

INSPECTION REPORT

BRAYS SCHOOL

Sheldon, Birmingham

LEA area: Birmingham

Unique reference number: 103618

Headteacher: Mr. M.J. Chinner

Reporting inspector: Mr. I. Naylor
20906

Dates of inspection: 4th – 5th November 2002

Inspection number: 249303

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Foundation School
Age range of pupils:	2 – 11 years
Gender of pupils:	Mixed
School address:	Brays Road Sheldon Birmingham
Postcode:	B26 1NS
Telephone number:	0121 743 5730/7005
Fax number:	0121 742 1567
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. G. Prince
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20906	I. Naylor	Registered inspector
19693	S. Hall	Lay inspector
1769	M. Holohan	Team inspector
10781	R. Thompson	Team inspector

The inspection contractor was:

QICS

Ibsley
4 West Cliff Road
Dawlish
Devon
EX7 9EB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved ?	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed ?	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED ?	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

Brays school is a mixed primary community special school for pupils with physical difficulties and complex learning needs aged between 2 and 11. There are currently 70 pupils on roll. Over half are from ethnic minority groups and many do not have English as their first language. The school's population has changed since the last inspection and is likely to change further. There are now more pupils with complex needs including profound and sensory learning needs, communication difficulties, and autism. Pupils' achievements are very low when they start school. The school manages an Outreach Service (not part of the inspection) which is supportive of the process of integration at the school.

HOW GOOD THE SCHOOL IS

This is a very good school. The quality of leadership and of teaching is very high. There is very good progress by pupils. The curriculum meets the challenge of a wide range of pupils' learning and physical needs. There is a very successful school environment that encourages learning. The school provides very good value for money.

What the school does well

- Teaching is very good and contributes significantly to the very good progress, achievement and excellent responses from pupils to their learning.
- The curriculum is very good and is well supported by the excellent opportunities for pupils to be educated with mainstream pupils.
- The excellent direction by the headteacher inspires many high quality features in leadership and management across the school such as the use of target setting to support pupils' achievements.

What could be improved

- Staff training in child protection related procedures.

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

Effective action has been taken to address most key issues identified in the last inspection report of January 1998. Since then the school has gone from strength to strength. Teaching has been further improved, particularly in communication skills and pupils' personal development. Pupils have made even greater progress than reported previously. The quality of information to parents has been improved especially in annual reviews and reports. Opportunities for pupils to work for part of their week in mainstream school have increased significantly. There are now better arrangements for the management of the school that have seen teachers take on more responsibility for raising standards. There have been many improvements made to the school accommodation, resources for learning and to the school grounds. Training in child protection procedures remains an area for improvement.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by Year R	by Year 6	<i>Key</i>
speaking and listening	A	A	Excellent A*
reading	A	A	very good A
writing	B	B	good B
mathematics	A	A	satisfactory C
personal, social and health education	A	A	unsatisfactory D
other personal targets set at annual reviews or in IEPs*	A	A	poor E

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

Achievement and progress are excellent in physical education, and very good in English (particularly in communication skills), mathematics, music, art and personal, social and health education. Achievements are at

least satisfactory in information and communication technology and all other subjects. Pupils are particularly successful in meeting their targets in their individual education plans. Achievement of pupils with profound, sensory, communication learning difficulties or autism is very good. Pupils whose first language is not English make very good progress over time. The school is successful at meeting its own and the local authority's targets set for pupils' achievements against National Curriculum Levels and P-Scales.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy the activities and participate with enthusiasm and commitment. They work hard and cooperate fully with staff and one another.
Behaviour, in and out of classrooms	Very good and often exemplary, especially when off site, visiting places in the local community, or on inclusive activities with local primary schools. Pupils learn how to manage their own behaviour well in different situations.
Personal development and relationships	Excellent. There is a happy school environment in which the pupils benefit from the strengths of the relationships. Pupils grow in confidence and are able to do more for themselves and make choices.
Attendance	Satisfactory. Pupils' attendance has improved since the last inspection. Pupils love coming to school and the vast majority are only away when they are ill or have medical appointments.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 6
Quality of teaching	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.

