

INSPECTION REPORT

THE GROVE SCHOOL

Berwick

LEA area: Berwick upon Tweed

Unique reference number: 122385

Headteacher: Mrs Elizabeth E Brown

Reporting inspector: Mr Keith Woods

Dates of inspection: 14th – 15th November 2000

Inspection number: 223649

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:	Non-maintained special
Age range of pupils:	3 - 19
Gender of pupils:	Mixed

School address:	Grove Gardens Tweedmouth Berwick upon Tweed NORTHUMBERLAND
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Postcode:	TD15 2EN
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Appropriate authority:	The Governing Body
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Name of chair of governors:	Mr L J Pearson
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Date of previous inspection:	3rd February 1997
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The pupils have a very positive attitude to work and are very well behaved. Where challenging behaviour does occur it is expertly dealt with by staff.	
Pupils make very good progress across the curriculum and suitable challenging targets are set in the individual education plans leading to high standards.	
Relationships in the school are excellent both between the pupils and also between adults and pupils, pupils' personal development is very good.	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Grove is a small mixed special school catering for 25 pupils. The school is designated as a school for pupils with severe learning difficulties aged 3 – 19 years. The pupils on roll have a wide range of special educational needs with a small number having profound and multiple learning difficulties. In addition there are pupils with challenging behaviour and autistic spectrum disorders.

Pupils are drawn from within Berwick itself as well as the surrounding area including areas of Northumberland and the Scottish Borders, which can result in a lengthy journey to school. There are 6 pupils eligible for a free school meal. At present there are no pupils due to leave for more than 2 years, the school is currently unable to easily offer places to other pupils seeking admission.

HOW GOOD THE SCHOOL IS

The school is very well led and managed. It provides very high quality teaching and learning for the pupils within an extremely well planned curriculum experience. Pupils in the school are very focussed on learning and achieve very good progress which is built on raising self esteem and focusing on the education process. Pupils respond very positively to the school environment and grow as individuals both personally and academically. High standards are achieved within a positive, caring environment. A great deal has been achieved by the school which gives very good value for money.

What the school does well

- Very good leadership and management from governors, headteachers and key staff.
- The quality of teaching is consistently very good across all areas of the school.
- The quality of learning is consistently very good across the school, supported in lessons by carefully chosen activities that enable all pupils to make good progress.
- The pupils have a very positive attitude to work and are very well behaved. Where challenging behaviour does occur it is expertly dealt with by staff.
- Pupils make very good progress across the curriculum and suitable challenging targets are set in the individual education plans leading to high standards.
- Relationships in the school are excellent both between the pupils and also between adults and pupils; the pupils are educated in a safe caring environment.
- The school offers a broad, stimulating curriculum to each individual pupil and provides very good spiritual, moral and social education.

What could be improved

- The registration of pupils arriving after the start of the school day to ensure an accurate knowledge of pupils on site.
- Its specialist teaching facilities for some pupils e.g. sensory room, hydrotherapy; to increase the range of activities available to pupils.
- The overall facilities for pupils especially in relation to outside play areas.

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 February 1997. The one key issue at the time which related to the introduction of staff appraisal has been fully implemented. This is now being further developed in line with the new performance management arrangements. The school was

described in 1997 as very successful and this continues to be the case. The building and facilities have been improved since 1997 and the quality of education continues to improve with all teaching now being good or better. This is a highly successful school which continues to strive for improvement.

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

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

Pupils have an individual programme set for them within the curriculum as well as individual targets which are relevant and challenging. This leads to very good progress across the age ranges of the school. Speaking and listening is very well developed, reinforced with signing (Makaton) as appropriate. Some excellent progress is achieved in reading and mathematics especially at Key Stage 2. All pupils work extremely hard at achieving their targets in the individual education plans (IEP's). Inevitably pupil progress is variable, although the school ensures that all pupils are developed across the range of achievements to their full potential.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The attitudes of pupils to the school are very good. Pupils work extremely hard and their attitude during an intensive school day creates an extremely positive working environment.
Behaviour, in and out of classrooms	Pupils are attentive and polite. Within lessons they follow instructions as appropriate and are helpful, orderly, with some taking on responsibility outside lessons. Lunchtime is a very orderly and social experience.
Personal development and relationships	Pupils make very good progress. Relationships in the school are excellent between all members of the educational community.
Attendance	Attendance is very good and pupils enjoy coming to school.

