

INSPECTION REPORT

UNDERLEY GARDEN SPECIAL SCHOOL

Kirkby Lonsdale, Carnforth, Lancashire

LEA area: Cumbria

Unique reference number: 112461

Headteacher: Mrs P Redican

Reporting inspector: Mr J Morris

Dates of inspection: 4th – 6th June 2001

Inspection number: 198885

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:	Independent
Age range of pupils:	9 to 16 years
Gender of pupils:	Mixed
School address:	Kirkby Lonsdale Carnforth Lancashire
Postcode:	LA6 2DZ
Telephone number:	01524 271569
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs D Abbott
Date of previous inspection:	December 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Underley Garden is an independent special school near Kirkby Lonsdale for pupils with emotional and behavioural difficulties. All pupils are residential and are from all over the United Kingdom. There are 49 pupils on roll and 48 of them are white. There are 28 girls and 21 boys. All pupils have a statement of special educational needs. No pupils have English as an additional language and none are eligible for free school meals. When pupils start at the school their attainment is well below average for their age. The school has extensive grounds and uses some of the facilities at the nearby Underley Hall School. Underley Garden and Underley Hall are under common ownership and governance.

HOW GOOD THE SCHOOL IS

This is a very effective school, which meets the needs of the pupils extremely well. The pupils achieve very well against their individual targets. The teaching is good overall. Leadership and management by the headteacher and key staff are outstanding. There are well-developed plans to expand the school through the building of more classrooms and residential units and this is due to the high demand for places and the school's very good reputation. The school provides very good value for money.

What the school does well

- Pupils make excellent progress in their personal development and achieve very well against their individual educational targets.
- Leadership and management by the headteacher and key staff are outstanding and provide a real sense of purpose to the work of the school.
- The teaching is consistently good, with some very good features and no significant weaknesses.
- The school provides very good learning opportunities through the day and residential provision. In particular, the provision for the pupils' moral and social development, the careers education and the range and quality of activities outside lessons are excellent.
- There are excellent arrangements and procedures for ensuring pupils' welfare and assessing the pupils' progress.

What could be improved

There are no significant shortcomings.

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 December 1997 and improvement has been very good. The provision for information and communication technology (ICT) and art are much improved. Specialist teachers have been employed and teach all the pupils in these subjects. Resources for information and communication technology are good and improving. The role and deployment of support staff have been reviewed and are now very effective. The school is well placed to maintain the high standards or improve them even further.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

Progress in:	By age 11	By age 16	Key	
Speaking and listening	B	A	Very good	A
Reading	B	A	Good	B
Writing	B	A	Satisfactory	C
Mathematics	B	A	Unsatisfactory	D
Personal, social and health education	B	A	Poor	E
Other personal targets set at annual reviews or in IEPs*	B	A		

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

Pupils start at Underley Garden at different ages and they do so with a history of poor school attendance, negative attitudes to learning and well below average attainment for their age. All pupils make good progress soon after starting at Underley Garden and, once settled, the vast majority make very good progress in their academic work and excellent progress in their personal development. This is because the school has effective strategies for managing the pupils' initial lack of interest and disruptive behaviour. There are clear systems of rewards and sanctions that are understood by the pupils and build on their successes, however small. Examination of pupils' work and teachers' records shows consistently good, and often excellent, progress in key skills such as reading and handwriting.

The school sets clear targets for pupils' performance in GCSE examinations and the results have improved since the previous inspection. All pupils achieve very well and the majority of them do well in GCSE examinations. In 2000, 13 of the 14 pupils in Year 11 achieved at least one pass in GCSE examinations, and one achieved 5 or more grades A* to C. The school provides appropriate, alternative accreditation opportunities, for pupils who do not reach GCSE standards, so that all pupils leave school with some form of recognised qualification. Nearly all pupils leave school to pursue further education at a college near to their home and those, who do not, join the services or find employment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are interested in their work and they are happy in lessons and at other times.
Behaviour, in and out of classrooms	Good. Pupils behave well in most lessons. Very few instances of conflict or aggressive behaviour were observed for a school of this type.
Personal development and relationships	Very good. There are very good relationships between pupils and adults and pupils get on well with each other most of the time. Some pupils find it difficult to work well with others on paired or small group tasks.
Attendance	Excellent. The rate of absence is very low and is due entirely to illness or the small number of pupils who sometimes return to school late after holidays.

