

INSPECTION REPORT

Wells Park School and Training Centre

Chigwell, Essex

LEA area: Essex

Unique reference number: 115450

Headteacher: D. Wood

Reporting inspector: D H Smith
17323

Dates of inspection: 6 – 8 November 2000

Inspection number: 223598

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:	5 - 11
Gender of pupils:	Mixed
School address:	School Lane Lambourne Road Chigwell Essex
Postcode:	IG7 6NN
Telephone number:	020 85026442
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. N. Kaye
Date of previous inspection:	01/07/1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wells Park School and Training Centre is a small, mixed, 5 day residential special school for 42 pupils aged 5-11. The school is funded for a capacity of 40 pupils. Currently there are 3 girls on roll in the school. Of the 30 pupils in the school 20 are from Essex and the other 10 are from neighbouring authorities. All pupils have a Statement of Special Educational Need. The pupils admitted to the school have increasingly severe emotional and behavioural difficulties and a widening range of abilities. Approximately 10% of pupils are from ethnic minority backgrounds. Wells Park is the lead school in the Essex Primary Collegiate. The school was inspected in 1996 and said to be a good school; despite the number of lessons in which teaching was unsatisfactory and the weakness within the curriculum.

HOW GOOD THE SCHOOL IS

Wells Park School and Training Centre is an effective school, and it provides very good residential care. Pupils at the school make sound progress, improve the management of their behaviour and have a good attitude towards the school. There is a very good working relationship between the school and parents. The quality of teaching is, overall, satisfactory and the number of satisfactory lessons seen has improved by 10% since the last inspection. All subjects of the National Curriculum and religious education are supported by relevant schemes of work. The school has a good approach to the management of assessment recording and reporting which ensures that the needs of most pupils are met although there is insufficient challenge for the more able pupils. Not enough emphasis is placed on extending and enriching the curriculum. Leadership and management of the school is good on a day-to-day basis and the governing body provides good support to the school, although long term planning for the school has yet to be formalised. The pupils' attendance is unsatisfactory. The number of pupils on roll is significantly below the capacity of the school, therefore the cost for each pupil is increased and the efficiency of the school decreased. Despite the low number of pupils, when taking into account other relevant factors, the school still provides satisfactory value for money. This judgement is particularly influenced by very good residential care in the school and the high cost of alternative provision for the pupils.

What the school does well

- Develops very loyal and effective partnerships with parents enabling them to work positively with the school and promote pupils' personal development.
- Provides well-managed and structured residential care to support and develop pupils' social skills.
- Provides a successful induction and training programme for all staff at the school to keep their knowledge and skills up-to-date.
- Manages detailed assessment, recording and reporting procedures to ensure that the needs of most pupils are met through effective planning..

What could be improved

- Pupils' attendance in the school is unsatisfactory and limits the achievements of some pupils.
- Provide more opportunities to enrich the pupils' curriculum.
- Increase the number of pupils on roll to improve the school's efficiency and value for money.

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 satisfactory improvements since the last inspection in July 1996. Most of the key issues for action identified have been remedied. Now:

- The music provision in school has been considerably enhanced, and pupils have the opportunity to develop their awareness of music from different countries.
- Geography is now an established subject in the curriculum but there are still insufficient opportunities for pupils to benefit from the experience of fieldwork.
- Statutory requirements are met regarding the provision of religious education.
- Previously the school's curriculum was weak, but now there are appropriate schemes of work in place and these, supported by appropriate planning, give pupils access to the full National Curriculum.
- The pupils have the opportunity to develop and apply their information technology skills across the curriculum.
- Some progress has been made in providing pupils with opportunities to enhance their spiritual development but this is still an unsatisfactory aspect of the school.
- The quality of teaching has improved and this is largely the result of an increased emphasis on the academic needs of the pupils and better training.

