

# NATIONAL INSTITUTE FOR CONDUCTIVE EDUCATION

**CANNON HILL HOUSE**

**RUSSELL ROAD, MOSELEY**

**BIRMINGHAM B13 8RD**

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**Reporting inspector: Miss K Bull HMI**

**Dates of Inspection: 5-6 June 2000**

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## **Information about the school**

Type of school:	For pupils with motor disorders and learning difficulties
Type of control:	Independent
Age range:	3-11
Gender:	Mixed
Address:	Cannon Hill House, Russell Road, Moseley, Birmingham B13 8RD
Telephone number:	0121 449 1569
Fax number:	0121 449 1611
Principal:	Charles McGuigan
Headteacher:	Wendy Baker
Chairman of the Board of Governors:	David Wood

*The inspection team comprised:*

*Miss K Bull HMI*

*(Reporting Inspector)*

*Mr W G Bakehouse HMI (retired)*

*Mrs M Eade HMI*

*Mr J E Hosegood HMI*

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### MAIN FINDINGS

The National Institute of Conductive Education's school service aims to provide a comprehensive education for pupils with motor disorders within a Conductive Education framework. Central to this aim is the commitment to integrate the academic programmes, delivered through the pre-school curriculum based upon Early Learning Goals and the National Curriculum, into the rigorous requirements of Conductive Education. This is an ambitious aim for both staff and pupils, but one which in part is being successfully realised. The school has a number of significant strengths, but also some weaknesses in important areas.

Children in the early years class make progress in all aspects of their development, not only because the quality of teaching is good, but because the objectives for both academic learning and pupils' physical, sensory and emotional growth are compatible.

By Key Stage 1, and certainly at Key Stage 2, the conflicting demands of the Conductive Education programme, both group and individual, and of maintaining breadth and balance in line with National Curriculum are not easy to reconcile. The dilemmas are particularly apparent where trained conductors are thoroughly conversant with the core work of the Institute, but, because many are newly arrived in England from Hungary and because turn over of staff is high, all staff do not have the same level of educational knowledge to implement the current national expectations for primary education.

The very detailed planning goes some way to ameliorating these difficulties as does the guidance of the dual qualified teacher/conductor headteacher. Nevertheless, the quality of teaching is not uniformly satisfactory ranging from poor to excellent across Key Stage 1 and 2, but never less than good in early years where it is often very good.

Much consideration has been given to the development of the school's overall curriculum. That which relates specifically to Conductive Education is comprehensive and effectively supports pupils' progress. That which relates to academic education is far too complicated and overloaded, a consequence of having to condense that which is broad and balanced into a very tight time frame between and during the Conductive Education programme.

Assessment procedures in relation to Conductive Education are effective across all key stages. In educational terms assessment procedures are similarly satisfactory, but outcomes are not uniformly used to guide teachers' planning.

Individual Conductive Education Plans (ICEPs) have been devised. They are, however, too cumbersome and unwieldy; a development which, in part, arises in

response to the excessive and unreasonable demands made by a few of the funding authorities. While targets for physical development are appropriate those relating to the academic programme have become imprecise and insufficiently focussed.

Pupils' attitudes, to each other and to staff, are extremely good as is their behaviour. Over a period of time they develop positive interpersonal skills and remain fully motivated throughout their time at the school.

The development of pupils' spiritual, moral, social and cultural growth and awareness is a strength. The ethos of the school is excellent.

The school has agreed and effectively implemented policies relating to health and safety and child protection. The one issue which has to be resolved is that relating to the toileting of pupils in classrooms. Overall, pupils' support, guidance and welfare are extremely well promoted.

The school's partnership with parents is strong and mutually supportive. The majority of parents and staff work closely together in agreeing and maintaining the intensive development programmes.

The leadership and management of the school is good. The aims and vision are well understood and shared by all staff and effectively conveyed to parents. The school is just beginning to acknowledge in its planning the need for changes in the staffing structure to address the conflicting demands of time for both Conductive Education and National Curriculum at Key Stages 1 and 2.