Teaching is very good overall, particularly in literacy and numeracy. The teaching in communication skills is of a high quality across the school, especially in the use of signing and symbols. Teaching in physical education is excellent. It is very good in music, art and personal and social education. In the Nursery and Reception classes teaching is very good. Teaching is good in science, design and technology, history and religious education. It is satisfactory in information and communication technology. There are no weak areas of teaching and teaching is consistently at least good or very good across Years 1-6. Teaching is particularly skilful at meeting the very wide range of pupils' needs such as sensory difficulties or autism. Learning is very good across the school. Learning support assistants are highly valued by teachers and provide excellent support to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum offers relevant and challenging opportunities for pupils and includes all subjects of the National Curriculum. There is excellent provision made for pupils to integrate with mainstream pupils.
Provision for pupils with English as an additional language	Very good. Pupils whose first language is not English are given consistent support with their communication skills within lessons. Bilingual staff are deployed well to give additional help as required.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school provides very good opportunities for pupils to explore the values and beliefs of others. There are clear and consistent moral codes in school. Good attention is given to understanding ethnic and religious differences. Pupils are encouraged to take on responsibilities and work with others. Many links are made with the wider world and the local community through events such as the recent visit and workshops provided by a ballet company, which has been extremely successful.

How well the school cares for its pupils	Satisfactory. There are good procedures to ensure the pupils' welfare, health and safety. Staff understand the pupils' needs and show high levels of care and concern for them. They work closely with external agencies. However, more formal training is needed in aspects of child protection. The school creates the same opportunities for all its pupils. Whenever possible pupils are given chances to integrate with pupils in local primary schools.
--	---

The procedures for assessing and measuring pupils' progress and achievement are very good. The use of P-Scales (measurement of pupils' performance against pre-National Curriculum levels of achievement) is a very strong feature. Annual reviews, reports and individual education plans, are meticulously prepared and give parents a very clear indication of their child's progress over time.

There is a good and effective partnership with parents and the quality and quantity of information given to them has been greatly improved since the last inspection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership of the headteacher is excellent and that of the deputy headteacher and other senior staff is of a high quality. Delegation of responsibilities between them has been improved so that their expertise is shared more fully across all areas of school life. This helps to support and guide staff so that they work very well together.
How well the appropriate authority fulfils its responsibilities	Good. Governors are very committed to carrying out their responsibilities. There are good procedures in place to support the leadership and management of the school. All legal requirements are met.
The school's evaluation of its performance	Very good. The staff and governors have a very good knowledge of what works successfully and what needs to be improved. Very good targets are set for pupil achievement.
The strategic use of resources	Good. The school development and improvement plan is detailed and comprehensive. It guides all aspects of management, including financial management. Prudent budgeting has produced funding for improvements to the school's accommodation and facilities. Staffing is good and well deployed. Learning resources are very good. Financial control is good. Satisfactory attention is given to the principles of best value when ordering goods and services.

Of particular strength is the way that the headteacher ensures that the school continues to improve still further in all areas. Integration of pupils into mainstream schools and provision by the Outreach Services has been expanded significantly. The school is highly regarded by local primary and secondary schools because of the high quality of its work in liaising and sharing expertise about the teaching of pupils with learning and physical needs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • There are no problems over contacts with school, and there is a steady flow of information to parents. • Their child is very happy at school • Annual Reviews are conducted well and there are regular opportunities for parents to meet staff. • Home- school books are very helpful • Good teaching and high quality of care provided for their child 	<ul style="list-style-type: none"> • Access to more physiotherapy for their child • Work for pupils to do at home • More after school activities

Inspectors agree with all the positive views of parents. The headteacher and governors have worked hard to address the low provision for physiotherapy with a certain amount of success, although this is a Health Trust responsibility. Evidence shows that homework is set for pupils on an individual basis and in co-operation with parents. Overall this works reasonably well, but there is a mixed picture, which may mean parents do not always understand what is expected about homework. Although a few parents answering the questionnaire felt that they do not know how much homework their child should be having, parents at the meeting were happy with arrangements for homework. Despite the difficulties caused by pupil transport arrangements, there is a satisfactory range of activities provided in addition to the usual curriculum.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching is very good and contributes significantly to the very good progress, achievement and excellent responses from pupils to their learning.

