

# **INSPECTION REPORT**

## **HEDGEWOOD SCHOOL**

Hayes, Middlesex

LEA area: Hillingdon

Unique reference number: 102465

Headteacher: Mr John Goddard

Reporting inspector: Mrs Kathy Hooper  
2971

Dates of inspection: 28<sup>th</sup> – 29<sup>th</sup> May 2002

Inspection number: 198377

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:	Maintained
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Weymouth Road Hayes Middlesex
Postcode:	UB4 8NF
Telephone number:	(0208) 845 6756
Fax number:	(0208) 841 3549
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Andrew Reuben
Date of previous inspection:	3 <sup>rd</sup> – 6 <sup>th</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Hedgewood is a special school that caters for 83 boys and girls who have moderate learning difficulties. The school population is changing in line with other schools of this type nationally. Pupils are being admitted with more complex learning difficulties. At the time of this inspection, there were pupils with speech and communication difficulties, emotional and behavioural difficulties, difficulties on the autistic spectrum, epilepsy, hearing or visual impairment, physical difficulties and specific language difficulties. A higher than average number of pupils, 28, are from families with an ethnic minority heritage. Thirteen of these pupils speak English as an additional language. Twenty-two pupils are entitled to free school meals. All but one of the pupils have statements of special educational need and, therefore, it is inappropriate to compare the pupils' achievements with age-related expectations. Teaching and support staff provide an outreach and training service to other schools in the borough with a view to enhancing their special needs provision. The school aims to ensure that everyone in the school is involved in learning.

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

This is a very effective school because of its emphasis on learning. The school has very many strengths. The leadership and management are very good. The teaching and learning are very good and pupils make very good progress in achieving the targets set for them.

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

- The school's consistent routines and practices enable pupils to achieve very well.
- Very good, imaginative teaching ensures that all the pupils are appropriately challenged and enjoy their lessons.
- Clear and sensitive leadership from the headteacher and his senior management team generates a strong learning ethos at all levels.
- The core skills of literacy, numeracy and information and communication technology are very well reinforced throughout the school.
- Pupils are confident learners because the school develops their social and personal skills very well.

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

- Systems for monitoring provision and identifying long term priorities are complex and time consuming and should be refined.
- Although spiritual development is satisfactory, it could be strengthened.
- The length of the school day for Key Stage 2 pupils should be extended to meet the national guidance figure for that age group.

*The areas for improvement will form the basis of the action plan prepared by the appropriate authority.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good improvements since the last inspection. Governors have received training and are better involved in the work of the school. Those pupils who would benefit spend time in mainstream schools. The library has been extended and improved and is well used. The teaching of numeracy, literacy and information and communication technology supports pupils' learning very well. The development of pupils' fine and gross motor skills is very well supported. There is a consistent approach to signing and this ensures that pupils with speech and language difficulties are very well supported. Teachers and support staff are extending their understanding of a range of learning difficulties to meet the increasingly complex needs of pupils. The consistent approach in the school is supported very well through teamwork between the teaching and support staff. The school is developing

its ability to evaluate itself well. There is a desire to improve provision in order to meet an increasing range of needs presented by the pupils.

## 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	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 sets challenging, detailed targets for pupils' academic, social and personal development based on a very good understanding of pupils' needs. Monitoring at different levels shows that these are very well met. Children under five develop very good communication skills and begin to develop their reading and writing skills and their understanding of numbers. They develop very good personal, social, physical and creative skills. They are making very good progress in their understanding of the world around them. By the end of Key Stage 1, the more able pupils use strategies for reading unfamiliar words for sequencing activities. They count and sort objects into categories. Pupils' personal and social skills develop very well and they understand the routines of the day. By the end of Key Stage 2, the more able pupils add pounds and pence confidently without writing anything down. They manipulate shapes into patterns with an interactive whiteboard without support. They write confidently using joined up writing. They develop very good levels of independence. They are confident learners who enjoy school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils understand that they come to school to work.
Behaviour, in and out of classrooms	Very good. Pupils are co-operative and work confidently within the school's secure structures.
Personal development and relationships	Very good. Pupils become confident learners and interact supportively with their peers.
Attendance	Good. Pupils enjoy coming to school. Absences are mainly due to pupils receiving medication.

