

**BREWOD SCHOOL
86 LONDON ROAD
DEAL
KENT CT14 9TR**

Reporting Inspector: Miss K Bull M HMI

Dates of Inspection: 8-9 February 2000

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Information about the school

Type of school:	For pupils with emotional & behavioural difficulties
Type of control:	Independent
Age range of pupils:	7-13 (Years 3-8)
Gender of pupils:	Co-educational
School address:	86 London Road, Deal, Kent CT14 9TR
Telephone number:	01304 363000
Fax number:	01304 363099
Headteacher:	Mr Keith Turner
Chairman of the Board of Governors:	Mr John Baker
DfEE number:	886/6070

The inspection team comprised:

Miss K Bull HMI (Reporting Inspector)

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MAIN FINDINGS

Brewood School provides good pastoral support for pupils who are looked after and are either in foster placements or who live in one of the organisation's children's homes.

The school's provisional registration with the Department for Education and Employment (DfEE) has, since 1995, been amended on three occasions. This has resulted in the age range being widened to include pupils up to the end of Year 8. The school has now admitted Year 9 pupils with the result that they are finding it difficult to meet their pupils' educational needs.

The unqualified teachers who provide education for the older pupils, and the restricted accommodation, constrain both the range of what is taught and the teaching strategies employed. Nevertheless, pupils make progress and some, particularly primary aged pupils and those with learning difficulties, gain sufficient confidence to attempt a range of learning tasks across the curriculum. Pupils' social and emotional progress is steady and, in the time that Brewood has been opened, it has successfully reintegrated pupils into a range of mainstream schools.

The quality of teaching is at least satisfactory in the majority of lessons. In just over one third of lessons the teaching was good. Sound relationships are established between adults and pupils. The expectation that pupils are in school to enjoy the learning process with a view to demonstrating achievement is well established. Learning support staff are conscientious and provide valuable assistance to teachers. However, their roles and responsibilities are insufficiently developed.

The school provides a reasonably broad and balanced curriculum which endorses the National Curriculum and religious education (RE). All subjects have suitable policies and schemes of work, but certain elements of art, design and technology (D&T) and science are not taught due to the lack of teacher expertise or the restrictions of the accommodation.

The assessment of pupils' academic progress is satisfactorily maintained. Reports for each pupil are produced termly. A considerable amount of day-to-day information is gathered about each pupil but this is inadequately used to guide teachers' planning. Similarly, the school prepares suitable individual education plans, but staff seldom make pupils aware of their progress towards the targets set during lessons. There are no targets set to address the pupils' behavioural difficulties. Currently, pupils are not given the opportunity to sit the National Curriculum assessment tests. This reduces the quality of the information available about pupils' levels of performance and attainment.

The school successfully promotes the pupils' spiritual, moral and social development, but occasionally opportunities to reinforce their cultural understanding and appreciation are missed.

There are sufficient staff for the number of pupils on roll. However, only half the teachers are suitably qualified and currently, with the exception of science, the Key Stage 3 pupils are not taught by subject specialists. None of the teaching staff has regular in-service training to support curriculum development or to improve their

knowledge and understanding of those subjects they teach outside their specific expertise.

The school, being part of Lynstead Children's Services, is supported by a management structure where the general manager has broad oversight of educational provision and the work of the headteacher. On a day-to-day basis the school operates smoothly. The unpredictability of placements, and the unknown and the often short length of stay for some pupils, however, places pressure upon the headteacher who has to manage the issues arising from these uncertainties, in addition to a significant teaching commitment. There is no school development plan, though one is in preparation. As yet the school has no separate and delegated budget and so cannot be fully accountable for the financial planning of any proposed educational developments.

Both the premises and the accommodation have some significant strengths and weaknesses. The school is well located and accessible but the grounds are inadequately secure and are used for car parking. As a result pupils cannot benefit from any form of outside play or recreation. Internally, the accommodation is clean and bright and space is well used. But the existing specialist areas for use by pupils at Key Stage 3 are small and restrict curriculum breadth for science, D&T, art, music and food technology and there are insufficient class bases for the number of pupil groups.