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 5	By age 11	by age 16	by age 19	Key very good A good B satisfactory C unsatisfactory D poor E
Speaking and listening		C			
Reading		C			
Writing		C			
Mathematics		C			
Personal, social and health education		B			
Other personal targets set at annual reviews or in IEPs*		B			

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

Standards of work seen are lower than age expectancy because of the combination of learning difficulties and emotional and behavioural difficulties that the pupils experience.

Progress is satisfactory in the core subjects by the time pupils reach Year 6. Most pupils make good progress in their number work. Pupils enjoy their reading and make satisfactory progress. Most pupils move from a negative view of writing to producing some extended writing for a range of purposes and word processing assists this development. Insufficient opportunities are provided in some subjects for pupils to develop their writing skills. Pupils make good progress in their personal and social development. Pupils' academic targets, particularly for the more able pupils need to be more challenging as there are some pupils in the school capable of reaching National Curriculum Level 4 by the end of Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a good attitude to school. Most pupils enjoy coming to school and show interest in school life.
Behaviour, in and out of classrooms	Most pupils behave well in class, stay on task and enjoy their work; however, in some lessons pupils are unable to manage their behaviour and this limits their learning and the learning of others. Pupils have a growing capacity to behave well but the challenge is to lengthen these periods of positive behaviour. Pupils enjoy showing visitors around school and most are polite to them. Staff manage behaviour well but sometimes have to restrain pupils within the school's guidelines.
Personal development and relationships	Personal development is good and pupils form good relationships with the staff. Pupils find it a challenge to get on with each other, but the school does provide many effective opportunities for the pupils to improve their social skills. Pupils are encouraged to manage their own behaviour.
Attendance	Pupil attendance is unsatisfactory across the school with poor attendance by some pupils.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-11
Lessons seen overall	Satisfactory

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 satisfactory or better in 95% of lessons, with good teaching in 39% of lessons. All of the teaching is satisfactory or better in English but there is some unsatisfactory teaching in mathematics. There is some unsatisfactory pupils' learning in both English and mathematics. Teaching is less effective where there is insecure management of the class which, combined with insufficient challenge, slows pupils' progress. Too prolonged an introduction fails to maintain the pupils' interest and their learning becomes unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The statutory requirements of the National Curriculum and religious education are met. Statutory requirements regarding collective worship are not met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is good. Pupils' cultural development is satisfactory. There is insufficient cultural enrichment of the curriculum in the day and evenings. Pupils' spiritual development is unsatisfactory.
How well the school cares for its pupils	The school cares for its pupils well, support and guidance is good and pupils' personal development is good. The procedures for monitoring and improving behaviour are well established but not fully effective for all pupils. The school has good systems for assessing pupils' achievements and progress. Care arrangements in the school are very good.

The school does provide an appropriate curriculum for the age of the pupils with an effective system to ensure that all aspects of the National Curriculum and religious education are covered. There is insufficient enrichment of the curriculum and homework is not set for the pupils during the evenings. The small number of girls in the school are well integrated into the activities. The school places a high priority on ensuring that the pupils know the difference between right and wrong. Pupils are encouraged to manage their own behaviour and with increasing maturity are given tasks to develop their sense of responsibility.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The director is very well supported by the head of education and head of care in the day-to-day management of this residential school.
How well the appropriate authority fulfils its responsibilities	Good. The governing body is very involved and know the school well. They have a clear commitment to providing and improving the education and care for all the pupils.
The school's evaluation of its performance	Satisfactory. The school's development plan does provide a good basis for short term planning supported by effective financial planning and administration. Monitoring systems are in place but there is insufficient emphasis of the impact on quality and standards in the school and comparisons with similar schools.
The strategic use of resources	Satisfactory. There is a high degree of delegation to the senior management team. The school is very well staffed in relation to the number of pupils on roll. The principles of best value are being followed by the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The very good communication between school and home.• The training and support provided by the school.• The very caring approach of staff towards pupils and parents.	<ul style="list-style-type: none">• Some parents would appreciate more homework.

