has also been awarded a Beacon Partnership Award by Carwarden House School, a beacon school which caters for pupils with similar learning difficulties.

**WHAT COULD BE IMPROVED**

**The use of curriculum time: at Key Stage 4 to ensure that there is sufficient time for pupils to make more progress in science; at Key Stage 3 to ensure that the National Literacy Strategy is fully implemented.**

21. The use of curriculum time at Key Stage 4 is not reviewed regularly. It has been planned to ensure that there is breadth and variety in what is learnt. Pupils receive very good opportunities for developing knowledge and understanding in all the subjects of the National Curriculum, as well as developing life skills through ASDAN courses and PSHE and vocational skills through the College Link Course and work experience placements. However, the introduction of new courses and vocational experiences has reduced the time customarily available for studying individual subjects. The impact of this is seen in science, for example, which has a smaller allocation of time at Key Stage 4 than it does at Key Stage 3. Consequently, standards in science at Key Stage 4 are behind those at Key Stage 3 in terms of the amount of work, the rate of completion of work and the extent of understanding.
22. The school is currently implementing the use of the National Literacy Strategy at Key Stage 3. However, it has not audited the need for an increase in the teaching time if the strategy is to be fully implemented and teachers are finding it difficult to include all the desirable elements.

**Improved access for all pupils to after-school activities.**

23. The school makes very good provision for extra-curricular activities at lunchtime, after school and through residential and other experiences. These are very beneficial to pupils in developing knowledge, understanding and skills, in developing expertise in sporting activities as well as acquiring more independent living skills. In relation to after-school activities, however, all pupils do

not have equal access. This is because many pupils are reliant on the school transport paid for by the local education authority. In order to stay for after-school activities, pupils are reliant on parents and other carers to drive them home. The school accepts that it could do more to overcome this disadvantage and widen the access to more pupils who wish to stay on after school.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

#### **The governing body and senior management should:**

- Audit the use of curriculum time at Key Stages 3 and 4 to ensure pupils have sufficient time to make maximum progress in science.

#### **The governing body and senior management with the local education authority should:**

- Improve access for all pupils to after-school activities.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	9	4	0	0	0
Percentage	4	42	38	16	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 four 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	131
Number of full-time pupils known to be eligible for free school meals	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	6.6

#### Unauthorised absence

	%
School data	1.8

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	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	128
Any other minority ethnic group	2

### **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	8	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: Y 4– Y 11**

Total number of qualified teachers (FTE)	14.6
Number of pupils per qualified teacher	9.1
Average class size	10.9

*FTE means full-time equivalent.*

#### **Education support staff: Y 4– Y 11**

Total number of education support staff	16
Total aggregate hours worked per week	382

### **Financial information**

Financial year	2000/01
	£
Total income	827,073
Total expenditure	766,482
Expenditure per pupil	5,554
Balance brought forward from previous year	34,583
Balance carried forward to next year	95,174

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

<b>Key Stage 2 2001 (2000) Teacher assessment percentage at each level</b>				
	<b>W</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>English</b>	15 (13)	45 (38)	40 (50)	0 (0)
<b>Mathematics</b>	5 (13)	65 (38)	30 (50)	0 (0)
<b>Science</b>	0 (6)	45 (25)	40 (63)	15 (6)

<b>Key Stage 3 2001 (2000)</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>English SAT</b>					
<b>English TA</b>	24 (33)	38 (39)	38 (28)	0	0
<b>Mathematics SAT</b>		5 (0)	14 (44)	0 (17)	6 (6)
<b>Mathematics TA</b>	29 (17)	48 (39)	19 (44)	5 (0)	0 (0)
<b>Science SAT</b>		14	19 (50)	0 (17)	0 (0)
<b>Science TA</b>	5 (6)	19 (28)	76 (67)	0 (0)	0 (0)

<b>Key Stage 4 Achievements of school leavers</b>	
<b>AEB<sup>4</sup> Literacy Tests</b>	2001: 4 pass at Level 1, 6 pass at Level 2, 3 pass at Level 3 2000: 9 pass at Level 1, 13 pass at Level 2, 3 pass at Level 3
<b>AEB Numeracy Tests</b>	2001: 6 pass at Level 1, 3 pass at Level 2, 5 pass at Level 3 2000: 12 pass at Level 1, 3 pass at Level 2, 2 pass @ Level 3
<b>Welsh Board Science</b>	2001: 10 pass, 3 pass with merit, 1 pass with distinction 2000: 5 pass, 4 pass with merit, 1 pass with distinction
<b>C&amp;G<sup>5</sup> Prelim Cookery</b>	2001: 22 pupils awarded certificate 2000: 14 pupils awarded certificate
<b>ASDAN Youth Award</b>	2001: 7 bronze, 2 bronze/silver
<b>C&amp;G Diploma in Vocational Achievement</b>	2000: 12 pupils awarded Diploma

<sup>4</sup> Associated Examining Board

<sup>5</sup> City and Guilds

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	131
Number of questionnaires returned	55

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	28	2	4	0
My child is making good progress in school.	55	38	2	0	5
Behaviour in the school is good.	53	42	2	0	3
My child gets the right amount of work to do at home.	38	45	13	2	2
The teaching is good.	69	27	4	0	0
I am kept well informed about how my child is getting on.	60	33	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	66	29	4	1	0
The school expects my child to work hard and achieve his or her best.	75	23	2	0	0
The school works closely with parents.	60	33	3	2	2
The school is well led and managed.	71	24	2	2	1
The school is helping my child become mature and responsible.	62	36	2	0	0
The school provides an interesting range of activities outside lessons.	35	40	13	2	10