1. Teaching is very good overall and as a result pupils' learning, achievement and progress over time are very good. The teaching of communication skills is of high quality across the school, especially the use of signing and symbols and this promotes the very good progress of pupils throughout the school.
2. Teaching is particularly skilful at meeting the very wide range of pupils' needs. In a very good literacy lesson at Year 6, the teacher had a group of pupils reading a 'big book'. She used dressing up clothes and musical instruments to give one group of pupils a practical experience of elements of the story they were reading together. Another group with more complex needs listened to tape-recorded sounds and matched them to pictures and symbols. This provides very good opportunities for pupils to practise their reading and speaking and listening skills.
3. The teaching of literacy and numeracy across all subjects is very good and helps pupils' learning; for example, in circle time when numbers songs and days of the week are taught, or when pupils are asked to talk about their news.
4. Teachers know pupils' abilities extremely well and this is reflected in the detailed planning for lessons. They use information gathered over a period of time through the use of a wide range of assessments and evaluation processes such as the P-Scales and individual education plans. The profiles of ability for each pupil demonstrate how this information is brought together to help plan what pupils need to learn in lessons.
5. Activities and resources are very well chosen and the tasks set for individuals are challenging but relevant. Lessons have a clear focus on what pupils will learn and teachers explain this to pupils at the start of each lesson. For example, in an excellent early morning greetings session, reception age children were helped to recognise themselves and their name by the teacher's careful use of digital photographs and symbols.
6. Staff make very good use of signing and symbols to assist pupils' communication skills. Many staff are very proficient signers and a training programme is being followed by other staff to increase their skills and knowledge of British Sign Language. Staff co-operate closely with speech and language therapists. There is now a consistent approach to signing in lessons, assemblies and across all other activities, with consequently very good support to pupils' learning and communication skills. Communication aids, particularly those employing information communication technology are also used very well by staff and give well planned support to pupils' learning. Pupils' needs are quickly identified and catered for across the school. Pupils whose first language is not English are given consistent support with their communication skills within lessons.
7. Pupils respond excellently to the high quality of lessons and are confident in what they can do. They work hard and concentrate very well, often for extended periods. They understand what they have to do to succeed. For example, children in the Nursery and Reception classes say or sign 'hello' and recognise and use symbols

to communicate and give eye contact when spoken to. They join in saying simple poems about parts of the body and remember the names for these. By Year 6 pupils join in question and answer sessions confidently, responding in sentences. More able pupils read from the Big Book story for the day. They understand the story and recognise words that rhyme. Pupils with autism and complex needs recognise and match pictures and sounds using switches or an audio-recorder.