Inspectors' judgements confirm the very good working relationship between the school and home. Pupils are given insufficient homework particularly during the week.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Develops very loyal and effective partnerships with parents enabling them to work positively with the school and promote pupils' personal development.

1. The school's working relationship with parents is very good. Every effort is made to promote team work in which the school and parents work together in the best interests of the child. This approach is seen as essential by the school director who places a high priority on parents being fully involved in the school.
2. Parents appreciate the care and efficiency that the school shows, in managing the admission of their child. Many parents see their child starting at the school as a new start, often following time out of their previous school. Very good personal contact with the parents is a feature of the school from the very beginning and this is maintained throughout the pupils' time at the school. The school sends questionnaires to parents on an annual basis and analyses the returns to evaluate and plan for further improvements in the service they provide for parents. Initial home visits and subsequent visits contribute significantly to developing the high level of trust and very good working relationship between home and school. Phone contact on at least a weekly basis ensures that parents are kept fully informed about the progress of their child. The school has introduced a very effective key worker system who are members of the care staff and the first point of contact for parents. Chat books are an effective way of maintaining communication between school and home. These books contain key information regarding school contacts, are valued and informative. Individual behaviour targets are well considered, and help to provide a shared focus between home and school.
3. The school brochure gives a detailed account of routines and procedures in school and ensures that parents have a full understanding of life in the school. The high quality of information is maintained, for example, in the home visit information pack and the pupils "My New School" brochure. This brochure has a useful combination of text and diagrams to help relieve the pupils' initial anxiety about starting a new school. Parents also receive a particularly well written booklet to help them develop the skills to share reading with their child in a productive manner. A home school contract is sensitively managed, on a voluntary basis, but clearly outlines the school's commitment and what is ideally expected from parents. The director recognises the importance of an open relationship between school and home where areas for potential misunderstanding are kept to a minimum. Parents are confident that the school will respond promptly, and to their satisfaction, when issues are raised.
4. The school has recently increased its level of support to parents and they fully appreciate this help. The family support group is a strong feature of the school helping parents to understand and manage their child in a positive manner. The school is planning to continue to develop the successful parent training group which will meet on a monthly basis. Parents enjoy working in groups and have the opportunity to increase their knowledge and understanding of their child's personal development. The termly parent evenings are well attended and successfully promote an increased knowledge of the school and the curriculum. Parents understand and support the token economy system. The school emphasises the importance of parents understanding and contributing to the objectives of their child's behaviour programme. Parents demonstrate their support for the school by their very good attendance at school events.

Provides well-managed and structured residential care to support and develop pupils' social skills

