

INSPECTION REPORT

BROOKLANDS SCHOOL

Reigate

LEA area: Surrey

Unique reference number: 125472

Headteacher: Susan Wakenell

Reporting inspector: Dr D Alan Dobbins
27424

Dates of inspection: 4th – 5th March 2003

Inspection number: 249418

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special (severe learning difficulties)
Age range of pupils:	2 - 10
Gender of pupils:	Mixed
School address:	27 Wray Park Road Reigate Surrey
Postcode:	RH2 0DF
Telephone number:	(01737) 249941
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Celia Benson
Date of previous inspection:	March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brooklands School is part of the Surrey Local Education Authority provision for pupils with severe, profound and multiple learning difficulties and, increasingly, for pupils with autistic spectrum disorders. It provides for 59 full-time pupils and 11 part-time pupils from age two to ten years. Forty-three pupils are boys and 27 pupils are girls. Forty-two pupils are white, two are black and the others are of mixed ethnic heritage. No pupil is learning English as an additional language. The agreed maximum number is 65. Pupils travel to school by minibus or taxi from Caterham, Oxted, Tandridge, Horley and Banstead, as well as from Reigate. Nine pupils (15 per cent) are eligible for free school meals, a percentage that is considerably lower than in many equivalent schools. Sixty-four pupils have Statements of Special Educational Need and six others are being assessed for a statement. As a consequence of their learning difficulties, the attainment of pupils on entry to the school is very much below that nationally expected for their age.

HOW GOOD THE SCHOOL IS

Brooklands is a very good school. The headteacher provides excellent leadership and management. She is supported very well by the deputy headteacher and senior teachers. The very good quality of teaching and the excellent relationships between staff and pupils help pupils to quickly develop excellent attitudes to their work. Over a very good curriculum that provides a wide range of learning experiences, and meets pupils' additional needs very well, the standards pupils achieve and the progress they are making are very good in most of the subjects and better than in many equivalent schools. Pupils benefit from the very good quality of the provision by being very well prepared for the next stage of their education. The school provides very good value for money.

What the school does well

- The leadership and management of the school are excellent. Both the headteacher and deputy headteacher are very knowledgeable, experienced and hard working and are committed to continuing to improve the quality of the provision. They are doing this very well.
- The very good curriculum is adapted very well to meet pupils' learning and additional needs, focuses on communication, numeracy and the development of personal and social skills and meets all statutory requirements. It is helping prepare pupils very well for the next stage of their education.
- Pupils learn very well because they are expected to work hard and to do things for themselves.

What could be improved

- In the context of the school's many strengths, no major points for improvement can be identified. However, the governing body and the headteacher may wish to develop and operate procedures to use the information gained from assessing pupils to help judge the effectiveness of the school in comparison with other equivalent schools.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Very good improvement has been made since the last inspection in March 1998. All the key issues have been successfully achieved. Lunchtimes are now very well used in promoting pupils' personal and social development. Procedures at the beginning and end of the school day operate very effectively and time in lessons in swimming is very well used. The outside areas are now safe and secure. Registration of afternoon attendance meets the requirements of Circular 11/91. Governors have made a judgement on sex education, and the prospectus and the governors' annual report meet requirements. In other areas, pupils are better at their learning because the quality of teaching has improved. As a consequence, they are achieving better standards and making better progress in each of the subjects. The school is aware of these improvements because the procedures for checking the quality of the provision are much better.

STANDARDS

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

Progress in:	by Year 2	By Year 5	Key	
Speaking and listening*	A	A	Very good	A
Reading	B	B	Good	B
Writing	B	B	Satisfactory	C
Mathematics	A	A	Unsatisfactory	D
Personal, social and health education	A	A	Poor	E
Other personal targets set at annual reviews or in IEPs**	A	A		

* Including proficiency in additional and augmentative approaches to language such as signing and the use of symbols and pictures.