Pupils of all ages develop very good levels of independence. They are supportive of each other and appreciate being part of the school community.

## TEACHING AND LEARNING

Teaching of pupils:	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.*

Pupils of all ages make very good progress in English, mathematics, science and personal, social and health education because of the consistent approach of teachers and classroom assistants. Teachers keep very detailed records to ensure that every pupil's needs are met. They are very resourceful and imaginative about enabling pupils with a wide range of learning difficulties to succeed. The school's emphasis on developing personal and social skills enables pupils to become confident and independent. Pupils become very focused about their work and, as a result, they achieve very well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. There is a stimulating and well structured curriculum that is well matched to individual needs.
English as an additional language	Very good. The school's use of signing and their multi-sensory approach to teaching enables pupils to make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There is very good provision for pupils' moral, social and cultural development. Spiritual development is satisfactory.
How well the school cares for its pupils	Very good.

The curriculum is very well adapted to the individual learning needs of pupils. The length of the school day for Key Stage 2 pupils is below that recommended. Signing is effectively used with pupils for whom this is their primary mode of communication and it is well used alongside verbal communication. Pupils understand right from wrong. They have well-developed social skills and treat those from other cultures with respect. There are missed opportunities to extend pupils' spiritual development. The quality of pupils' health, safety and wellbeing is very high and much appreciated by parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and his senior staff set very high standards for the whole school. There is very good leadership at all levels. Staff work very productively in teams.
How well the appropriate authority fulfils its responsibilities	Good. The governors are well involved in the work of the school and are very supportive. There is no long term plan to meet the changing population of pupils.
The school's evaluation of its performance	Good. The school uses a range of useful information from governors, staff, parents and pupils.
The strategic use of resources	Very good. The school is very efficient. Resources are used very prudently. Local schools benefit from their high levels of knowledge of special needs.



The headteacher has built a strong team of teaching and non-teaching staff who are competent and professional. They share good practice very well both within and beyond the school. The school is monitored on a wide range of levels.

There is scope for extending the performance management systems to support and simplify the monitoring systems. The long term planning does not sufficiently distinguish between maintenance tasks and those that will develop the provision. The school is becoming increasingly reflective and capable of comparing itself with similar schools. The school provides very good value for money.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children enjoy school and make very good progress.</li> <li>• Teaching is very good and pupils behave well.</li> <li>• Parents are well-informed and would feel very comfortable about approaching the school with questions or problems because the school works very closely with them.</li> <li>• The school has high expectations of pupils and they are becoming mature and responsible.</li> <li>• The school provides a good range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents were concerned about the small amount of homework.</li> </ul>

The inspection team agrees with the parents about what the school does well. They judge that the school provides an appropriate amount of homework that is well matched to pupils' abilities.