The school has sufficient teachers for the numbers of pupils on roll, but only the headteacher has recognised qualified teacher status. The school is too dependent upon recently arrived staff whose Hungarian teaching qualifications are not accepted as equivalent to qualified teacher status in this country.

Systems for mentoring, supporting and monitoring staff are in place and work well. There is insufficient in-service training to enable all staff to teach pupils at Key Stage 1 and particularly at Key Stage 2 to the expectations described in the school's aims.

The arrangements for financial management and financial control are effective and efficient.

## **KEY ISSUES FOR ACTION**

In order to raise standards and improve pupils' progress in all areas of their development the school should:

- review the time allocated to academic education as well as its place within the structure of the total programme;
- ensure that all staff who teach the academic programme have access to relevant and regular curricular and subject in-service training;
- improve the quality of teaching for the academic programmes;

- review the academic curriculum and its implementation so as to ensure that pupils have access to a broad and balanced provision which guarantees greater continuity of and progression in learning experiences;
- revise the format for ICEPs; reduce the number of targets set and ensure that those chosen are sharply focussed and achievable;
- improve teachers' use of assessment outcomes for planning differentiated tasks and activities;
- enable all pupils to use designated hygiene areas for toileting programmes;
- employ more adults with recognised qualified teacher status.

## **INTRODUCTION**

### **Characteristics of the school**

The National Institute established a specialist facility for pupils with motor disorders and/or associated learning difficulties. This gained final registration as a school by the Department for Education and Employment (DfEE) in 1991 to cater for pupils between the ages of 3 and 11 years.

Following a move to its new premises, an upper limit of 29 pupils was agreed with the DfEE until phase 2 of the refurbishment programme was completed.

At the time of the inspection there were 22 pupils on roll two of whom were part-time. Two other pupils were on fixed term placements, part of an agreement with parents who chose for their children to have access to periodic and intensive Conductive Education programmes.

All, including those privately placed, have statements of special educational need (SEN) representing a very wide range of physical, speech, language, communication and learning difficulties. In addition, a smaller number of pupils have epilepsy as well as sensory impairment. In general pupils are now more disabled than in the past, a fact acknowledged by the conductors and others involved in providing for those referred to the nursery and school.

The school aims to fulfil the requirements of the National Curriculum within the Conductive Education framework. It aims to enable children "to develop physically, cognitively, emotionally and socially and to prepare them for integration into society".

The current fees per annum are:

Early years part-time: £ 13,120;

Early years reception: £ 16,269;

School: £ 20,014.

The Foundation subsidises the fees by approximately ten per cent.

### **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)	4.5	0.16

## Exclusions

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

## Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	48
Satisfactory or better	62
Less than satisfactory	38

## National Curriculum Assessments

*See Appendix 3*

## EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

### Attainment and progress

All pupils, at whatever stage in their physical and intellectual development, make progress in every aspect of the total curriculum. For some, particularly those with significant learning difficulties, progress is slow, but noticeable over time. Progress for older, more able pupils, who have attended the school for a period of time, is often significant in terms of physical development, but also, across the academic curriculum provided, at least satisfactory and sometimes good.

A major focus of the school's work is to help pupils improve bodily control and bodily movement. The progress pupils make in relation to this aim is very good. According

to their capabilities, pupils learn to solve problems associated with daily living and assume varying degrees of independence, some very successfully. Pupils' physical progress and their personal development are assured because of the emphasis given to them by the school.

In the early years, class pupils' progress in all areas of the curriculum is sound. Physical development is a priority, but, because their Conductive Education programme encompasses aspects of speaking and listening, pre-reading activity, numeracy, personal and social development and knowledge and understanding of the world, pupils' progress is comprehensive and rounded.