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

Pupils in the Foundation Stage are making excellent progress towards their work in Year 1 in Brooklands and, for a small number of pupils, when they transfer to other establishments such as mainstream schools or special units. In Years 1 to 5, pupils are making very good progress towards their individual targets set at their annual review. The standards achieved in communication are very good, as they are in mathematics. Records of the subject co-ordinators show that pupils are making very good progress in science, geography, history, information and communication technology, music and in swimming in physical education. In design and technology, progress is good. The procedures for evaluating the quality of learning show no differences in the progress made toward their learning targets by boys and girls, or as a consequence of the severity or complexity of pupils' learning difficulties.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Staff work hard to develop pupils' excellent attitudes. Pupils quickly accept the school's rules and routines and realise they need to work hard at their learning to enjoy success.
Behaviour, in and out of classrooms	Excellent, in lessons and at lunch and break times. Very rarely is there a need for teachers or teaching assistants (TAs) to remind pupils of their responsibility as learners.
Personal development and relationships	Excellent. Teachers, TAs, midday supervisors, administrative and premises staff have developed excellent relationships with pupils. As a result, pupils are friendly and confident. They work hard to please, and make excellent use of the many opportunities they have to show their independence.
Attendance	Very good.

Brooklands is supportive, caring, calm and ordered, but with the constant expectancy that pupils will work hard at their learning and towards independence. The excellent relationships staff have with pupils help foster pupils' excellent attitudes to their work and to their behaviour and make them feel valued and

respected. Pupils work very hard in their lessons and have fun doing it. All staff, including the administrative staff, the nurses and the site manager, are excellent role models.

TEACHING AND LEARNING

Teaching of pupils:	Nursery & Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is very good and this leads to the very good quality of learning that is routinely seen in lessons. Lessons in English and mathematics benefit from the very good implementation of the recommendations of the national strategies. The contribution of teaching assistants to the quality of pupils' learning is considerable. They are generous in number, very well trained and are deployed very well by their teachers. The very good use of augmentative and additional communication procedures, especially the use of signing, symbols and picture exchanges, and of specialist approaches such as Treatment and Education of Autistic related Communication handicapped Children (TEACCH), help all pupils make equivalent progress toward their targets. In this, they are helped by the work of the nurses, the physio, occupational and speech therapists, and the very good range and quantity of resources available to support teaching and learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum focuses on the development of communication, numeracy and personal and social skills. It provides a wide range of activities that cater for pupils' learning and additional needs. The programme for including pupils in the work of mainstream primary schools is greater than is seen in most equivalent schools and provides great benefits for those who take part.
Provision for pupils with English as an additional language	No pupils are learning English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. Pupils are provided with many opportunities to learn about, and understand, the wider world and to appreciate the cultures, beliefs and traditions of other people.
How well the school cares for its pupils	Excellent. Pupils make excellent progress toward being as independent as possible. Expecting to do things for themselves helps in their learning and this is making a considerable contribution to the standards they achieve and the progress they are making.

The school links very well with parents, who regularly receive information on the progress their children are making. Parents provide very good support for the work of the school, through acting as governors and by supporting the Friends of Brooklands. Many take a full part in decisions about new targets for learning at termly and annual reviews. The curriculum includes all subjects of the National Curriculum and religious education. The focus is appropriate. The additional needs of pupils are met very well. An important aim is to promote pupils' self-esteem and independence. The targets in individual educational plans are clear and precise. They contribute to the very good quality of learning by ensuring that new learning is built on that already established.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has a very clear vision for the work of the school, and the skills, experience and commitment to translate this into reality. She is very ably supported by the excellent deputy headteacher and the very competent team of senior teachers.
How well the appropriate authority fulfils its responsibilities	Very well. Governors are committed to the success of the school and wholehearted in their support for the work of the headteacher and the senior managers.
The school's evaluation of its performance	Very good. The procedures for checking the work of the school are very good. Those for checking the quality of teaching and learning are excellent and have contributed to the improvement in teaching seen since the last inspection.
The strategic use of resources	Excellent. The Friends of Brooklands regularly donate considerable amounts of money that is very effectively used in extending and enriching pupils' learning experiences. The record of using nationally available money to improve the provision is very good. The generous number of Teaching Assistants (TAs) and other staff, such as volunteers and pupils from other schools on work experience, are routinely deployed very effectively.