8. Relationships between staff and pupils are very good and help to create a climate of reassurance in which pupils grow in confidence and achieve success. Teachers work very closely with learning support assistants and the high quality of team work means the physical needs of pupils are cared for and learning is very well supported. For example, for a child who needs regular oxygen who is quietly assisted by staff, so that there is no loss to the pupil's personal dignity or interruption to learning.
9. Planning is excellent in physical education and as a consequence achievement and progress are excellent. There is a high level of collaboration from all staff with visiting artists in the ballet company and this enables pupils to respond extremely well to the activities presented. The wonderful rapport of staff with pupils instils them with confidence and they show great enthusiasm for the activities, and are able to think for themselves the best way to perform the tasks presented. They gain huge enjoyment and pride from their success. They dance in time to music, and match their movements to the different moods created by it. They co-operate fully with the adults and with one another.
10. Achievement is very good in mathematics because of the high quality of the teaching. More able pupils in Years 1-3 join in number games and count and recognise numbers to 10. They give two different numbers to make 4 or ten and understand a question such as, '3 and one more is?' Autistic pupils and those with complex needs work successfully with recognition of symbols and tactile or sensory activities. By Year 6, more able pupils are able to estimate weights, record numbers and recognise differences in size and shape of objects. They work independently using an information technology program for counting. Pupils with complex needs sing counting songs.
11. In science, achievement is good. Teaching makes good links with design and technology and religious education, and this provides good motivation for learning related themes. For example, more able pupils in Years 1- 2 understand 'light' and 'dark' when using a light box. They know that light is an important part of the Divali celebrations. In Year 3, they name and record items that use or do not use electricity in the home. Pupils with autism or complex needs make simple choices and recognise smooth and hard surfaces, and the cause and effect of switches to turn on and off coloured lights in the sensory room.
12. Enthusiastic, very well planned teaching in art creates high expectations of what pupils will achieve artistically and also links very well to personal development. This in turn leads to lively responses from pupils. Pupils in Year 4 become very keenly interested in the topic of fireworks and bonfire night. They create models of people and bonfires out of folded paper and pipe cleaners. The teacher skilfully links the discussion to that of safety and gets pupils to think up their own slogan warning of the dangers of fireworks. In Year 6, pupils experiment and get great enjoyment from mixing coloured paints to create a landscape. They make choices about colours to mix. The teacher ensures that the tactile nature of materials provided helps to involve all pupils through their sense of touch, particularly those with sensory and complex needs. Pupils are guided and encouraged by staff through the stimulating activities provided, to work hard and concentrate for significant

periods. They work with evident enjoyment and respond superbly to staff requests to work co-operatively with one another, share or wait their turn to use the materials.

The curriculum is very good and is well supported by the excellent opportunities for pupils to be educated with mainstream pupils

13. Significant improvements have been made to the curriculum since the previous inspection, in particular, personal and social education is now taught on a regular basis to all year groups. The curriculum for children aged 2 to 5 successfully includes the programme for the Foundation Stage. Staff have reviewed and evaluated all subject policies and there are meticulous planning documents for English, mathematics, science, and information and communication technology.
14. The National Literacy and Numeracy Strategies have been very thoughtfully introduced, with careful adaptations to meet the needs of all pupils. The school has improved and extended its curriculum for developing pupils' communication skills. Senior managers have made a determined effort, as the population of the school has changed, to provide a curriculum for pupils with complex needs including profound and sensory learning needs, communication difficulties, and autism. Although this has been very successful, the school recognises that further work needs to be done.
15. One in five parents in the questionnaire expressed concern or doubt about the level of activities outside lessons. Transport arrangements for pupils at the start and end of the day place a restriction on regular after school activities. However, the school does its best to compensate for this and there is a wide range of events and activities organised that are additional to the normal curriculum of the school. These include visits to the theatre, local events organised by other schools such as the Festival of Dance, sports events, residential visits and day trips. The school places great value on opportunities provided for pupils through a summer holiday playscheme, and liaises with the Health Trust to get pupils on the speech and language therapists' summer school. The school is actively seeking to extend the scope of such support.
16. The school is very good in its arrangements for meeting each pupil's learning, physical and social development needs. All pupils, regardless of the severity of their learning difficulty have full access to the curriculum. For example, the school is particularly successful in providing a range of suitable resources for pupils. Electronic 'sound-fields' operate throughout the school to assist hearing impaired pupils. Special paintwork and other antiglare materials are used to help visually impaired pupils. Appropriate equipment is provided for pupils who need an alternative means of communication; information communication technology switchgear and software is available for pupils unable to use a conventional keyboard. Physical access for pupils with mobility difficulties is good. In addition, a great deal of thought and planning by staff and governors has gone into improvements to classrooms and facilities, with major improvements in storage arrangements, playground equipment and work areas. All these have enhanced the learning environment of the school and helped to make the curriculum accessible to all pupils.
17. The good provision for integration of pupils into mainstream primary schools noted at the last inspection has been extended and improved upon so that it is now of

exceptional quality and a particular success of the school. This allows the learning experiences available to pupils to be considerably extended. There are integrated lessons and sessions at mainstream schools, and arrangements for joint activities between mainstream pupils and Brays School pupils. The effect of these sessions on pupils' social skills and confidence is enormous. For example, an eight-year old pupil has been attending a weekly design and technology lesson at a local infant school. At first very reticent and unsure, she can now quite happily join and work alongside her peers and successfully completes the same activities. Her ability to mix socially has grown and the challenge provided by learning alongside the other pupils has increased her practical skills and achievements in design and technology.