In Key Stage 1, pupils continue to advance both physically and academically. Both programmes are, however, demanding and time available for the academic curriculum is insufficient to enable pupils to have access, fully, to breadth, balance and extension across all subjects of the National Curriculum. Towards the end of Key Stage 1, and certainly by Key Stage 2, pupils' academic progress is determined by the subject coverage that can be achieved in the time available.

Generally, however, pupils' progress in developing, speaking and listening skills is steady. There are circumstances where progress has been remarkable. For those with significant communication difficulties additional help is provided in the form of small group work. More could be achieved if pupils had access to information technology and augmented communication aids. Technology could also be harnessed further to assist pupils with writing. This would support and supplement the existing good work in developing pupils' writing skills. Progress towards letter and word recognition as well as learning to read is also sound. Pupils benefit from the emphasis placed on learning rhymes and songs, and listening to and reading stories. Mathematical progress reflects that for English.

Those with complex needs, which include significant learning difficulties make small steps in learning across the total curriculum. However, their curricular needs are not as well met as for pupils in other groups primarily because of the limited expertise of staff in planning and preparing a curriculum for pupils with severe or profound multiple learning difficulties.

### **Attitudes, behaviour and personal development**

The pupils, from the youngest in the early years group to those in Key Stage 2, have very positive attitudes to their work. The daily routines are firmly established and the pupils understand and are fully engaged in the timetable of activities which are a blend of Conductive Education and class-based activities and tasks. They greet each new activity with enthusiasm and try their hardest to succeed. Pupils' behaviour is excellent. They understand the simple rules and respond well to them. They are co-operative, compliant and happy. Relationships between pupils and conductors are excellent and especially at Key Stage 2, there are supportive friendship groups amongst the children. Successes are celebrated and efforts are applauded by staff resulting in improvements to pupils' self esteem and confidence. The pupils benefit from the intensive personal and social programmes; a number achieving major successes, for example, in managing their own personal hygiene, and some are making progress in these areas beyond expectation.

## **Attendance**

Attendance is very good. The pupils are all transported to school by parents or by taxis. Absences recorded in the daily registers, which are completed according to requirements, reflect illness or family holidays.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

The quality of teaching in the nursery is good, and, for some parts of the total programme is very good or excellent. Planning is comprehensive and the targets set for pupils accurately focus on their very particular special educational needs. Teachers use time effectively to the extent that curricular objectives are successfully met. The team of trained conductors, soundly guided by the senior team leader, enable pupils to make progress across all areas of learning. Their involvement in the Birmingham Early Years Development and Child Care Partnership should prove beneficial and provide the impetus for updating their knowledge and understanding of the early years curriculum.

Within Key Stages 1 and 2, the quality of teaching is more varied. It ranges from excellent to poor. The physical programme is very well planned and, overall, is effectively delivered. Planning for the academic programme is meticulously detailed and extensive; one of the aims is to support staff who have not had previous knowledge of an English primary curriculum. To some extent the aim is realised in that teachers know what is to be taught, when and how. Not all, however, are able to employ teaching methods or organisational strategies which match the curricular objectives or needs of the pupils. This is particularly evident with the integrated learning group and, in some lessons, for pupils who attain at or above age appropriate levels.

Team working is a feature of Conductive Education and, at the National Institute, co-operative collaboration features very strongly and permeates the whole ethos and environment. One of the strengths of this approach is that less experienced staff learn from those who have gained a deeper knowledge and understanding of managing two systems, the demands of which are not always compatible, namely Conductive Education and National Curriculum within the framework of Conductive Education. A significant weakness, however, is that staff turnover is high. As a result, there are insufficient staff who are thoroughly conversant with both systems and who can, on a day to day basis, oversee, monitor and sharpen the practice of those who are trained and competent conductors, but who are not necessarily conversant with the concept of a broad and balanced curriculum including National Curriculum.