The mix of boys and girls has a positive effect on attitudes to learning and behaviour in the classrooms. Pupils are only excluded from school in extreme circumstances due to highly aggressive behaviour or mental health problems. Exclusions were higher than usual in 1999/2000 but were not unusual for a school of this type.

TEACHING AND LEARNING

Teaching of pupils:	Aged 9-11	Aged 11-16
Lessons seen overall	Good	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 good overall. There are some very good features and no significant weaknesses. Twenty-four lessons were observed and the teaching was satisfactory or better in all of them. The teaching was good or better in 92 per cent and it was very good or better in 25 per cent of the lessons. An excellent lesson was seen in mathematics in Year 11. The school meets the needs of all the pupils well and successfully motivates pupils with low self-esteem and poor attitudes to learning, particularly through the use of practical activities.

The evidence provided by this direct observation of classroom teaching is substantiated by inspectors' examination of pupils' work, particularly in Year 11 as it was only possible to observe one lesson due to GCSE examinations taking place during the inspection. This provides clear, first-hand evidence of the very good amount of finished work, the good quality of teachers' marking and the care taken in pupils' presentation.

English and mathematics are taught well. Every day starts with a short session in every classroom focusing on the key skills of literacy and numeracy, particularly reading. Nearly half of the lessons observed were in English or mathematics and all of these lessons were judged to be good or better. The school teaches the key communication skills of speaking, listening, reading and writing well. This is largely because the staff listen to the pupils and value their contributions to discussions in all lessons, particularly in English and personal, social and health education. The teaching of ICT and art is consistently good or better and this is a substantial improvement since the previous inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school meets the requirements to teach the subjects of the National Curriculum and religious education. A very good range of relevant learning opportunities is provided during the school day. There are very good arrangements for homework and excellent, extensive educational and social activities provided through the residential provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school makes excellent provision for the pupils' moral and social development. The provision for their spiritual development is good and there is very good provision for their cultural development. The school prepares the pupils very well for their next steps in life through its excellent programmes of personal, social and health education and careers education.
How well the school cares for its pupils	Excellent. There are excellent procedures to ensure pupils' welfare and to promote and monitor their academic and personal development. Pupils know and understand their personal targets.

The school has a very good partnership with parents even though most of the pupils' homes are a considerable distance from the school. This is achieved through the very good arrangements for annual education reviews, very high quality written reports, letters and telephone contacts. There is a very strong partnership with Underley Hall School and other special schools in the area and there are effective links with local education authorities and colleges across the country.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides very strong leadership and key staff are very effective in their roles. The day and residential staff work very well together and there is a clear, shared sense of purpose.
How well the appropriate authority fulfils its responsibilities	Very good. The advisory body are fully involved in managing the school's finances and have a significant input into the educational provision.
The school's evaluation of its performance	Very good. The school has very rigorous procedures to monitor and evaluate its own work and carries out extensive comparisons with similar schools.
The strategic use of resources	Very good. The school makes very good use of available finances and effectively deploys staff to maximise their contributions to the pupils' progress.

The school applies the principles of best value very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Of those parents who responded, over 90 per cent think that:</p> <ul style="list-style-type: none"> the school expects their child to work hard and achieve his or her best; the school provides an interesting range of activities outside lessons; their child is making good progress at school; they would feel comfortable approaching the school with questions or a problem; the school is helping their child become more mature and responsible; the school is well led and managed; the teaching is good; the school works closely with them. 	<p>Of those parents who responded, between 10 and 15 per cent think that:</p> <ul style="list-style-type: none"> they are not kept well informed about how their child is getting on; their child does not like school; their child does not get the right amount of homework.

The inspection team strongly agrees with the positive views of the school expressed by many parents. Inspection evidence does not support the concerns raised by some parents. Very good written reports are provided for parents. The pupils at this school arrive with negative attitudes about their education but they all develop positive views of school at Underley Garden. There are very good arrangements for homework.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make excellent progress in their personal development and achieve very well against their individual educational targets.