18. There is extensive liaison and co-operation with a number of local primary schools by the co-ordinator for integration, who makes a significant contribution to the success of these contacts and placements. Two learning support assistants also have directed time for supporting integration and offer invaluable support to the school's own pupils and to the staff and pupils at the receiving schools. Six primary schools are currently involved in inclusion/integration projects. An infant and a junior school adjacent to Brays School have offered support and expertise in integrated activities now for many years. The respective headteachers and special needs co-ordinators of those schools have worked harmoniously with staff from Brays school. They have provided wonderful support that has ensured the success of integration for numerous pupils over the years.
19. The nature of the integration for pupils has changed subtly in recent years. Most placements are now for pupils to extend their social skills, share experiences and to learn through the example of role models. Time spent in the receiving schools varies according to the particular needs of the pupil, but usually is for two sessions per week. Some pupils managed to achieve longer placements, and a few sustain permanent places at a mainstream school. As a result of these placements pupils are more socially confident and form good relationships with other pupils and staff. Parents are kept fully informed and are consulted about any changes.
20. There are also a number of joint school projects that aim to encourage social relationships and better understanding between pupils. These include groups of pupils from Brays attending mainstream school for specific activities such as collaborative music/dance projects. Similarly groups of pupils from mainstream join activities such as art and sports at Brays School. Joint residential activities have also been undertaken; these are all extremely successful and contribute well to pupils' personal development.

The excellent direction by the headteacher inspires many high quality features in leadership and management across the school such as the use of target setting to support pupils' achievements.

21. The effective leadership and management reported at the last inspection has been sustained and improved further. The headteacher is a very experienced and excellent leader who is highly regarded by his staff and governors. He is ably supported by the deputy headteacher. Together they provide clear direction and very good support to all staff. This generates very good co-operation and makes teamwork a key feature of school

organisation. Careful attention is given to planning for teaching and learning. All staff are made aware of the aims of the school and their work and achievements are recognised by senior staff. For example, the headteacher presents the certificates staff have gained whilst attending their various training courses, during the Awards Assemblies, when pupils' achievements are rewarded. The leadership of the school inspires the school to be a very friendly and positive place for all pupils and for staff. Parents are made to feel a key part of the school and at the parents' meeting there were many very favourable comments expressed about the wonderful support the headteacher and staff give to encourage their children in their learning.

22. There has been improvement over a number of areas. The leadership has successfully followed national guidelines and has introduced a system for measuring the quality of teaching. This has helped to raise the overall standard of teaching across the school. Similarly the school looks at other ways that it can further improve across all its activities. For example, the headteacher, deputy and co-ordinator for Outreach services use their contacts with many other schools to gauge the effectiveness of the school's own teaching and learning styles, and to introduce new ideas and improvements to the school's existing practice.
23. A very good system of target setting to focus on the learning and achievement of pupils, has been developed. In particular the school has successfully introduced the use of the P-Scales (measurement of pupils' performance against pre-National Curriculum levels of achievement). Staff keep extensive records of pupils' achievements and their progress is carefully tracked from year to year. They make careful analysis of these data on pupil performance and comparisons are made with the progress of similar pupils in other schools. The school, in conjunction with the local education authority, sets percentage targets for the number of pupils achieving National Curriculum Levels or P-Scales scores at the end of Year 6. These have shown an increase in achievement year on year.
24. The governors are a very dedicated and hardworking group, keen to support the headteacher and staff and to improve the school in whatever way they can. They do a good job in supporting the leadership and school management. Procedures are effective and governors are kept well informed through detailed written reports and presentations by the headteacher and staff. Governors also make occasional visits into school to evaluate, for instance, the provision for literacy, numeracy, or special educational needs. Governors meet regularly and the wide range of evaluative and supported work that they do is accurately recorded in their minutes. This work in turn helps to promote the school's consistent drive towards higher standards.
25. A good school development and improvement plan guides all aspects of management, including financial management. Day to day financial control is good. Careful spending has helped to save money for improvements to the school's accommodation and facilities. Very good resources are provided which give very good support to teaching and learning. Staffing is good and there are a sufficient number of teachers and learning support assistants to support the curriculum. Senior staff deploy teachers and other staff well.