### **The curriculum and assessment**

The aims of the Institute are twofold. The first, through the education system of Conductive Education, is to enable pupils with motor disorders to acquire the skills and to develop the motivation they require to "overcome the problems of movement encountered in everyday living". The second, through the framework of Conductive Education, is to prepare pupils to engage, at appropriate levels, in the academic

programme, the bases of which are the programmes of study for the National Curriculum for school aged pupils and the Early Learning Goals for those under five years of age.

The interweaving of the requirements of Early Learning Goals and the National Curriculum with the demands of meeting pupils' physical, sensory and emotional needs is an ambitious and difficult task. It is made more so because of the complexity of balancing and of combining the movement, communication and cognitive tasks that a dual system demands.

In the nursery a balance has been achieved. Until recently the Early Years Team have used the Desirable Outcomes as the guide for planning those parts of the total programme not specifically embraced by the motor programme. The transition from this to introducing Early Learning Goals is being successfully managed. The physical development programme is very detailed and its structure is such that progression and continuity of learning experiences for pupils are guaranteed over periods of time depending upon their capabilities. Other aspects of pupils' development are also supported through this programme, but are enhanced because the Early Learning Goals synchronise with and are compatible with those that are the main focus of the Conductive Education programme.

Curriculum planning becomes more complicated at Key Stage 1, but is especially so by Key Stage 2. Maintaining breadth and balance is a major difficulty because even with the long hours that pupils work there is insufficient time, even over an annual cycle, for coverage of much of the academic programme to be other than superficial. Whilst it is a strength, for example, for pupils' communication and language skills to be developed during the motor programmes, and for a few who require it during small group sessions, the English programme of study has insufficient formal time allocated on a regular daily basis. This is so for all core and most foundation subjects. The topic cycle also has weaknesses, in that it is not planned by key stage and because of the small numbers and the range of need. These factors make it difficult always to group pupils appropriately.

Curriculum planning for the motor programme is a strength. It is detailed and, like that of the early years, ensures a high degree of continuity and progression for pupils in acquiring a range of skills which realise the Institute's aim for them. There are occasions when some of the academic tasks can be achieved during lying, sitting and standing parts of the programme. When the objectives are compatible the strength in reinforcing learning across the curriculum is evident in the progress pupils make.

Short, medium and long term forecasting formats are sound. There is a need, however, to review what is to be covered on a daily basis for, at present, too many learning objectives are included within lesson plans for pupils in the integrated learning group, and for the more able, the learning objectives are not always sufficiently taxing or focussed.

Assessment procedures are thorough. In the early years, assessment outcomes inform teachers' planning, so that pupils' needs are well met on a regular basis. At Key Stages 1 and 2, the Conductive Education programme procedures for assessment are similarly effective. Educationally a great deal of evidence is accumulated on a daily,

weekly and termly basis. However, this is not uniformly used to guide teachers' planning. A few staff do not have the skills at present to translate outcomes into achievable and realistic targets. Record keeping is meticulous with the result that the school has written, photographic and video evidence that pupils do make progress.

Annual reviews are carried out and key personnel from funding authorities, as well as parents, are invited to attend. ICEPs are devised or revised with the outcomes, agreed at the review, central to them. ICEPs have become more complex and lengthy over a period of time. There is evidence, however, that a small minority of funding authorities are placing unreasonable demands upon the school to add more and more objectives and targets to ICEPs. The result is that a number of these documents are far too unwieldy to be effective working tools, and targets have become more general and less well focussed. It is understandable that the school tries to meet such requests, but it is unreasonable for outside agencies to make demands that jeopardise the successful implementation of a learning programme. The school is aware that ICEPs need refining.

Pupils are entered for the national standardised attainment tests at the end of Key Stages 1 and 2. National Curriculum teacher assessments are also carried out. This is good practice and along with other information provides useful benchmarking for receiving schools when pupils transfer from the Institute as well as for parents.