## **PART B: COMMENTARY**

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

#### **The school's consistent routines and practices enable pupils to achieve very well.**

1. All pupils make very good progress in their learning. Children in Reception make very good progress in their communication skills and their use of number. They learn words beginning with different letters, for example 's' and 'r', and ask questions using appropriate words. They learn to sign appropriately and accurately. They listen and respond very well to familiar stories. The more able pupils recognise numbers up to four, count by rote to 10 and name the basic shapes.
2. By the end of Key Stage 1, the more able pupils read and write sentences and understand that there are different ways of making five. They learn how mixtures change when cooking and how to sequence events, for example, when making gingerbread men. Meticulous planning ensures that the needs of all pupils are addressed. There is very good communication between staff to ensure they all understand the purpose of the work. They know how to involve and challenge different pupils at an appropriate level. Daily routines are designed to make the school day predictable and comprehensible for pupils. Pupils are encouraged to take responsibility for their own learning. For example, when the teacher was called away, a pupil continued diligently with the task of over-writing numbers. Some work that had not been put away was spontaneously put in the right place by a Year 2 pupil without prompting. Key Stage 1 pupils understand that their work should be dated. Pupils have their own space in the classroom and resources are accessible to them and clearly labelled. Pictures are well used to support communication at all levels. Routines are consistent for the beginnings and endings of the day and for each activity. By the end of Key Stage 1, pupils listen to each other and the most able understand that they can improve their work. All pupils sustain their concentration very well to the very end of the day.
3. In Key Stage 2, Year 4 pupils learn to add single digits together and understand the concept of 'one more'. They are familiar with the notion of counting backwards, although some find this difficult. They know the names of an increasing number of different shapes, for example, 'hexagon'. More able Year 6 pupils are very confident when manipulating numbers, for example, they add pounds and pence without writing the figures down. The more able pupils draw the shapes when features are described to them. Year 4 pupils are familiar with the scientific method, for example, when examining a balloon that has been filled with water and frozen. By the end of the key stage, pupils are developing a keen awareness of the properties of chemicals. Year 6 pupils use an interactive whiteboard independently, for example, to manipulate shapes. The adults question pupils very well and this encourages pupils to question and want to find things out for themselves. Pupils have very good re-call of information because teachers have sequenced and reinforced the learning very carefully. Both teachers and support assistants are careful to ensure that pupils understand. The high quality of curriculum planning is supported through termly curriculum audits led by the deputy headteacher.
4. The school has consistent practices in relation to signing, numeracy, literacy and information and communication technology. For example, daily routines are designed to encourage pupils' social, communication and numeracy skills. These practices ensure that pupils make very good progress.
5. The school's emphasis on the systematic development of pupils' fine and gross motor skills enables other learning to accelerate. For example, pupils make very good progress in physical education because of the attention paid to the development of their gross motor skills. Some pupils' understanding of how to use the space on a sheet of paper has been similarly improved.

#### **Very good, imaginative teaching ensures that all the pupils are appropriately challenged and enjoy their lessons.**

6. Teaching throughout the school is very good. All adults contribute to pupils' successful learning.

Planning is very detailed and designed to appeal to and meet the needs of the full range of ability within a class. It is particularly detailed for those classes where there is a very wide range of ability in Reception, Key Stage 1 and the beginning of Key Stage 2. In the very best lessons, there is a very clear relationship between the targets set for pupils on their individual education plans and the teachers' lesson planning. Lessons are prepared in great detail so that adults can focus their full attention on pupils' learning. Learning is sequenced into small steps and reinforced imaginatively.

7. In the best lessons, teachers are very enthusiastic, they stimulate and motivate pupils very well. Pupils enjoy the lessons because they contain a good range of relevant, practical activities that ensure that there is a very good pace to the learning. Pupils learn to concentrate and persevere. Teachers are very resourceful about discovering what pupils know, especially those with limited communication skills. The most successful learning occurs in lessons where the teachers have an excellent understanding of how to support the learning of those pupils with particular learning difficulties such as severe sequencing problems or poor short-term memories. Pupils are carefully grouped to maximise learning.
8. Teachers are generally well informed about their subjects and about pupils' learning difficulties. For example, there are very good levels of understanding of science and, as a result, pupils learn very good scientific skills as well as knowledge of living things, materials and physical processes. Some teachers have extended their understanding of learning difficulties associated with dyslexia, dyspraxia and autism.
9. The level of questioning in lessons is very high, both in terms of quantity and quality. For example, a class learning about World War 2 were asked, 'What would be in my bag if I were an evacuee?' As a result, pupils are extremely well supported in their learning.
10. Planning and review of learning takes place in key stage teams to ensure that all adults are knowledgeable about how to best meet the individual needs of pupils. The individual targets for younger pupils are reviewed very frequently, sometimes daily, to ensure their very good learning. Close and productive teamwork ensures that there is a climate of mutual respect within the school, very high levels of commitment and very professional and productive relationships.
11. There is a consistent approach to behaviour management. Pupils appreciate the very clear boundaries set for them and co-operate very well. Adults routinely rehearse their expectations with respect to behaviour alongside the discussion of learning activities. Pupils understand, therefore, not only what they must do, but also how they should do it. Adults' very clear understanding of individual needs allows them to anticipate difficulties well and avoid unnecessary confrontations. In this way, pupils with challenging behaviour are extremely well managed and are able to learn very well without any loss of self-esteem.
12. Classroom assistants carry significant responsibility within the lessons and, therefore, support the pupils' learning very well. The best are very well trained and highly skilled. The best classroom assistants support pupils' good behaviour unobtrusively. They sensitively ensure that all pupils are paying attention and that they maintain their concentration. They have high levels of initiative when the challenging behaviour of some pupils threatens to disrupt the learning of others. The most senior assistants are extremely competent when working with a group of pupils. There is very thoughtful and effective deployment of staff within the class to ensure that all pupils make the best possible progress.
13. Accurate, clear and consistent signing, particularly for those with pupils with weak communication skills, and for those who have no language, is used alongside verbal communication and this ensures that all pupils are included. Great care is taken to ensure that pupils' signing is correct and younger pupils are explicitly encouraged in this. Classroom assistants, too, use signing very well and give appropriate encouragement and reinforcement.
14. Some teachers are particularly competent in presenting difficult concepts to pupils in a way that allows them to understand. They use concrete examples that are within the experience of pupils.