KEY ISSUES FOR ACTION

The proprietors should:

- review the age range of the pupils and, in discussion with the DfEE, seek clarification on the agreed arrangement;
- ensure that both the qualifications of staff and the school's accommodation can adequately meet pupils' stated and assessed needs;
- seek ways of developing the curriculum for Key Stage 3 art, science and D&T to include a broader range of practical options;
- devise a means by which assessment data can be more effectively used to assist in the planning of lessons and the setting of realistic targets for pupils;
- introduce the National Curriculum assessment tests and teachers' assessments at Key Stages 2 and 3;
- reconsider the role and deployment of learning support assistants focusing their work more directly upon assisting pupils to meet targets set to improve their behaviour and concentration;
- arrange for regular curriculum-based in-service training for teachers;
- review the role and responsibilities of the headteacher;
- ensure that a school development plan is devised which prompts both consolidation of the recent development work and identifies and supports priorities for future initiatives;
- ensure that the school has a delegated budget to enable it to cost and identify its priorities for development;
- enable pupils to have safe and secure access to external play and basic recreational areas.

INTRODUCTION

Characteristics of the school

Since 1995, Brewood has been provisionally registered with the DfEE as a day school for up to ten boys and girls aged between 7-13 years (Years 3-8). The school is part of Lynstead Children's Services. In the main, it offers places to those children being looked after who are also referred to the organisation's children's homes and who, for a variety of reasons, are unable to attend mainstream schools. When available, school places are offered to other fostering agencies and services. The majority of pupils have been assessed as having special educational needs. All pupils have emotional and behaviour difficulties and a small minority have additional learning problems or moderate learning difficulties. As an outcome of traumatised and/or fragmented family experiences a high percentage of these pupils have not previously had continuous access to education. At present there are 5 boys and 3 girls on roll five of whom have statements of special educational need. Three pupils have been placed by social services departments (SSD) and five are dual funded by SSD and their local education authority (LEA).

Brewood aims to provide "a safe, friendly, non judgmental environment to enable, empower (pupils) to develop personally, socially, morally, emotionally, spiritually and intellectually".

The current annual fee is £14,742.00.

Key indicators

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

	Authorised absence	Unauthorised absence
R-Y6 (4-11 years)	0	0
Y7-11 (11-16 years)	2.6	1.3

Exclusions

There were no exclusions of pupils during the previous academic year (1998/99).

Quality of teaching

Percentage of teaching observed which is:

	%
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Very good or better	0
Satisfactory or better	86
Less than satisfactory	14

National Curriculum Assessments

The school does not undertake National Curriculum assessment tests.

Public examinations

No public examinations are taken.

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

A number of pupils attain standards in line with national expectations. The school works hard to ensure that pupils are reintegrated into mainstream schools as soon as their behaviour and emotional turbulence has stabilised sufficiently to ensure a successful transfer.

The majority of pupils placed at the school have significant gaps in their knowledge and understanding because of previous patterns of irregular attendance, frequent changes in foster placements, histories of exclusion and family circumstances. A small minority also has considerable learning difficulties. Inspection judgements are therefore made in relation to the progress these pupils have made over a period of time.

Pupils' progress in the lessons and one-to-one sessions ranged from unsatisfactory to good. In 86 per cent of lessons it was satisfactory or better. This is indicative of pupils' desire to achieve and to improve their basic skills in a range of subjects.

Pupils are gaining confidence to tackle a variety of tasks. Though many need constant re-assurance nevertheless they are moving steadily towards achieving the activities set with greater independence. Within each group at least half can settle quickly and concentrate for periods of up to and sometimes beyond a 30 minute session. This represents considerable improvement for pupils who, in the past, may not have been able to be contained within a classroom setting. Younger pupils, though sometimes difficult to engage in the learning process, have made considerable progress in a variety of areas across the curriculum. A few of the older Key Stage 3 pupils are beginning to consolidate what they have learnt and show signs of enjoyment in their achievements.

Pupils' progress in English is at least sound. They are, at both key stages, benefiting from the emphasis being placed upon developing an understanding of basic grammatical structures; completing comprehension exercises; reading from a range of texts both for meaning and enjoyment; and improving spelling. Several pupils can read at an age-appropriate level and they spoke enthusiastically about some of the books they had discovered and enjoyed. Those who in the past may have been reluctant readers, are, in the main, showing greater interest in literature and will now read aloud from story books and their own creative writing.

Pupils whose reading skills are very limited are beginning to develop an understanding of letter sounds and blends and can recognise by sight simple three letter words. Pupils' oral skills are improving considerably as the school begins to place more emphasis upon discussion and debate. Writing skills also show signs of improvement. Pupils exhibit pride in the stories they have created and older pupils are engaged in writing books with chapters for a younger audience. Some pupils still have difficulty in writing at length but the majority have made progress and are able to write neatly and for a purpose.