### **Pupils' spiritual, moral, social and cultural development**

This is a strength of the school. There is an emphasis in all the activities on group collaboration, celebration of achievement and encouragement to be aware of each other and each other's needs. Positive reinforcement is a guiding principle for assisting pupils to make progress. There are many instances when the pupils' reactions reflect the development of awe and wonder in their surroundings. The youngest children watched the sun shining through the skylight, then passing behind the cloud; their reactions when the shaft of light reappeared were of wide-eyed amazement. The making of a rainbow in a whole group session created similar excitement. Opportunities are provided for collective worship and a wide range of activities have been undertaken in the religious education programme to reinforce or to extend pupils' spiritual, moral, social and cultural development. All the adults provide good role models for the pupils. They are tolerant, patient and understanding. Consequently, pupils have learned to trust staff and therefore benefit from the close working relationships required within the Conductive Education programme.

### **Support, guidance and pupils' welfare**

The school has developed and implemented detailed and valuable policies on a very wide range of issues, including health, safety and hygiene, child protection and parental involvement, and home/school liaison. Parents are kept well informed, and are aware of all procedures for consultation, discussion and support for themselves and their children. The pupils are well cared for by staff that respect their individuality, relate very well to them and value their efforts and achievements, however small. The quality of childcare practices throughout the school is good. An interesting range of cooked and cold meals is prepared for lunchtimes. These are very pleasant occasions. Children are taught to help one another and respect each other's

views. The one exception to this is related to the toileting of children in classrooms. Although this is a part of the Conductive Education programme and has been accepted by the majority of parents, it is a practice, particularly with older pupils, which conflicts with the child's rights to privacy and dignity. It also raises hygiene issues concerning multiple uses of the same spaces for education and eating. Overall, however, support and guidance for pupils and consideration of their welfare, are strong features of the school's work.

### **Partnership with parents and the community**

The relationship of the school with parents is another of its strong points. A clear system of communication has been established, which provides daily and weekly information for parents on each child through home/school books or personal contact and academic planning sheets. Letters and weekly newsletters providing information about what is happening in the school are sent home regularly. Parents are welcome to visit the school at any time and they are confident that they will always be able to speak to the relevant member of staff. The work of the school and an individual child's progress can also be discussed through parents' meetings, although these can be difficult to arrange as the children come from such a wide area. Some parents are able to help on school trips to the local park or further afield to visit places such as the airport, a church or a wildlife centre related to educational projects. Homework is provided for all pupils every weekend and at holiday times when children and parents have time to work together. Parents particularly appreciate the supportive environment that has been set up within the school. They feel that children are taught to respect each other's views, help each other and are well behaved due to firm, consistent handling and a positive reaction to constant encouragement and praise. Parents state that the annual review procedures are very helpful. They receive copies of the report before the meeting so that they can prepare any comments and feel that they are listened to by all the professionals present. Most also report that their home local education authority is seldom represented at the meeting and therefore cannot take part in the setting of future targets or arrangements. All felt that the report itself was very useful. The setting of precise targets in all areas of development, however, would increase the value of the review.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

The leadership and management of the school is good. The school's aims and vision are clearly stated in various publications by both the Foundation and the National Institute and these are shared and understood by all of the staff who have a strong commitment to working as teams and furthering Conductive Education. They are effectively conveyed to parents. There are good working relationships amongst the staff and the needs of the pupils and parents are paramount in the management of the school.

The Foundation's trustees, who meet four times a year have appointed two of their members to be Trustee governors for the school and for them to be a bridge between all aspects of the work of the school and the main body of trustees. This is appropriate and beneficial to the school.

The Foundation's management was changed in 1998. There is now an assistant director for operations, who acts as the principal of the school, and an assistant director for corporate services. The various planning groups operate effectively and there are clearly identified areas of responsibility within this corporate planning structure. Senior staff meet regularly and this results in the smooth running of day-to-day operations.