Pupils have a very good attitude to school and their work. There is a strong sense of educational purpose in the school and the pupils work hard with a very positive attitude. The behaviour both in and out of class is very good. Where instances of challenging behaviour occur they are expertly dealt with both by teachers and teaching assistants. The school is a very orderly community where pupils make good progress in their personal development.

Relationships between pupils and with adults are excellent. The family nature of the school outlined by governors and parents is clearly evident in practice. Attendance is very good with most pupils provided with transport to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5	aged 5-11	aged 11-16	aged over 16
Lessons seen overall	Very good	Very good	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.

Overall, teaching is very good across all subjects and year groups. Teachers have good subject knowledge and are enthusiastic. Lessons are very well planned and adults have high expectations of the pupils. The teachers are extremely well supported by the teaching assistants who have the same enthusiasm for their work. The arrangements to support the headteacher's class are working very well. The individual planning ensures all pupils' needs are met, with a great emphasis placed on literacy, numeracy and personal, social and health education, which are all taught very well. Pupils' learning is very good, with pupils having a positive attitude to their studies and good relationships which foster a positive working atmosphere. All of the teaching seen was good or better with 90% being very good or excellent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum on offer is broad and balanced and fully meets statutory requirements. Each individual pupil has a good curriculum programme which is greatly enriched by the use of the facilities in the local community.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good. The work permeates the school from assemblies to lessons; to out of school activities. Pupils are taught to respect and value others, and independence is encouraged from an early age.
How well the school cares for its pupils	The quality of care is very good. The care and support that pupils receive is a major strength of the school.

The curriculum fully meets statutory requirements and provides a rich and varied experience for the pupils both within the school and within the community. The development of the whole individual is important to the school and their all round progress and development is fostered throughout by all staff. Lunchtime provides an orderly and sociable experience for the pupils. Visits, playtimes and lessons all provide experiences which enable the development of personal and social education. The school's quality of care is very good, with all staff sharing a commitment to a high quality of care for all pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and effectively managed. There is a strong sense of purpose in the school and the strong leadership and management permeates the school.
How well the appropriate authority fulfils its responsibilities	The governors are highly committed to the school and have a good understanding of their role. They provide good support and fulfil their responsibilities very well.
The school's evaluation of its performance	The governors and senior managers have a good understanding of strengths and areas for development. The school's self evaluation is strong.
The strategic use of resources	The school makes very good strategic use of resources to ensure maximum effect in raising standards.

There is very good strategic leadership from the governors, headteacher and key staff. The headteacher provides excellent leadership and is a significant factor in the success of the school. The whole school community act as a team with a shared sense of purpose rooted in the aims of the school. The governors provide very good support to the school and have the expertise to assist as appropriate. The school's own self evaluation is good and provides a firm base from which the school can further develop.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like the school. • They are kept well informed about how their children are getting on. • They feel comfortable in approaching the school. • The school expects their children to work hard and achieve their best. • Their children are making good progress and are well behaved. • The school is well led and managed and works closely with parents. • The school is helping the children become more mature and responsible. 	<ul style="list-style-type: none"> • Services from health and social services.

Fifty per cent of questionnaires were returned and revealed an overwhelming support for the school. In all areas the parents were extremely positive about the school, which matches the inspectors' views. The only area where all answers were not positive was that concerning the amount of homework. This area is entirely appropriately dealt with by the school. The one area of concern in the parents' meeting was regarding areas outside the school's remit, that being the amount of support their children receive from other professionals not employed by the local education authority.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

There is very good strategic leadership and management from the governors, headteacher and key staff.

1. The governors have established a very clear set of aims for the school. Governors have also established a full range of policies that cover all their statutory responsibilities. These policies, which are in a simple and readily understandable format, give not only the basic procedures that the governors have adopted, but also set out the basic principles behind those procedures. They provide a very effective mechanism whereby the governors can provide strategic direction for all aspects of the school's operation.

2. The governing body is very well organised, with a clearly defined set of sub-committees. The effective operation of these committees is greatly facilitated by the high quality information with which they are supplied. Individual governors are well informed, have a very clear view of their roles and responsibilities, and are confident in those areas for which they have a particular responsibility. There is a well established procedure whereby a nominated governor makes a termly visit to the school with a pre-determined agenda, reporting back to the whole governing body on their findings. This, together with the detailed reports provided by the headteacher, enables governors to make decisions in the full light of all relevant information.