Pupils' progress in mathematics is at least satisfactory. Younger pupils are making considerable advances in their knowledge of tables and are enthused by their successes in accurate recall of, for example, the six times table. Those who already had a knowledge of the basic mathematical functions are consolidating previously learnt skills in number work and are applying these to tackle and solve problems with some degree of accuracy. All pupils show an awareness and knowledge of mathematical language and use it correctly when discussing the tasks they are undertaking. At Key Stage 3 some pupils can manipulate fractions and percentages and are developing an understanding of rotational symmetry. Generally, pupils are beginning to feel more at ease with this subject and some have made enormous progress in a relatively short time.

The evidence from the one lesson observed, the scrutiny of pupils' exercise books and discussions with pupils indicates that pupils are making progress in science. They are developing an understanding, and can demonstrate knowledge of basic scientific facts and language. For example, one group of pupils could use the terminology relating resistance and circuits appropriately in discussion, could set up a circuit, and could complete experiments successfully. In general, pupils are making steady advances in the key skills of laboratory practice and experimentation, in producing accurate diagrams, and in observing the rules of sensible and safe behaviour in a potentially dangerous working area.

In all other subjects progress is mostly satisfactory. Because of previously chequered educational experiences pupils have quite significant gaps in their knowledge, skills and understanding. However, improvements are noted in Key Stage 2, for example, in D&T projects (displays and discussions) where pupils have successfully designed clothes for specific purposes; in an art lesson in which pupils showed a good understanding of examining textures and matching and creating shapes appropriate to that texture; and in a music lesson where their appreciation of classical music and their range of musical vocabulary were extended extremely well. Similar successes were observed in Key Stage 3, for example, in a French lesson where pupils made

extremely valiant attempts at reading aloud texts in the target language and where they showed flair in translating from French to English.

The major impediments in extending pupils' knowledge, understanding and skills, particularly in developing reading skills at Key Stage 2 and in most subjects at Key Stage 3, are the lack of subject specialists, the consequent narrow range of teaching strategies and techniques employed and the less than satisfactory specialist accommodation.

Overall, however, the majority of pupils, who in the past may have been reluctant to attend school are able to sit at a desk for reasonable periods of time, listen with an increased degree of attention and are developing more positive attitudes to learning and towards teachers and learning support assistants. Some are also now able to co-operate with peers and to share both materials and adults' time with greater confidence. This represents success.

Attitudes, behaviour and personal development

Most pupils have not enjoyed positive school experiences in the past. They arrive at school with low self-esteem and often with a poor attendance record. On entry to the school there is a gradual acceptance of routines, rules and authority to the extent that attitudes to learning become more positive and, in time, the majority express pleasure at the progress they are making. In most instances, pupils have accepted the need to arrive at lessons on time and to be attentive if they are to achieve. Generally, they settle quickly to work and can, on many occasions, be quietly encouraged to undertake tasks which are quite demanding.

Key Stage 3 pupils' behaviour was moderately unsettled during the inspection. A few incidents were expressly aimed at gaining the attention of visitors. Where other pupils experienced difficulties their outbursts were short lived and after a face saving period of time they returned to their work or settled down on a one-to-one basis with a learning support assistant.

Staffing ratios are high and groups are small. In some cases, such intensive input from, and oversight by, adults resulted in stress for pupils. The detailed recording of notes about pupils' behaviour and attitudes may have contributed to this. Most coped remarkably well with a regime that needs review. In the main pupils' behaviour has improved; a few are able to manage their frustrations and personal difficulties successfully.

Pupils respond well to the quiet low-key approaches to learning and behaviour made by adults. They enjoy the praise they receive for effort and achievements and younger pupils display a pride in the certificates they receive for a range of reasons. Pupils benefit from the close relationships established between the school and the children's homes and generally from the support that all staff give to them in times of difficulty.

Attendance

Pupils' attendance is very good averaging around 98 per cent. These attendance patterns are greatly assisted by the fact that staff from the children's homes

successfully promote an ethos of going to school, a fact which serves pupils who are looked after extremely well. Registers are satisfactorily maintained.

The school also maintains an admissions register which needs some minor adjustments to comply entirely with requirements.