The school has produced detailed policies and a staff handbook to cover all aspects of school life. These are helpful documents and are particularly relevant to a situation where many of the staff have been appointed recently and have very limited experience of teaching in England. The purpose of the school's annual development plan is essentially to review the existing policies. Therefore, it has a limited scope and the responsibility for achieving each target continually falls to the same three senior members of staff. It is not a costed document and operates separately from the list of action points identified by the assistant director as being needed to underpin the educational base for the school group. A more comprehensive document would assist future planning.

## **Staffing, accommodation and learning resources**

### **Staffing**

All of the teachers are qualified conductors, but only the headteacher has qualified teacher status in this country. All of the other conductors have qualified teacher status in their home country, Hungary. Undergraduates on the Conductive Education degree course provide additional classroom support. The number of teachers is sufficient for the present number of pupils. Deployment is usually satisfactory, but there are particular occasions during the day, especially in the integrated learning group, when the limited number of staff available results in some pupils being inactive for significant periods of time.

There have been difficulties in retaining recently appointed staff from Hungary and the turnover of staff is a serious problem. Almost half of the teachers have joined the team during this academic year and most have had very limited teaching experience in Hungary. This puts great pressure on the two group leaders and the headteacher who are the only teachers who have been working for the Institute for several years. In addition to the difficulty of retaining staff there is a major problem in that some have very limited knowledge of current primary teaching practice and methods as well as having varied skills in spoken English. Again this puts excessive demands on the three senior members of the teaching staff.

These difficulties have been acknowledged by the school who will make appointments for September 2000 of three conductors, who have graduated in this country from the degree course which is run by the University of Wolverhampton, in partnership with the National Institute of Conductive Education. In addition, the school has appointed a newly qualified teacher/conductor from Keele University and is also advertising for an additional qualified teacher, who will not be a conductor, but who will have specific responsibilities that include enhancing the school's knowledge and understanding of the National Curriculum. Nevertheless, the school will continue for some years to be partly dependent upon the appointment of staff coming from

Hungary so an active and intensive in-service training programme will be essential to assist them with curriculum development and delivery.

Systems for the mentoring, supporting and monitoring of teachers are in place and these work well, but, because of the present staffing problems too much time needs to be given to routine and administrative matters and not enough time is available to enhance teachers' preparedness for teaching pupils at Key Stage 1, and particularly Key Stage 2, to the expectations described in the school's audit of need.

The school urgently needs to address these issues and to detail them in a revised school development plan.

### **Accommodation**

The school accommodation is maintained to a very high standard. It is spotlessly clean, furnished appropriately and in line with the aims of Conductive Education. It is generally well lit and ventilated.

The exception is the one class base that is formed following the closing of large screens when pupils move into academic groupings. Once the screens are closed the classroom is without any natural light and there is no mechanical or other ventilation. This situation is unacceptable.

### **Learning resources**

There is a satisfactory range of resources which are of good quality. There is an appropriate range of books to support the teaching of reading and for pupils to read for information. Toys in the early years classroom are colourful and stimulating. Computers are available with suitable software. Switch controls and a touch screen are used for those with poor hand control. The machines are not used as regularly as they could be as space for them is very limited and the trolleys are large and cumbersome. Generally too little attention is given to helping pupils with communication difficulties to have access to technological aids which would assist them in both their academic and personal programmes. Good use is made of off-site facilities for educational visits.

### **The efficiency of the school**

The arrangement for both financial control and financial management are effective and efficient. Day-to-day administration is good and the Foundation's accounts have been audited.

The administration of the school's finances are the responsibility of the Foundation's assistant director for corporate services, and the finance officer. This successful arrangement enables the headteacher and senior staff to concentrate on their professional responsibilities with parents, pupils and staff.

The Foundation is investigating the possibility of separating the finance of the National Institute from the Foundation for Conductive Education. This will enable the staff to devise a development plan which has identified priorities and costed targets

relating specifically to school improvement. The school's fees have been unchanged for three years and the Foundation will continue to subsidise them by about ten per cent for the academic year 2000-2001. The additional staffing costs for September will also be met by the Foundation.