1. The standards achieved by 16-year-olds in GCSE examinations most clearly demonstrate the effectiveness of the school. Pupils may start school at any age from nine, but they always arrive with well below average academic attainment and a poor history of school attendance. Furthermore, the pupils start at Underley Garden with low self-esteem, negative attitudes to school in general and, most significantly, most of them are very reluctant to read and write. By the time they leave school, all pupils have a sense of self-worth and a desire to move on to further education at college, training in the services or gainful employment. The school meets its aim to ensure that all pupils leave with recognised qualifications. Nearly all pupils achieve a pass grade in at least one GCSE and, those who do not, achieve success in other nationally recognised accredited courses, such as the Certificate of Achievement.
2. In 2000, 13 of the 14 pupils in Year 11 achieved at least one pass in GCSE examinations, and one achieved five or more grades A* to C. Ten pupils achieved pass grades in English, eleven in mathematics, and ten in science. Pupils also achieved pass grades in English literature, art, design and technology, and religious education. These pupils, and the one who did not pass any GCSEs, achieved either a pass, merit or distinction in the Certificate of Achievement in at least one of English, mathematics, science, French, music or religious education. The school set higher targets, for the percentage of GCSE passes at different levels, in 2001 than those achieved in 2000. Inspection evidence indicates that these targets are appropriate and are accurate predictions in English and mathematics. In addition, the school has offered GCSE in humanities since 1998 and provides the opportunity for pupils gifted in physical education to follow a self-supported GCSE course. The range of accredited opportunities is currently being extended to include information and communication technology (ICT).
3. Examination of pupils' work, observation of lessons and teachers' records all provide clear evidence of pupils making substantial progress in their academic work and personal development, particularly in the key skills of reading, writing and mathematical computation. For example, a Year 11 girl made tremendous progress, in the quality of her handwriting and the presentation of her work, between September 1999 and March 2000. The teacher's acknowledgement of this success resulted in the pupil completing a lot of work in her last year at school. This work demonstrates a good understanding of complex issues, such as conflict between men and women seen in two poems she chose to analyse, through the use of phrases such as "the conflict is mutually caused". Pupils who retain some degree of reluctance to use pen and paper are more confident in completing lengthy pieces of writing on the computer, such as ghost stories featuring imaginative and expressive use of vocabulary. In mathematics, six Year 11 pupils were observed working on GCSE revision tasks. Of these, five are likely to achieve a grade C and one a grade B. Pupils show a good understanding of how to solve simultaneous equations, use a compass very well in geometrical problems and correctly reduce the answer of a complex multiplication to one or two decimal places.
4. A particular focus was given to standards in ICT and art in this inspection because weaknesses were reported in 1997. Pupils throughout the school respond well to individual tasks in the ICT suite and on computers in the classroom. They are acquiring skills and knowledge very well through the recently introduced structured course, which they follow at their own pace. Pupils use word processors, spreadsheets and the Internet well and are beginning to understand control devices such as sensors. The

work completed in ICT is now contributing very well to pupils' learning in other subjects such as English, mathematics, science, art and design and humanities. This was a particular weakness at the time of the last inspection. Pupils achieve well in art and their success in this subject clearly contributes to their personal development, including their own esteem and their understanding of British and other cultural traditions. The Year 11 GCSE exhibition showed that all pupils entered had learnt about a good range of techniques and used a wide range of materials. There were some very good examples of pupils pursuing a specific study. Some expressed the same idea, for example "inside and outside", in several different ways. Others developed many sketches and small pieces to a final large painting based on a particular personal interest, for example motorcycle 'Speedway' racing.

Leadership and management by the headteacher and key staff are outstanding and provide a real sense of purpose to the work of the school.