For example, pupils in Years 1 and 2 were encouraged to understand how to sequence work when making gingerbread men through the use of photographs of the activity. Year 2 pupils describe their own design to the class and the more able ones follow their designs with little support when decorating gingerbread men. Similarly, Year 6 pupils used mud and puddles to understand the reflection when examining a woodcut by Escher in art. Pupils of differing abilities and those with additional learning difficulties are given activities adapted to their particular needs whilst working on the same concept as the rest of the class. Staff have a good range of well-chosen resources that have been specifically adapted to the needs of pupils. Information and communication technology is prudently and intelligently used to enable pupils with language and physical difficulties to take part in lessons. Although several parents were unhappy about the amount of homework provided, homework is set appropriately according to pupils' needs

**Clear and sensitive leadership from the headteacher and his senior management team generates a strong learning ethos at all levels.**

15. The headteacher presents a very good model of a learner to the whole school. He and his deputy have great energy and enthusiasm for learning that infects the whole staff. Consequently, morale is high and teachers are very committed professionals who are keen to use research and good practice from elsewhere to improve provision. The school is equally confident about sharing its own good practice with others in the borough.
16. The way in which the key stage teams work together enables good practice to be shared for the benefit of pupils. Adults have a high level of presence throughout the day and pupils' learning is paramount. Pupils' learning objectives are displayed and used throughout the day. Displays are of a very high order and well used to promote and stimulate learning as well as celebrating the achievements of pupils. By the end of Key Stage 2, some of the more able pupils are achieving national standards and they have developed very good work habits.
17. A high priority is placed on staff training and some staff take higher degrees and other qualifications whilst in post. The portfolios produced by some classroom assistants as part of their training are a model of their kind.
18. The school is confident about its core purpose of ensuring that pupils learn. All staff have very high expectations of pupils. Pupils understand very well that they come to school to work and that learning is enjoyable. Very good work habits are built from the beginning. As a result, even those children whose parents report they had previously disliked school, learn to enjoy learning. The close match between work set for pupils and their individual needs is achieved through detailed assessments, particularly of Reception, Key Stage 1 and some Year 3 and 4 pupils, where the range of learning needs is widest.
19. Consistent routines are ensured through comprehensive monitoring as well as very effective teamwork. The school has myriad ways in which it monitors its practice. It sets itself challenging targets for pupils' achievement, attendance, exclusions, parental involvement and parental satisfaction. The headteacher knows his staff very well and manages them with a high level of respect and sensitivity. Feedback to staff is rigorous and acknowledges strengths and areas for development. As a consequence, everyone feels valued and understands how best to contribute to the work of the school.
20. The governors are very supportive and training has made them more aware of their roles and responsibilities. They are fully involved in discussions about the school and several make regular visits to classrooms.