QUALITY OF EDUCATION PROVIDED

Teaching

The quality of teaching ranged from unsatisfactory to good but overall was satisfactory or better in 86 per cent of lessons. Teachers employ suitable methods for encouraging pupils to settle quickly to work. They display considerable patience and tact when dealing with those who wish to evade undertaking the tasks and activities set.

The teachers' subject knowledge varies considerably. Whilst they attempt to keep abreast of current developments and maintain a suitable breadth within and across the curriculum, their lack of experience and expertise is evident in the way some subjects are planned and taught especially at Key Stage 3.

The teachers' planning, however, ensures that the learning themes identified are closely aligned to the overall schemes of work for each subject but the use of assessment outcomes, both daily and accrued, is weak. The setting of targets for individual pupils needs to be improved.

Learning support assistants provide additional valuable support for both pupils and teachers. They work well with the pupils and encourage them at every opportunity. Their roles and responsibilities, however, should be reviewed. Too much of their time is currently taken up with writing about what pupils are doing in lessons. More focused work with individual pupils, helping them to achieve their targets might be of greater benefit.

Adults provide positive role models for the pupils. They work co-operatively and display the best features of good, sound teamwork. They are kind but firm as well as sensitive to pupils' feelings and traumas. These attributes contribute successfully to the school's aim of providing a caring environment.

The curriculum and assessment

The timetable ensures that sufficient time is allocated to each subject, especially numeracy and literacy at Key Stage 2. The school provides a reasonably broad and balanced curriculum which includes the National Curriculum, RE, personal, social and health education (PSHE), sex education and drug awareness. All subjects have suitable policies and schemes of work, but certain aspects of art, science and D&T are not yet included due to either a lack of expertise by the teachers, restrictions caused by inadequate accommodation, or lack of resources.

The national literacy and numeracy strategies have been introduced in Key Stage 2 during the past year but their impact is not yet as effective as it might be. The teachers have had a limited amount of training to implement these initiatives.

It is of note that each subject policy includes advice on suitable teaching and learning styles, marking, ways of reinforcing the subject through cross curricular links and assessment .

Each pupil's academic progress is regularly assessed and a report is produced termly. The teachers' marking is thorough, though not yet standardised. This often takes place with the pupil present which provides opportunities to discuss both successes and difficulties. All adults are skilled at questioning the pupils to check their understanding and monitor their progress.

Currently pupils are not entered for the national standardised attainment tests at the end of Key Stages 2 or 3; neither are National Curriculum teacher assessments undertaken. The school believes it would place undue stress on pupils. However, given the aim of the school to re-integrate pupils into mainstream schools, this policy should be reconsidered, as the absence of test results reduces the quality of the records of the pupils' overall attainments.

Pupils' spiritual, moral, social and cultural development

All adults work hard throughout each day to ensure that the school's good ethos is sustained, that the pupils follow the established routines and that the positive attitudes towards study and each other are maintained. The school successfully supports the pupils' spiritual development through the daily acts of collective worship, which provide a time for reflection and prayer and the RE programme. All staff are effective in helping the pupils to appreciate each other's strengths, tolerate their weaknesses and increase their own self esteem.

The pupils' moral and social development is effectively promoted through the good relationships that have been established throughout the school. Both teachers and classroom assistants are quick to praise good responses and remind the pupils of their inappropriate actions. Lunchtimes are mostly pleasant positive social occasions. In addition, the PSHE programme of study includes several good topics through which teachers can raise social and moral issues in relevant contexts. The pupils have a sound understanding of right and wrong and are often quick to acknowledge instances of unacceptable behaviour and apologise without prompting from adults. There are, however, a few pupils, especially the youngest, who still need further help to accept that making personal comments about others is antisocial and to improve their ability to take turns.

The advancement of the pupils' cultural development is satisfactorily promoted through music, art, French, English and humanities lessons and there are several good examples of the art and lifestyle of Nigerian and other African cultures attractively displayed around the school. However, references to cultural features are seldom included in the teachers' lesson plans and, as a result, opportunities to reinforce this aspect of pupils' development are often missed.

Support, guidance and pupils' welfare

Relationships between staff and pupils are good throughout the school. All staff know the pupils well and are sensitive to their individual needs. There is a suitable child protection policy, which is understood and followed by staff. First aid arrangements are satisfactory. Medicines, however, should be kept in a locked cupboard in a locked room. The incident book is up to date and properly maintained.

Annual reviews are completed for those pupils who have statements but several of the statements need to be revised as they are out of date. Art therapy is provided for several pupils each week. It was reported that these sessions are of particular benefit to certain pupils. Play therapy has just been introduced.