5. The school provides a very good standard of residential care from Monday to Friday. This high standard of care was reported following a Social Services inspection of the school in September 1999. The head of care has responsibility for the leadership and management of the residential provision and she fulfils her duties in a very caring and professional manner. She is well respected by staff and pupils. There is a well-organised and clear management structure for the care staff and the dedicated staff clearly place the needs of the pupils as the first priority in all of their work. When teachers are involved during the evening they are also managed by the head of care. The pupils feel safe and secure in the residential setting and enjoy their time in residence.
6. Each member of the care staff has a 38-week induction period and ongoing training. Supervision of the staff is carried out on a regular basis and they each have a training portfolio. The staff handbook is comprehensive and a high priority is placed on ensuring that the staff are fully aware of the routines and procedures in the school. Consistency is an important aspect of the residential care provided and pupils respond well to the routines. One of these events is the pupils' opportunity to spend their tokens at the end of the school day. This occasion is important to the pupils, is managed very fairly and recorded in detail. Pupils are fully aware of the value of their tokens, 5 of which convert into a "giant", and decide how to get best value for their tokens. Some pupils do try to negotiate rewards which have not been earned but the consequences of unsatisfactory behaviour are clearly explained. The school aims to wean pupils off the token system in Year 6, a sign of the pupils' growing maturity and the need for them to be prepared for their next school.
7. Very good communications are a strength of the school and the evening meetings are well managed. The care staff have a key worker role and this has developed into a central feature of the school. They communicate with parents on a regular basis through phone calls and chat books. These books are valued, informative and the written content reflects the trust and very good working relationship between the parents and key worker. For many pupils, settling back into school on a Monday takes time, but this is helped by key workers having detailed background knowledge of the weekend events for each child. The key workers are allocated time to manage the chat books and following the weekend they report relevant information in a confident, clear manner with an emphasis on pupils' behaviour, social and medical needs. Parents are confident that pupils' medical needs are dealt with promptly, although if a pupil is ill it is school policy that they are managed at home. The school still needs to ensure, as mentioned in their previous OFSTED report, that the pupils have full access to an independent listener.
8. The standard of catering at all meal times is very high. There is plenty of food which is well prepared and provides pupils with a choice of meals. Breakfast is a particularly positive social occasion and pupils and staff enjoy the opportunity for a calm and relaxed meal. Pupils living and getting on together is a major aspect of residential life. The lounge areas are welcoming and attractive and provide an ideal setting for pupils to relax, play games, watch television or talk together. Pupils have started to be encouraged to take a reading book up to the residential area after school, but this is an aspect for further development. Homework is not set during the week and therefore opportunities are lost, especially for the older pupils, to boost their achievements. Book week is a particularly good example of the daytime and evening sessions being linked to provide a truly

extended curriculum. This is a model which could be used more frequently and provide a focus on the provision of an enhanced residential education.

Provides a successful induction and training programme for all staff at the school to keep their knowledge and skills up-to-date

9. The school places a high priority on staff induction and training with the appointment of a full time non-teaching head to manage this aspect of the school. Time is also made available on Friday afternoons for staff training and meetings. Wells Park is the lead school in the Essex Primary Collegiate and adopts an external training role. The school does find it difficult to recruit experienced teachers. There is also a significant turnover of teaching staff and therefore the school relies heavily on good quality training to develop the staff. Information provided to staff and in particular the school handbook is of a high standard. The induction process is very good with regular formal support over a year for both teaching and support staff. A measure of success for this approach is demonstrated by the fact that two newly qualified teachers passed their induction year and are now established teachers in the school. They both appreciate the level of support that was provided and are committed to continual professional development. There needs to be a balance between increasing personal qualifications and gaining experience through full involvement in all aspects of this residential school. The school is also an accredited teacher training provider which means that they are in a position to employ registered teachers and support them through to qualification. The school does currently employ a registered teacher and there are detailed plans to provide increased support with additional non-teaching time, visits to mainstream schools and the use of an external assessor. The school is actively addressing the problem of teacher recruitment and the training department is effective in developing the knowledge and skills of relatively inexperienced teaching staff.
10. The training ethos of the school helps to develop good staff morale and support is provided to minimise the stress that staff experience. Appraisal is in place and effectively identifies training needs for the school and personal development. The school development plan very clearly identifies training needs for a one-year period and the process is in place to easily extend this into the future. The school has produced a performance management policy and is progressing towards the implementation of this. The school is the lead school in the Essex Primary Collegiate and promotes an open environment where pupils are very used to visitors on site. They can also see that learning is for life as adults take part in learning as well as children. Staff evaluate the impact of training on their own practice but the school is yet to develop procedures to formally evaluate the impact of training on the progress that pupils make. However, the director is clear that the school must have total focus on the needs of the children and additional projects must not impinge on the standards and quality in the school.