**The core skills of literacy, numeracy and information and communication technology are very well reinforced throughout the school.**

21. The school has adopted and adapted the national strategies for literacy and numeracy. These have been implemented consistently throughout the school. All pupils have detailed targets that

are designed to develop their basic skills in literacy, numeracy and information and communication technology. Opportunities are very well taken, therefore, to reinforce and extend pupils' knowledge, skills and understanding.

22. Pupils' literacy and numeracy targets are addressed routinely in teachers' planning. Teachers are, therefore, highly aware of individual pupils' needs and targets. Teachers' very good use of questioning enables them to assess pupils' understanding in lessons as well as reinforcing key skills. Because classroom assistants work very closely with teachers, they also are able to reinforce these skills. Teachers, supported by the classroom assistants, evaluate pupils' progress regularly. As a result, pupils' targets are changed frequently but only when teachers have enough evidence to be sure that learning is secure.
23. The school has a good ratio of pupils to computers. Both teaching and support staff have been progressively trained to use computers. All pupils use information and communication technology regularly. As a result, pupils use information and communication technology as a normal part of their daily lessons as a tool for learning. Their self-confidence is increased through their improved control over their environment. Very good curriculum oversight ensures coherent whole school planning and the appropriate use of software. Pupils progressively reinforce their literacy and numeracy skills whilst developing their information and communications technology skills. By the end of Year 6, more able pupils have made very good progress and have achieved good levels of competence. They find information, use control technology, for example, manipulating robots, digital cameras and images on a screen, and they modify the work they have done on the computers.

**Pupils are confident learners because the school develops their social and personal skills very well.**

24. The quality of care within the school is very high. The parents very much appreciate this. Pupils become very confident and willing to take risks in their learning. For example, pupils are very willing to answer difficult questions. Even though they find some activities hard, they do not hesitate to accept the challenge. Less able pupils are willing to give feedback to the rest of the class during plenary sessions.
25. Reception children enter school with little experience of working with others. They quickly learn to work alongside, and then with, others and to behave appropriately. For example, one pupil with little communication was able to ask another pupil for his drink using a complete sentence and the appropriate words. A more able child mopped up a spill without any prompting, using the right cloth. All children, including those in Reception, are encouraged to take turns in doing jobs and attending to the needs of others, for example, when having snacks at break-time. Wherever possible, children are encouraged to make a choice and adults allow sufficient time for the choice to be made. Every effort is made to ensure that all pupils are included and valued regardless of their ability. Those pupils who have worked in a one to one situation with an adult are always included in the plenary sessions.
26. By the end of Key Stage 1, pupils take turns in giving and receiving feedback to and from their peers when awarding 'Smiley Faces' at the end of activities. They understand the reward system. They all have responsibilities within the class and the more able pupils spontaneously perform routine activities. Pupils take turns co-operatively. They learn to predict events because adults ask them to consider what might happen, for example, when stories are read. Pupils are supported to take responsibility until they are sufficiently confident to do things unaided.
27. By the time they are in Year 6, the more able pupils have developed very good levels of independence and self-control. Pupils calibrate the interactive whiteboard unaided, use a mouse to manipulate blocks when making patterns without support and they serve food and clear away at lunchtimes without supervision. Those pupils with little self-confidence are sensitively, but progressively, encouraged to accept rewards and acknowledge their achievements. Pupils learn to

consider the feeling of others. For example, a noisy class was quietened when their attention was drawn to the difficulties created by the noise for a pupil with hearing difficulties. Parents are full of praise about the growth in their children's self-esteem whilst at the school. Particularly outstanding development was identified for those pupils who had lost their confidence in larger schools before joining Hedgewood.

## **WHAT COULD BE IMPROVED**

**Systems for monitoring provision and identifying long term priorities are complex and time consuming and should be improved.**

28. The school's improvement plan is very detailed and contains contributions from the whole school. In its aim to be inclusive, the plan lacks focus and there is insufficient distinction between routine tasks and priorities to develop the quality of provision. There are clear indications of a shift in the school's population. Pupils joining the school are younger and they represent a much wider range of complex learning difficulties. The school improvement plan contains insufficient acknowledgement of the implications of these changes for the way the school works. For example, the good practice in the lower part of the school is not being systematically shared with those at the top of Key Stage 2.
29. There has been no debate within the school about whether the school intends to continue to accept pupils with an ever wider range of learning difficulties or whether it would be better to limit provision. Within this debate, there are implications for the school that have not been fully worked out by the governors and senior management team.
30. The school makes use of a very wide range of monitoring strategies. However, these may become unsustainable as the school's population becomes more complex. There has been no analysis of ways of using performance management as a central monitoring system to link together the monitoring of pupils' progress with the whole school planning.