26. A particularly successful feature of leadership and management has been the emphasis placed on staff training. For example, since the last inspection there has been extensive training in signing and use of symbols. As a consequence there is now a high degree of expertise in this form of communication by staff with pupils. Other areas of school organisation have also been the focus of training. In particular, training related to pupils with autism, those with profound and complex difficulties and those with sensory impairment, as well as target-setting for pupil achievement. This has helped to boost teachers' expertise and confidence and contributed to improved performance by pupils. The nationally funded training for information and communication technology has been an ongoing training commitment. However, this has not yet been completed by all teachers and staff, although there are plans in the school improvement plan to do so.
27. Other areas of school management have improved. The quality of information for parents is now very good. There is great determination by staff and governors to support parents, and to secure the best possible learning environment for pupils. To this end many improvements have been made to the teaching resources and accommodation of classrooms and school facilities, and integration has been extended to even more pupils. Outreach services continue to be a separate function of the school and are maintained at a high standard by the co-ordinating teacher, and are successfully managed by the headteacher and deputy.

WHAT COULD BE IMPROVED ?

Opportunities for further staff training in child protection related procedures

28. The school as part of the action plan following the last inspection took steps to produce an internally consistent procedure amongst staff for reporting pupils at risk. Training was provided for key staff. However, the process of ensuring awareness of the procedures has not been satisfactorily sustained and specific training in child protection procedures has not been updated on a regular basis, or provided for new staff. This is unsatisfactory. Inspectors found that several staff were unsure of what they should do if they had cause for concern about any child, or what the school procedures were, The person with overall responsibility for child protection procedures in the school has not received updated training in the last two years.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER ?

In order to sustain the very good standards in the school, the headteacher and governors should address the following issue in their Action Plan:-

Provide all staff with regular training in the school's child protection procedures, and ensure that this forms part of the induction of new staff. The person responsible for child protection procedures should receive annual specific training for that role.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	14	6	0	0	0	0
Percentage	20	56	24	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points

Information about the school's pupils

Pupils on the school's roll

	No of pupils
Number of pupils on the school's roll	70
Number of full-time pupils known to be eligible for free school meals	29

English as an additional language

	No of pupils
Number of pupils with English as an additional language	41

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	15.5

Unauthorised absence

	%
School data	0.8

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	1
Black – African heritage	
Black – other	
Indian	6
Pakistani	29
Bangladeshi	
Chinese	
White	33
Any other minority ethnic group	1

Teachers and classes

Qualified teachers and classes: N – Y6

Total number of qualified teachers (FTE)	12.2
Number of pupils per qualified teacher	5.7
Average class size	8.75

FTE means full-time equivalent.

Education support staff:

Total number of education support staff	31
Total aggregate hours worked per week	842

Recruitment of teachers

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.

Financial information

Financial year	2001/2
----------------	--------

	£
Total income	1,202,115
Total expenditure	1,172,663
Expenditure per pupil	16752
Balance brought forward from previous year	21,799
Balance carried forward to next year	51.251

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	70
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	24	2	2	0
My child is making good progress in school.	53	43	2	2	0
Behaviour in the school is good.	59	28	3	2	9
My child gets the right amount of work to do at home.	19	31	12	3	34
The teaching is good.	59	36	2	2	2
I am kept well informed about how my child is getting on.	71	24	2	3	0
I would feel comfortable about approaching the school with questions or a problem.	78	16	5	2	0
The school expects my child to work hard and achieve his or her best.	62	26	5	0	7
The school works closely with parents.	64	29	5	2	0
The school is well led and managed.	72	19	2	2	5
The school is helping my child become mature and responsible.	52	38	3	2	5
The school provides an interesting range of activities outside lessons.	41	38	7	0	14