Manages detailed assessment, recording and reporting procedures to ensure that the needs of pupils are met through effective planning

11. The head of education is a good manager and has worked hard to introduce effective procedures for assessment, recording and reporting which are applied consistently across the school. She is well supported in the development of the curriculum by the hard work and commitment of the staff. Arrangements for assessing pupils' achievements through individual target setting procedures are very thorough because individual education plan procedures are well established. There is a clear schedule for setting and reviewing these targets. The head of education analyses the amount of improvement in number and reading ages each year; therefore, the school is fully aware

of pupils' progress in each of these areas. In addition, they set specific targets for pupils to improve in English, mathematics and science each year; therefore even small gains are recorded annually. Where pupils do not make the progress expected in the previous year then there is insufficient evaluation of the reasons for this. The various assessment details for each pupil are comprehensive, but are not used to judge whether individual pupils are being challenged sufficiently. There are pupils in the school who are capable of achieving National Curriculum level 4 by the end of Year 6 and it is essential that the school uses its thorough systems to promote high expectations for all pupils.

12. Targets are displayed at the beginning of each lesson. These are discussed with the class but teachers do not set individual learning outcomes for each pupil at the beginning of a unit of work to enable their individual progress against expectations to be assessed. Pupils' records provide a broad picture of the strengths and weaknesses in pupils' work, behaviour and personal development. The school keeps useful portfolios of pupils' work to demonstrate their progress. Their work is marked and further development is encouraged by constructive staff comments which also indicate the amount of support required for the pupil to complete the work. Staff ensure that pupils' achievements are acknowledged and celebrated in class and whole school events.
13. Reports to parents are detailed and the annual review procedures are very thorough. There is a very high attendance rate of parents at annual reviews and this is an accurate reflection of the very good working relationship between the school and parents. The school are aware of the need to increase the level of academic challenge for the more able pupils in the school and parents are supportive of this development.

WHAT COULD BE IMPROVED

Pupils' attendance in the school is unsatisfactory and this limits the achievements of some pupils.

14. The overall level of pupil attendance in the school is unsatisfactory. The pupil attendance for last year was 88%, which is a significant decline since the last inspection. During the last academic year there was some poor daily attendance. Current analysis of a random week this term shows that pupil attendance at 79% is a significant concern. A small number of long-term absences do have a particularly adverse effect on the pupil attendance figures. Scrutiny of pupils' attendance in Year 6 during the last academic year shows some very poor attendance and an overall figure of 81% for the year. The progress of some pupils, especially in the year prior to their SAT's, is limited by their poor attendance and this has a negative effect on their learning and consequently their achievements at the end of Key Stage 2.
15. The school registers are marked in accordance with their own marking system and they do not use the LEA marking scheme. The school's system provides insufficient clarity in respect to the marking of absences. An education welfare officer visits on a monthly basis to check the registers and produces a monitoring tick sheet. Unsatisfactory attendance combined with a low number of pupils on roll often means that some tutor groups have very small numbers and consequently this limits the social interaction of some pupils. The school has the advantage of providing high quality residential care which should limit the fluctuations in pupil attendance during the week, although, if pupils are ill, they are cared for at home. The director is very aware of the school's problems regarding unsatisfactory attendance and needs to improve the school's approach and strategies aimed at improving pupil attendance.

Provide more opportunities to enrich the pupils' curriculum.