**Although spiritual development is satisfactory, it could be strengthened.**

31. Provision for pupils' spiritual development is satisfactory. The strong emphasis on learning that is at the heart of the school's work and its insistence on valuing and including everyone ensure that pupils are encouraged to reflect on themselves and to respect others. Questions from pupils, such as that posed by a Year 6 pupil concerning 'going to heaven when you die', are very well handled by teachers. Teachers make very good use of questioning to help pupils to question themselves to encourage them to reflect. Drama workshops with mainstream pupils provide valuable opportunities for pupils to reflect and they make a good contribution to their spiritual development.
32. The school has recently initiated a debate about spiritual development. Nevertheless, there is some confusion between spiritual and moral and social development. As a consequence, the school lacks a consistent approach to spiritual development equal to that of other systems that support pupils' learning so well.

**The length of the school day for Key Stage 2 pupils should be extended to meet the national guidance figure for that age group.**

33. The length of the school day for pupils in Key Stage 2 is 22.9 hours. The government's recommendation, in Circular 7/90, for Key Stage 2 pupils is 23.5 hours. The school, therefore, falls short by 0.6 hours a week. The school should consider ways of extending the teaching time further for these pupils.

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

34. In order to improve provision in the school further, the governors, headteacher and senior management team should:

- i. review the schools' systems for:
  - generating the school improvement plan to identify priorities to meet the needs of a changing population of pupils and formulate an action plan;
  - monitoring provision in order to make them less burdensome.

*(paragraphs 28 – 30)*

- ii. strengthen provision for pupils' spiritual development;

*(paragraphs 31 – 32)*

- iii. extend the length of the school day for Key Stage 2 pupils to bring it in line with the recommendations in Circular 7/90.

*(paragraph 33)*



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	6

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	15	8	3	0	0	0
Percentage	21	46	24	9	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 approximately 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	83
Number of full-time pupils known to be eligible for free school meals	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	8.0

#### Unauthorised absence

	%
School data	0.3

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	0
Black – African heritage	9
Black – other	3
Indian	9
Pakistani	3
Bangladeshi	0
Chinese	1
White	55
Any other minority ethnic group	3

### ***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)	10.6
Number of pupils per qualified teacher	8.4
Average class size	9.3

*FTE means full-time equivalent.*

#### **Education support staff: YR – Y6**

Total number of education support staff	16
Total aggregate hours worked per week	512.5

### ***Financial information***

Financial year	2001/2002
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	£
Total income	867518
Total expenditure	896084
Expenditure per pupil	8352.9
Balance brought forward from previous year	102533
Balance carried forward to next year	73987

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
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	83
Number of questionnaires returned	80

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	90	10	0	0	0
My child is making good progress in school.	69	28	0	1	2
Behaviour in the school is good.	74	18	0	0	8
My child gets the right amount of work to do at home.	62	28	8	0	3
The teaching is good.	88	11	1	0	0
I am kept well informed about how my child is getting on.	81	15	1	3	0
I would feel comfortable about approaching the school with questions or a problem.	87	10	1	0	1
The school expects my child to work hard and achieve his or her best.	89	9	2	0	0
The school works closely with parents.	75	21	3	1	0
The school is well led and managed.	91	8	1	0	0
The school is helping my child become mature and responsible.	76	20	1	1	1
The school provides an interesting range of activities outside lessons.	62	28	0	1	9

### **Other issues raised by parents**

All additional comments were very positive in terms of their admiration for headteacher and staff. One parent suggested that she would like her child to have more homework. Another would like a Parent-Teacher Association.