5. The headteacher provides very strong and effective leadership. This has been recognised by her 'Teaching Award 2000 for school leadership'. The headteacher, the very effective deputy headteacher, subject co-ordinators and senior residential staff work very well together in providing a clear, shared sense of purpose. There is an outstanding ethos which promotes the pupils' academic and personal development. The school is extremely successful in delivering its overarching general aim of providing "a high quality residential education for girls and boys aged nine to 16 who need to develop confidence and relationships and whose needs cannot be met in mainstream or day special schools".
6. The school's academic learning opportunities are largely delivered by subject specialist teachers. They plan and deliver the courses to all pupils. The headteacher, deputy headteacher and other senior day and residential staff have the responsibility for the monitoring of teaching, learning, behaviour and care of the pupils. The headteacher monitors the extensive and relevant targets in the school development plan and analyses examination results. There are very good arrangements for the appraisal and development of all staff, including teachers, classroom support assistants and residential staff. Administration staff carry out their duties very efficiently. The school's policies and written guidelines for classroom and care staff are of a very high quality. All of this results in the smooth day-to-day running of the school and rigorous, systematic self-evaluation. However, a few lessons, in some subjects, are not taken by the specialist teachers. The current arrangements for the monitoring of teaching and learning do not allow for the occasional observation of these lessons by the subject co-ordinators.
7. The school has a complex but very effective management structure. The Underley Garden School management team is responsible for the day-to-day education and care of pupils in the school. The senior management team oversees the work of Underley Garden and its neighbouring partner school, Underley Hall. Together with the recently appointed advisory body, the senior management team is very effective in carrying out the roles and responsibilities of the governing body found in most other schools. They are responsible for the bulk of the school's financial planning and control and, consequently, enable the school staff to concentrate on educational priorities. The school makes very good use of available finance. This is entirely derived from school fees, paid by local education authorities, and the school does not benefit from any of the specific grants available to state special schools, such as 'standards funds' or 'the Chancellor's money'. The senior management team is fully involved in the life of the school and makes a significant contribution to the educational provision. For example, their membership includes an educational consultant and educational psychologist who provide objective advice on aspects of the school's work, such as behaviour management, and undertake formal pupil assessments.

8. The staffing, accommodation and learning resources are good overall. There are well-developed plans to expand the school. They include proposals to provide places for post-16 students, build more residential accommodation and build more classrooms. The school is awaiting approval from the Department for Education and Employment for this development. The advisory body has made plans to upgrade the existing residential accommodation, which remains adequate but is no longer of the high standard previously reported.
9. Improvement, since the last inspection in December 1997, has been very good. The current headteacher was promoted from deputy headteacher shortly after the inspection, following the departure of her predecessor. There have been significant improvements in the teaching, learning opportunities and resourcing in both ICT and art. The role and deployment of support staff has been effectively developed and clarified and these members of the staff now make a significant contribution to the pupils' progress. The overall quality of teaching and pupils' academic achievements have improved. There is no sense of complacency in this very successful school. It has a good capacity to maintain the very high standards and look for ways to do even better.

The teaching is consistently good, with some very good features and no significant weaknesses.

10. The quality of teaching is good overall. There are some very good features and no significant weaknesses. Twenty-four lessons were observed and the teaching was satisfactory or better in all of them. The teaching was good or better in 92 per cent and it was very good or better in 25 per cent of the lessons.
11. The teaching in most lessons is characterised by good subject knowledge, planning and organisation. There are very good relationships between adults and pupils and the management of pupils' behaviour is consistently very good.
12. English and mathematics are taught well. Every day starts with a short session in every classroom focusing on the key skills of literacy and numeracy, particularly reading. Nearly half of the lessons observed were in English or mathematics and all of these lessons were judged to be good or better. The school teaches the key communication skills of speaking, listening, reading and writing well. This is largely because the staff listen to the pupils and value their contributions to discussions in all lessons, particularly in English and personal, social and health education. An excellent lesson was seen in mathematics in Year 11. This lesson was characterised by excellent teacher knowledge of the subject and pupils and very strong relationships between the teacher and pupils. The pupils had a very good understanding of their own learning and an accurate self-assessment of what they were capable of achieving in the GCSE examination. They demonstrated real determination to succeed.
13. The school meets the needs of all the pupils well and successfully motivates pupils with low self-esteem and poor attitudes to learning. This is brought about through the teachers and support staff building on pupils' successes, however small and helping them to see value in, and derive enjoyment from, their learning. This is particularly evident in practical activities, such as the lesson seen in motor vehicle studies, for example when pupils demonstrated considerable determination in dismantling and examining car brakes. It is also clear that the school enables pupils to understand the importance of the key skills of reading, writing and mathematics and they apply themselves well to written tasks. Furthermore, Year 10 pupils showed a very high level of interest and collaborative working, when taking on the roles of director and actors in a short scene from 'Romeo and Juliet'. Less able pupils are provided with tasks that are relevant and achievable.