3. The headteacher has an excellent appreciation of the school's strengths and weaknesses and a very sharp vision as to the way forward. This vision, which incorporates the long, medium and short term needs of the school, has allowed the development of structures and procedures within the school that are very well matched to its requirements. The headteacher is very ably supported in the leadership and management of the school by all the teaching staff, who, in this small school, all carry additional responsibilities. They play an important and effective role in the planning and decision making process.

4. The strength of the school's strategic direction is further illustrated by the decision taken to appoint a classroom manager in Class 1. The headteacher's well founded appreciation that the school's needs would best be served by this arrangement is confirmed by the quality of the education provided in the class, and the contribution that it has made to the headteacher's ability to effectively manage the school.

5. The high quality of the school's strategic leadership and management has also been illustrated by the successful bid for Beacon School status. This initiative required a major investment in planning and a very clear appreciation of the implications, leading to a very thoroughly considered strategic decision. The decision has been taken with a full understanding of all the potential advantages as well as the possible difficulties, all of which have been considered in detail.

The quality of teaching is consistently very good across all areas of the school.

6. The quality of teaching is very good or better in well over three quarters of all lessons and it is good in all others. This standard of teaching is found across the whole school, in all subjects and with all year groups. Teachers have good subject knowledge and convey their

enthusiasm to the pupils. They demonstrate a very deep understanding of the capabilities of the individual pupils in their class and are highly skilled in adapting the work to their individual needs. This is clearly illustrated in their planning where, in a Key Stage 2 class for example, pupils were taught as a group for one section of a literacy lesson and then worked on individual tasks matched to their needs. A further strength of the planning is the way in which teaching assistants are involved at every stage and thus have a very clear understanding of what is required of them.

7. Teachers have very high expectations of the pupils, particularly in terms of the volume of work that the pupils will do. Thus, for example, teachers divide lessons into a series of short activities so that the interest of the pupils is retained throughout. A major strength of the teaching, again found across all subjects and age groups, is the excellent relationships that the teachers and teaching assistants have established with the pupils. They are thus enabled to give their pupils more freedom and encourage them to gain confidence to work independently, as in a Key Stage 3/4 class, where pupils were making a periscope.

8. Teachers make very effective use of praise to encourage the pupils. They take great care to build up the self esteem of the pupils by always reacting in a positive manner. This is a well used strategy to promote both achievement and personal development. Thus when working with pupils who are writing, they encourage pupils with praise as they complete each step of the task. Similarly pupils taking lunch are praised for their good manners and politeness. Teachers deal with challenging behaviour very effectively, for example in a Key Stage 1 class, a pupil was gently but firmly restrained and by repeated encouragement persuaded to continue with the task that had been set.

9. Teachers make very good use of information technology to support pupils' learning. They select appropriate computer applications that stimulate and motivate pupils, as in a Key Stage 3/4 class where pupils used computers to develop their communication skills by responding to both aural and visual stimuli. Good use is also made of a wide range of other material and equipment such as books, artefacts, construction equipment and art materials. Thus in a Key Stage 1 class pupils were able to use a variety of constructional equipment and in so doing develop their manipulative skills. In a Key Stage 3/4 class pupils used paints to depict an object and had made a textured, decorative picture with coloured glass.

10. A further strength of the teaching, again found across all age groups, is the way in which teachers seek to improve the communication skills of the pupils. They adopt a wide range of strategies including both written and oral communication. Thus, for example, in a Key Stage 2 class, pupils were encouraged to respond to questions about the use of words, posed by the teacher. Teachers also take every opportunity to promote the pupils' personal and social development, building suitable activities into their lessons, for example in a Key Stage 3/4 class where pupils were encouraged to play a game in which there were winners and losers.

The quality of learning is consistently very good across the school, supported in lessons by carefully chosen activities that enable all pupils to make good progress.

11. The curriculum is broad and balanced so that all pupils have full access to a very wide range of educational opportunities. These include a large number of activities that take place off the school site including swimming and horse riding. Older pupils have the opportunity to attend academic and vocational courses, appropriate to their needs, at local mainstream schools. Where possible pupils are given access to all the subjects of the national curriculum. The school's provision meets all the statutory requirements. The school plans its timetable around the needs of individual pupils, a complex arrangement, but one that works very well, to the benefit of all the pupils.

12. The quality of learning is very good or better in well over three quarters of the lessons and good in all the others. This is the result of the use by teachers of a very wide range of carefully chosen activities that are very carefully matched to the needs of the individual pupils. Moreover, the activities are chosen to challenge the pupils, and by giving careful attention to each pupil's progress, they are encouraged to move on to more demanding tasks as quickly as possible. Thus in a Key Stage 1 class pupils working on literacy based activities were given a wide variety of tasks that included letter and word recognition, simple games, oral questions and written tasks. Learning in these activities was enhanced by the insistence of the teacher on high standards, for example in the correct formation of letters.