## **INSPECTION DATA**

### **Summary of inspection evidence**

Observation of:

- 37 sessions and parts of lessons;
- assembly.

Scrutiny of:

- school documentation including policy statements;
- pupils' files including all statements of SEN;
- individual conductive and education programmes;
- incident book;
- admissions register;
- accident book;
- meal time arrangements.

Discussion with:

- the proprietor (Director of the Foundation);
- Principal/Assistant Director (Operations);
- Assistant Director (Corporate Services);
- Finance Officer;
- a Trustee;
- Headteacher;
- conductors/teachers;
- pupils;
- parents.

Inspection of:

- the premises;
- the accommodation.

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## **Appendix 1**

### **Pupil and teacher numbers**

Number of full-time pupils	Girls: 8; Boys: 12; Total: 20
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Number of part-time pupils	Girls: 1; Boys: 1; Total: 2
Number of pupils on roll	22
Number of pupils with a statement	22
Full-time qualified teachers	1
Part-time qualified teachers	0
Full-time unqualified teachers	11
Part-time unqualified teachers	0

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## Appendix 2

### Pupil numbers according to NC years

	Boys	Girls	Total
Nursery	4	2	6
Reception	1	0	1
Year 1 (age 5-6)	2	3	5
Year 2	2	0	2
Year 3	1	1	2
Year 4	2	2	4
Year 5	1	1	2
Year 6	0	0	0
Total	13	9	22

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## Appendix 3

### Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 2 for latest reporting year (1999):

Boys	Girls	Total
1	1	2

NC Test Results		English	Mathematics
Number of pupils at NC Level 2 or above	Boys	0	0
	Girls	1	1
	Total	1	1
Percentage at NC Level 2 or above	School	50	50

Teacher assessments		English	Mathematics
Number of pupils at NC Level 2 or above	Boys	0	0
	Girls	1	1
	Total	1	1
Percentage at NC Level 2 or above	School	50	50

### Attainment Key Stage 2

Boys	Girls	Total
1	0	1

No pupils attained at Level 4 or above.

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### Appendix 4

#### Pupil funding

Private	2
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Birmingham LEA	8
Coventry LEA	1
Dudley LEA	3
Northamptonshire LEA	1
Peterborough LEA	1
Shropshire LEA	2
Staffordshire LEA	1
Walsall LEA	1
Warwickshire LEA	1
Worcester LEA	1

### Income

	Last financial year (£)	Forecast this financial year
Basic budget	1,357,652	1,244,636
Grants	84,890	155,000
Income from facilities and services	502,573	520,236
Donations/private funds	747,209	545,000
Other income	22,980	24,400
<b>Total income</b>	<b>1,357,652</b>	<b>1,244,636</b>
<b>Income per pupil</b>	<b>2</b>	<b>2</b>

### PARENTAL SURVEY

Number of questionnaires sent	22
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out:	
Number of questionnaires returned:	13

## RESPONSES:

	Agree	Disagree
I am happy with the school my child attends.	13	-
I think this school meets my child's special education needs.	13	-
I believe that the school helps me to understand what my child is taught.	12	1
I think that the school keeps me well informed about my child's progress.	13	-
I am happy with the standards of behaviour at this school.	13	-
I believe that this school helps my child have positive attitudes to school work.	13	-
I believe that this school helps my child to mix well with other children.	13	-
I believe that this school promotes the personal and social development of my child.	12	1
I think that this school prepares my child for the next stage of education and training.	13	-
I feel supported by the school.	12	1
I feel that my child is safe at this school.	13	-
I believe my child likes this school.	13	-

## Summary of responses

### Positive points raised by parents

- enjoy the positive relationships between themselves and the school;
- feel that their children have made good progress;

- see their children growing in confidence;
- personal and social skills improve considerably.

**Issues that concerned parents**

- subjects are too repetitive;
- insufficient communication;
- lack of privacy when children are toileted.