14. The teaching of ICT and art is consistently good or better and this is a substantial improvement since the previous inspection. Specialists teach these subjects to pupils throughout the school. They have a very good knowledge of their subjects and they use a range of strategies to promote individual learning. Pupils are interested and keen to participate in lessons in both these subjects. However, in art, the teacher sometimes has to modify the task for individuals so that they are still acquiring the skills and techniques being taught but working on a different focus than the others in the class. Some pupils find it difficult to work with others and this was seen in two lessons in the ICT room. Pupils who were happy to work on individual tasks became irritable and uncooperative when asked to work with a partner. The teacher set clear expectations and insisted that the pupils completed these important tasks, however reluctantly, rather than allowing them to pursue their individual coursework.
15. The evidence provided by the direct observation of classroom teaching is substantiated by inspectors' examination of pupils' work, particularly in Year 11 as it was only possible to observe one lesson due to GCSE examinations taking place during the inspection. This provides clear, first-hand evidence of the very good amount of finished work and the care taken in pupils' presentation. Teachers' marking is good overall, although a recent GCSE coursework moderator's report stated that there is insufficient annotation on some work. The provision of homework is very good. There are very structured timetables and procedures for the setting, completion, collection and marking of homework and close working relationships between teachers and residential staff.

The school provides very good learning opportunities through the day and residential provision. In particular, the provision for the pupils' moral and social development, the careers education and the range and quality of activities outside lessons are excellent.

16. The school provides a very wide range of interesting and relevant learning opportunities which very effectively meet the needs of the pupils. The curriculum includes all of the subjects of the National Curriculum and religious education, in accordance with statutory requirements and government recommendations. The school very effectively meets the special educational needs of the pupils, all of whom have very significant emotional and behavioural difficulties and some of whom have additional autistic spectrum disorders.
17. All statutory subjects are taught to different age groups. Geography, history and music are taught at Key Stage 3 and all other subjects at Key Stages 3 and 4. Appropriate and effective provision is made for the very small number of pupils at Key Stage 2. The school has very effective strategies for teaching the key skills of literacy and numeracy, which pay due regard to the national strategies and the specific needs of the pupils. The academic curriculum is broad and balanced and is further enhanced by the excellent provision for personal, social and health education and citizenship education. Pupils are taught and asked to think about political issues such as elections and, for example, during the inspection pupils were carrying out a survey of the school site for wheelchair access.
18. The provision of extra-curricular activities by the residential and teaching staff is outstanding. A very wide range of timetabled, planned, structured clubs is provided every Monday, Tuesday and Wednesday. These include sports, arts and crafts, cooking and gardening and cadets. Additional activities are provided on other evenings and at the weekend. There are many educational visits related to classroom work, for example to galleries and places of worship, and social trips, for example to the cinema. The school participates in sporting competitions including football and swimming with other special schools in the local area, and national trampoline events. The school has its own site at Lake Windermere for outdoor pursuits and this is clearly a significant

element of its provision. The use of this facility has had to be suspended during the foot and mouth outbreak.

19. The school makes excellent provision for careers education. Nearly all pupils leave school to pursue further education at a college near to their home and those who do not join the services or find employment. This is achieved through the school's own programme of work developing pupils' interest in academic study and the world of work and effective links with local education authorities, careers services and colleges across the country.
20. The school is extremely successful in promoting the pupils' moral and social development and celebrating their achievements in their studies and personal development. Assemblies have a strong and effective focus on recognising successes and actively developing a sense of community, rather than managing poor behaviour and conflict, the latter approach being a common feature of similar schools. During the inspection, one assembly was related to the imminent general election and, another was an inspiring celebration of the progress made by the Year 11 pupils who were taking their GCSE examinations that week and leaving school in the near future. Pupils are taught right from wrong and helped to understand and consider the needs, feelings and values of others. Pupils benefit greatly from the opportunities to participate in many trips out of school. This results in pupils who, most of the time, are interested and involved in their learning and who behave well in lessons and at other times. Aggressive behaviour, bad language and conflict between pupils do occur. That is why these pupils need this specialist provision. However, the incidence of these was minimal during the inspection and written records show that this is the normal pattern. The provision for the pupils' spiritual development is good and the provision for their cultural development is very good. The learning opportunities, in a wide range of subjects, promote an understanding of the pupils' own cultural heritage, the multicultural nature of the world at large and an awareness of the diversity of values and beliefs in modern society. Learning in the classroom is reinforced and extended by the extensive range of educational visits and the residential activities.