16. The school curriculum has improved since the last inspection but the range and quantity of opportunities provided to enrich the pupils' curriculum are insufficient. There is an efficient system for organising and planning education visits including a parental consent slip. There has only been one education visit planned so far this term. This was a brief opportunity for pupils to complete a traffic survey at the top of the road during which they collected data to complete a graph. During the past year a small number of pupils enjoyed a visit to the seaside which was linked to a geography topic and they enjoyed the day despite the weather. As part of a history topic the school visited a Celtic camp in Hertfordshire giving the opportunity for pupils to see for themselves rather than being told and this helped their history topic to be more interesting. Other visits include an excursion to the Imperial War museum in Duxford and 8 pupils went to see a Christmas pantomime in a local village. The school does not provide enough educational visits, so limiting the opportunities pupils have to develop their social skills and increase their knowledge of their own and different cultures. The pupils do require a high level of staff supervision when out of school, but there are sufficient staff to provide cover. The school's target for each pupil to take part in at least one education visit each year is unambitious. The school runs its own car and hires a minibus or coach when necessary.
17. In the past the school has organised residential trips away from the school. Staff are clear that there is great value to be gained by the pupils from the experience of residential trips to support their social and curriculum development. The school misses opportunities for the care and teaching team to successfully extend the pupils' knowledge of a wider environment
18. Some of the activities provided in the evenings do extend the pupils' curriculum but this is usually incidental rather than planned. There is insufficient emphasis on extending the curriculum into the evenings, this is demonstrated for example by the lack of homework for senior pupils. Book week is a good example of an activity, which truly enriches the pupils' curriculum and involves all of the staff. This event has a theme, involves poets, storytellers and parents can join in either in the daytime or in the evening. This is a model of good practice on which to base further ideas to extend and enrich the pupils' curriculum and provide a full 24-hour residential education.

Increase the number of pupils on roll to improve the schools efficiency and value for money.

19. The school currently has 30 pupils on roll but provision for 42 is mentioned in the school's brochure and the school has previously been able to meet the needs of up to 49 pupils. The school is very keen to be full and provide an increased number of pupils with the opportunity to benefit from a residential education in Wells Park School. Providing residential education for 49 pupils with the current sleeping accommodation would, from the school's perspective, pose a particular challenge. The uncertainty regarding pupil numbers which at times during the year falls below the current number on roll is a limiting factor in allowing the school to make long term plans.
20. The school is funded for 40 places which provides the opportunity to plan for that capacity over a twelve month period. The significant difference between the number of pupils on roll and the places funded means that the cost of each pupil at the school is much higher and this adversely affects the value for money provided by the school. Staff work hard and are committed to the school but the number of teaching and support staff is also linked to a capacity of 40 pupils. Their skills and time are therefore not being used

to the full and the school has a very beneficial teacher pupil ratio is very high when compared to similar schools. Pupils do gain the benefit of increased staff time and this particularly helps to form good relationships between staff and pupils and promotes pupils' good personal development. There are times when there are too few pupils in a group to provide opportunities for sufficient social interaction. The management structure is very individual to the school and is designed to cater for the needs of a larger number of pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors and the director should:

- Improve the level of pupils' attendance in the school and raise the achievements of pupils.
- Increase the opportunities provided for pupils to take part in education visits, residential trips and extended curriculum time to enhance the enrichment of their 24-hour curriculum.
- Develop a strategy to focus on an increase in pupil numbers so that they operate at their capacity, increasing the efficiency and value for money of the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0.0	0.0	39	56	5	0.0	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	30

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	0
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	12

Unauthorised absence

	%
School data	0

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	
Black – African heritage	
Black – other	3
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	27
Any other minority ethnic group	

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y1 – Y7

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	3.8
Average class size	6

FTE means full-time equivalent.

Education support staff: Y[] – Y[]

Total number of education support staff	5
Total aggregate hours worked per week	165

Financial information

Financial year	1999-2000
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	£
Total income	879600
Total expenditure	878720
Expenditure per pupil	28346
Balance brought forward from previous year	50030
Balance carried forward to next year	50910

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	29
Number of questionnaires returned	21

Number of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	11	7	2	0	0
My child is making good progress in school.	14	6	0	0	0
Behaviour in the school is good.	8	9	2	0	0
My child gets the right amount of work to do at home.	11	10	0	0	0
The teaching is good.	15	6	0	0	0
I am kept well informed about how my child is getting on.	14	7	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	18	1	0	0	0
The school expects my child to work hard and achieve his or her best.	15	6	0	0	0
The school works closely with parents.	16	5	0	0	0
The school is well led and managed.	19	2	0	0	0
The school is helping my child become mature and responsible.	12	8	0	0	0
The school provides an interesting range of activities outside lessons.	18	3	0	0	0