Careers education is included in the PSHE programme but it receives insufficient emphasis and needs further development.

There is a suitable behaviour policy and the modification of the pupils' behavioural and emotional difficulties is a priority. Both teachers and support staff are effective in supporting pupils during periods of distress. They often anticipate potential difficulties and divert pupils to more suitable activities before problems arise. They use praise and encouragement well to reinforce good behaviour. However, the school has yet to produce individual behaviour plans which identify short and medium term targets for pupils who require them.

Partnership with parents and the community

Links between the school and the pupils' care staff and foster parents are sound. Opportunities to exchange comments concerning homework and good work or behaviour are available during arrival and departure periods and through contact books which are completed for all pupils each day.

The school makes regular use of the local sports centre and library, and groups of pupils have visited shops and places such as the nearby fire station as part of their humanities studies. There is currently some reluctance to bring visitors into the school to contribute to the pupils' social and/or educational development as several tend to over-react in the presence of newcomers. This policy should be reviewed; it may be helpful to give pupils opportunities to practise their personal skills of responding appropriately to visitors.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

The aims of the school are embedded within those described for Lynstead Children's Services as a whole. A number of the policy documents, however, refer to procedures and operations pertinent to the organisation, rather than to Brewood as a separate educational provision. This aspect of the school's management has weaknesses in that it fails adequately to make accountable those who provide and plan for the education of pupils on a day-to-day and year by year basis.

The oversight of a general manager, although part of Lynstead's management structure, significantly reduces the roles and responsibilities of the headteacher to the extent that the post could more accurately be described as the teacher-in-charge of education. However, included in the headteacher's duties is the management of the irregular arrival and transfer of pupils; this alongside a heavy teaching commitment. This situation, in part, may have contributed to the school's slowness, until recently, in completing schemes of work and the related policy statements since the school's provisional registration in 1995.

The school is still without a school development plan. Greater autonomy should be given to those responsible for running the school, including the allocation of a delegated budget. Discussions are underway to prepare a strategic plan for the school's future development. This is timely and appropriate.

On a day-to-day basis the school runs smoothly. Staff meet on a regular basis and staff appraisal has been introduced. More effective staff supervision would be helpful.

Despite some of these shortfalls the school provides a positive environment for learning and fosters good working relationships.

Staffing, accommodation and learning resources

Staffing

There are sufficient staff for the number of pupils on roll. Two of the four full-time teachers have fully qualified status and all but one are graduates. In addition, the school employs a part time instructor to teach music throughout the school. With the exception of science, none of the subjects at Key Stage 3 is taught by a specialist. The two teachers who cover most of the Key Stage 2 curriculum, however, are primary trained specialists.

As more pupils within Key Stage 3 have joined the school, so the difficulties of providing a suitable curriculum to meet all their needs have increased. Training to support the pupils' emotional and behavioural needs, and to address other aspects such as health and safety issues, is regularly provided for all staff. However, very little in-service training to assist in curriculum development has taken place. This serious shortcoming is acknowledged by the proprietor and, given the lack of the teachers' subject expertise, this training need should be regarded as a priority.

The school employs two experienced and hardworking learning support assistants. A third assistant from Lynstead's bank staff is covering a vacancy. They all provide useful guidance and assistance by working alongside pupils during lessons. In addition, they are required to monitor individual pupils' behaviour and provide a daily record of their observations for some placing authorities. This practice needs to be reviewed. To ensure that all concerned benefit from such detailed scrutiny, especially the pupils, targets should be set for which the pupil can be encouraged to achieve.

Accommodation

The school is housed in a domestic-style property, well located and in easy travelling distance for the pupils. It is satisfactorily maintained.

Externally, it comprises a small grassed area and a similarly small tarmaced area. Neither of these can be used at present as extended learning environments or for play or recreational purposes. Low walls and lack of security, for example, inadequate fencing, make it unsafe for such activities. Cars are parked on the hard space and exits and entrances are, in two cases, without gates. As the school adjoins a busy road these features could pose health and safety risks.

Internally, staff have worked hard to make rooms welcoming learning environments where displays celebrate pupils' efforts and achievements. New carpeting and repainting have brightened the building considerably and acoustically improved surroundings.

The major weaknesses are those areas designated for specialist subjects where both size and restricted layout reduce both the scope of the teaching and the range of activities that can be undertaken. Further, because of the way in which pupils are now grouped the library is used as a teaching space. This inhibits pupils' ability to undertake independent research and study.