13. Another key feature that very effectively enhances the quality of the learning is the ethos of hard work and perseverance that permeates the school. Teachers and teaching assistants have very high expectations of the pupils in terms of their work rate and ensure, by means of well chosen activities and constant support, that they remain on task at all times. This creates a calm and businesslike atmosphere in the classrooms that encourages the pupils to enjoy their studies and work hard. Older pupils, who have assimilated this ethos automatically seek to commence a purposeful activity when they enter the classroom, as for example when they use the computers for a variety of tasks such as using a paint box program.

14. The school provides many opportunities for pupils to develop respect, tolerance and independence, for example by allowing the pupils to take responsibility for tasks such as the collection of registers and the facility to use computer equipment. The provision in personal, social and moral education plays a key role in the development of learning skills by promoting the self respect and independence of the pupils. Throughout the school day there is a very strong emphasis on personal, social and moral development, good behaviour and on self discipline.

The pupils have a very positive attitude to work and are very well behaved. Where challenging behaviour does occur it is expertly dealt with by staff.

15. Throughout the age range of the school and across the subject areas, pupils' attitudes are very positive. They enjoy school and are keen to attend. During lessons they have an extremely positive attitude which is fostered by a high level of dedicated and enthusiastic staff. During an art lesson, which constructively used information communication technology, pupils' attitudes were excellent, they listened attentively and offered suggestions in a very polite and disciplined manner.

16. The behaviour of the pupils at all times is very good. The high adult-pupil ratio assists in maintaining a good working atmosphere, with pupils being very well behaved. The same level of politeness and caring is displayed at lunchtimes and breaks. Pupils have good relationships with one another and with adults. The pupils respect and respond well to adults, and are able to express themselves with confidence.

17. There are some pupils in the school with severely challenging behaviour, this is particularly noticeable with the younger pupils. The teachers and teaching assistants show great skill and patience in dealing with this demanding behaviour. This was particularly evident in writing lessons for younger pupils, where biting and scratching by a pupil was extremely skilfully managed.

Pupils make very good progress across the curriculum and suitable challenging targets are set in the individual education plans leading to high standards.

18. At all key stages pupils are making very good progress as appropriate to their abilities. The school works hard to ensure effective communication skills; and speaking and listening is well developed across the school. The more able pupils in Key Stage 1 have progressed well, from entering the school with little language skills, to being quite expressive when speaking and singing by the end of Key Stage 1. They are able to undertake simple tasks requiring the use of language and social skills, such as taking the register to the office. Participation in nursery rhymes and listening to rhythm and music are all encouraged and well developed. In Key Stage 2 some pupils can follow instructions and relay messages accurately. The use of signing (Makaton) enhances communication where necessary. In Key Stages 3 and 4 the more able pupils have progressed to being able to converse with adults and be confident when speaking and listening with adults.

19. Reading skills are well developed in the school. Pupils' progress is excellent in some cases; for instance in Key Stage 1 pre reading and simple word recognition is developed. By Key Stage 2 one pupil is able to read simple text and express opinions. By the end of Key Stage 4 reading skills have developed well, with pupils reading more complex sentences. Progress files and individual education plans show the good progress pupils are making as appropriate to their ability. This is clearly seen in writing skills which develop well from pre writing, to overwriting the teachers' script, to copying and individual sentence construction.

20. Pupils make very good progress in mathematics. They progress from pre number skills at the beginning of Key Stage 1 to simple addition and the use of money. Where they are able, pupils have progressed to being confident and competent with basic number skills and recognising and using coins. The individual education plans and annual reviews are very thorough and detailed. They indicate that good challenging targets are set for individuals which contributes to their achievements across the curriculum areas, including personal, social and health education.

Relationships in the school are excellent both between the pupils and also between adults and pupils, the pupils are educated in a safe caring environment.

21. Pupils are relaxed in each other's company and work hard in a safe purposeful atmosphere. They are willing to take turns and take pride in each other's achievements. During lessons pupils work well together in groups and as a whole class. Outside formal lessons, such as at lunchtimes, the pupils are relaxed in each other's company and are polite and helpful.

22. All staff have a very positive relationship with the pupils. The non teaching staff, the teachers and teaching assistants are always pleased to see the pupils in the morning and foster the excellent relationships evident throughout the school. The contribution of governors and staff helps to create a safe and secure environment in a warm friendly atmosphere.