There are excellent arrangements and procedures for ensuring pupils' welfare and assessing the pupils' progress.

21. The school has excellent policies and procedures for child protection and ensuring pupils' welfare, health and safety both in its day and residential provision. These are evident in day-to-day practice. Within the school's management structure there is a wealth of knowledge and support, including educational and medical expertise, in addition to that of the classroom staff and residential care staff. For example, Underley Garden and Underley Hall share a full-time nurse. The educational psychologist on the senior management team is a very active member of the school community. The learning support co-ordinator provides very effective support to pupils in reading and spelling and provides very useful assessment information for the teachers.
22. There is a very good, common approach to assessment in all year groups and all subjects. All pupils have detailed individual education plans, which include academic and personal targets and there are group targets in key skills. Progress is carefully and systematically measured and reported every term and this ongoing process is accurately summarised through the annual education reviews. Parents are kept fully informed of their child's progress through this process and additional letters, which tell them about particularly significant events and successes in their child's school life.

WHAT COULD BE IMPROVED

23. There are no significant shortcomings and, therefore, no key issues to be addressed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. All schools have to produce an action plan, which shows how the inspection issues will be addressed. Because there are no significant shortcomings, the school is required to submit the current school development plan, or a summary of it, to Ofsted and to keep parents informed of the steps taken to improve further.

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

23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	21	67	8	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

No of
pupils

Number of pupils on the school's roll

49

Number of full-time pupils known to be eligible for free school meals

0

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

3

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

3

Attendance

Authorised absence

%

School data

1.8

Unauthorised absence

%

School data

1.6

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

Attainment at the end of Key Stage 4

There were 14 pupils in Year 11 at the end of the school year 1999/2000.

Thirteen pupils were entered for between five and eight GCSE examinations.

One pupil (8 per cent) achieved 5 or more grades A* to C.

Eleven pupils (85 per cent) achieved 5 or more grades A* to G.

Thirteen pupils (100 per cent) achieved 1 or more grades A* to G.

Fourteen pupils were entered for between one and five Certificate of Achievement subject assessments.

Thirteen pupils (93 per cent) achieved at least one pass grade.

In total, the pupils achieved 38 pass grades including 14 merits and 23 distinctions

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	48
Any other minority ethnic group	0

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	2	3
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 – Y11

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	4.6
Average class size	7.0

FTE means full-time equivalent.

Education support staff: Y4 – Y11

Total number of education support staff	10
Total aggregate hours worked per week	276

Financial information

Accounts period	9/99 – 8/00
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	£
Total income	1,487,088
Total expenditure	1,451,611
Expenditure per pupil	30,242
Balance brought forward from previous year	0
Balance carried forward to next year	35,477

Results of the survey of parents and carers

Questionnaire return rate = 55%

Number of questionnaires sent out	49
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	41	7	7	0
My child is making good progress in school.	67	30	0	4	0
Behaviour in the school is good.	44	44	0	0	4
My child gets the right amount of work to do at home.	30	19	4	7	30
The teaching is good.	78	15	0	0	4
I am kept well informed about how my child is getting on.	70	15	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	22	0	4	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	70	22	4	4	0
The school is well led and managed.	78	15	0	4	0
The school is helping my child become mature and responsible.	74	22	4	0	0
The school provides an interesting range of activities outside lessons.	78	22	0	0	0

Please note the responses to some questions may not total 100 per cent because some parents did not indicate their view.

Other issues raised by parents

Whilst they were happy with the provision at Underley Garden, some parents expressed regret that it had not been possible to find appropriate provision for their child closer to their home.