Additional teaching space, with an expansion of specialist areas, together with an office for the headteacher, would improve the accommodation considerably.

There is no medical inspection room. This is a requirement.

Learning resources

There are adequate resources to meet the school's current curriculum requirements but it is acknowledged that more equipment to promote practical work in subjects such as music, art, D&T, physical education and science is needed if all elements of each subject are to be taught. There is a growing library of well chosen fiction and reference material and an increasing range of CD-ROMs available. Greater use needs to be made of the school grounds as a resource for science and physical education. The use of the food technology room should be reconsidered. It is extremely small and unable to accommodate more than two pupils and one adult safely.

The efficiency of the school

The proprietor stated that currently Lynstead Children's Services is developing systems for budgetary control. Consideration is being given to establishing a separate budget for the school. This will be aligned to the drawing up of a school development plan which will identify priorities and have costed targets for development.

There is no separate delegated school budget and subject coordinators who make requests for capitation do so not knowing how much is available for development work within their subject. There is no structure for forward planning over a period greater than one year or for ensuring that staff receive updated and relevant curriculum in-service training.

Staff who have qualified teacher status (QTS) are effectively deployed. Those who do not have QTS make a valuable contribution to pupils' education but are expected to teach too wide a range of subjects to secondary aged pupils. Similarly, the deployment of learning support assistants is not always effective.

The school shares administrative staff with Lynstead. If the school is to expand, it would be more appropriate for it to have a dedicated administrator who could be responsible for arranging certain activities such as annual reviews, day-to-day accounting, school letters, and filing and maintaining pupils' school records.

INSPECTION DATA

Summary of inspection evidence

Observation of:

- 22 lessons, parts of lessons and 1:1 sessions
- 3 assemblies.

Scrutiny of:

- school documentation, including all available policy statements
- pupils' files
- statements of special educational needs
- individual education plans
- incident and punishment (sanctions) books
- admissions register
- attendance registers
- accident book
- fire log.

Discussions with:

- one of the proprietors
- the general manager
- headteacher
- staff
- pupils.
- Inspection of:
 - the premises
 - the accommodation.
- Educational visit:
 - with pupils from Years 6 and 7 to the local library.

Appendix 1

Pupil and teacher numbers

Number of full-time pupils	Girls: 3; Boys: 5; Total: 8
Number of part-time pupils	Girls: 0; Boys: 0; Total 0
Number of pupils on roll	8
Number of pupils with a statement	5

Full-time qualified teachers	2
Part-time qualified teachers	0
Full-time unqualified teachers	1
Part-time unqualified teachers	2

Other staff	
Learning support assistants	3
Art therapist	1*
Play therapist	1**

* Three hours per week

** One hour per week

Appendix 2

Pupil numbers according to National Curriculum years

	Boys	Girls	Total
Year 3	0	0	0

Year 4	0	0	0
Year 5	0	0	0
Year 6	2	0	2
Year 7 (age 11-12)	2	0	2
Year 8	0	1	1
Year 9	1	2	3
Total	5	3	8

Appendix 3

Pupil funding

Private	0
Camden Social Services	1
Camden Social Services & LEA	1
Kent Social Services & LEA	3
Oxford Social Services	1
Newham Social Services & LEA	1
London Borough of Sutton Social Services	1

Income

Income	Last financial year (£)	Forecast this financial year
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Basic budget	135,000	147,420
Grants	250	250
Income from facilities and services	0	0
Donations/private funds	0	0
Other income	0	0
Total income	135,250	147,670
Income per pupil	16,906.25	18,458.75

PARENTAL SURVEY

Number of questionnaires sent out:	8
Number of questionnaires returned:	2

RESPONSES

	Agree	Disagree
I am happy with the school my child attends.	1	1
I think this school meets my child's special education needs.	2	0
I believe that the school helps me to understand what my child is taught.	2	0
I think that the school keeps me well informed about my child's progress.	2	0
I am happy with the standards of behaviour at this school.	1	1
I believe that this school helps my child have positive attitudes to school work.	2	0
I believe that this school helps my child to mix well with other children.	2	0
I believe that this school promotes the personal and social development of my child.	2	0

I think that this school prepares my child for the next stage of education and training.	2	0
I feel supported by the school.	2	0
I feel that my child is safe at this school.	2	0
I believe my child likes this school.	2	0