23. The school takes great pride in its pupils who are educated in a safe, caring environment. The procedures for health and safety and the pupils' overall welfare are excellent. Pupils are well known to staff who offer good support to the them and their families.

The school offers a broad, stimulating curriculum to each individual pupil and provides very good spiritual, moral, social and cultural education.

24. The school provides rich and varied experiences for the pupils both within the school and the wider community. The broad and balanced curriculum is individualised for the pupils, to ensure that not only do they receive their entitlement, but it is delivered to meet each individual's needs. The curriculum is enriched by the use of the community e.g. riding, the sports centre and swimming, but also through visits to places of interest. The wider curriculum generally assists in pupils' social development. The whole curriculum planning is further developed by a focus on pupils' individual education targets which are delivered through the curriculum on offer. Where appropriate pupils attend local mainstream schools with one pupil achieving GCSE art and currently studying for a GNVQ in health and social care. During the inspection, a group of pupils from the local middle school were working alongside older pupils in the Grove School.

25. The curriculum planning, both long, medium and short term, is a major strength of the school. The planning around themes (sound and light during the inspection) is well conceived and effective. Some very good examples of cross curricular work were seen and the use of information communication technology to reinforce work in English and mathematics is very good.

26. Pupils' spiritual, moral, and social development is very good. Assemblies develop spirituality and this is reinforced during the day e.g. lunchtime. Pupils' moral and social development is enhanced by the positive and constructive ethos in the school and the high expectation of pupils' behaviour in and out of lessons. The lunch time experience greatly reinforces pupils' social development with good manners and politeness encouraged. The Operation Christmas Child Shoe Box Appeal for children abroad and work with UNICEF are good examples of how the school establishes a rich, stimulating environment in which pupils learn and progress.

WHAT COULD BE IMPROVED

The registration of pupils arriving after the start of the school day.

27. The school attendance rate is very good but pupils are not registered if they arrive after the start of the school day. Whilst the staff feel they know who is in the building at any one time and registration takes place later, there is the potential for difficulties to arise in an emergency.

Further improve its specialist teaching facilities for some pupils e.g. sensory room, hydrotherapy.

28. There is a varied range of special educational needs in the school and a few do require very specialist facilities such as sensory stimulation and hydrotherapy. Whilst these facilities are adequate, they could be further improved to enhance the pupils' curriculum experience. The sensory room facilities would benefit from further improvements to provide a greater range of light and sound stimulation to the pupils. The hydrotherapy pool, whilst adequate, is cramped for some pupils, especially as they get older. The space in which the pool is used and its changing areas are also cramped.

Seek to improve the overall facilities for pupils especially in relation to outside play areas.

29. The school is on a very cramped site with few outside facilities for the pupils. The

outside play area is severely restricted due to its use as a car park for staff and visitors. This restricts the play activities for pupils and increases the need for close supervision of pupils. The gate to the yard/car park was often left open during the inspection increasing the need for vigilance.

30. The school has a major storage problem and during the inspection the entrance to the boys' toilet was almost blocked at times by pushchairs being stored. The school has used the building as creatively as possible with every space and corridor used for storage and shelving. This is despite the fact that recent extension to the building has created additional space and a new classroom.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. In order to further improve the very high quality of education provided for pupils, the governing body, headteacher and staff should:

1. ensure the registration of pupils arriving after the start of the school day.
2. further improve its specialist teaching facilities for some pupils by enhancing the sensory room and hydrotherapy pool.
3. seek to improve the overall facilities for pupils especially in relation to outside play areas by establishing a confined play area for pupils, separate from the car park.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
29%	67%	5%	-	-	-	-

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	25
Number of full-time pupils eligible for free school meals	6

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	0

Attendance

Authorised absence

	%
School data	9.6

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	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	25
Any other minority ethnic group	

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– Y11

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	0
Average class size	8

FTE means full-time equivalent.

Education support staff: YR – Y11

Total number of education support staff	12
Total aggregate hours worked per week	290

Financial information

Financial year	1999-2000
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	£
Total income	245050
Total expenditure	245118
Expenditure per pupil	13618
Balance brought forward from previous year	12620
Balance carried forward to next year	25221

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	25
Number of questionnaires returned	12

Percentage of responses in each category

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

Other issues raised by parents

The one area of concern in the parent's meeting was regarding areas outside the school's remit, that being the amount of support their children receive from other professionals not employed by the local education authority.