The school is generously staffed. The good number of very skilled teachers; the generous number of very well trained teaching assistants; the very good support of the nurses and therapists; as well as the very good links established with many mainstream primary schools allows all the work of the school to proceed very effectively. The accommodation is very good. Excellent facilities, such as the hydrotherapy pool, swimming pool, sensory garden and the outside play areas help extend pupils' learning experiences. Very good procedures ensure that the school's money is spent with great effect. Brooklands is very well placed to continue to improve because of the excellent leadership and management skills of the headteacher and the commitment and enthusiasm of the very competent staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the school is very well led and managed. • The ease with which they can approach for advice. • The good quality of the teaching. • The very good level of information they have on their children's progress. • That their children like school. 	<ul style="list-style-type: none"> • None identified.

Inspectors agree with all of the positive views expressed by parents, but point out that they judge the school to be excellently led and managed. The quality of teaching is judged to be very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management of the school are excellent. Both the headteacher and deputy headteacher are very knowledgeable, experienced, hard working and are committed to continuing to improve the quality of the provision. They are doing this very well.

1. It is not surprising that the school has made very good improvement since the last inspection; each element in the leadership and management is extremely effective. All key issues from the last report have been met in full, and there has been improvement in other important areas. For example, the procedures for checking on the work of the school have improved, as has the quality of teaching and the range, quantity and quality of resources. Each has contributed to the better quality of learning and better standards and progress in all subjects.
2. The headteacher is an excellent leader and manager. Her clear vision for the work of the school is based on a very good knowledge of the rules, procedures and strategies of special education. This has been gained from experience in special schools, by being a regional leader in special education, by completing the national training for leadership and management and through passing her wisdom to teachers as a tutor on relevant courses at the local university. Increasingly, she is being used to provide advice and support to services outside of education, such as the social services.
3. Her style is to improve the quality of the provision through empowering staff. She achieves this by making staff better at their work. Responsibilities are delegated very well and fairly and are supported by release time whenever appropriate. Her commitment to training as a first step toward improvement is embraced by all staff. They extend and improve their skills and knowledge by regularly taking part in specific training, relevant to their roles. They are expected to lead and manage and to check and report on the quality of their part of the school. They do this very well, so that the headteacher and deputy headteacher have a detailed knowledge of the effectiveness of the provision. Staff are treated with respect and dignity. They recognise this and enjoy contributing to the quality of the provision. Morale is very high. The shared commitment to improvement is excellent.
4. The headteacher receives excellent support from the deputy headteacher, who is also highly qualified and experienced. She undertakes her duties at the highest professional level. Her skill in using assessment information is especially beneficial in recognising the progress pupils are making. Four senior teachers complete the senior management team, which has great experience and the energy and enthusiasm for recognising change as an important contributor to improvement.
5. Governors provide very good support to the headteacher. The committees are well formed to cover all the school's work and meet regularly. Through regular reports from their committees, presentations made by staff and their frequent visits to the school, governors have a very good knowledge of the quality of the provision. They use this information well in helping to develop the priorities for the improvement plan. Statutory requirements and their role as 'critical friend' to the headteacher are met in full. Both have improved since the last inspection.
6. Pupils enter the school with a very wide range of learning and personal and social needs. By providing quality learning experiences, and by checking that these are working well, the school's leaders ensure that the provision is relevant to pupils' needs and meets statutory requirements. For example, an important aim is to promote the development of pupils' personal and social skills. To help achieve this many pupils take some of their lessons in their local mainstream primary schools. The programme is very well established and is excellently organised. It is bigger and better than similar programmes seen in the great majority of equivalent schools and those who take part gain great benefit.

7. The personality of the headteacher and the very high standards she sets are reflected in all the work of the school. The ethos is of a calm, efficient and ordered learning environment with the focus being on creating, maintaining and continually improving high quality provision that extends pupils as individuals. This is achieved in an open and happy fashion and where an important characteristic of learning has not been forgotten, namely, that it should be enjoyed.

The very good curriculum is adapted very well to meet pupils' learning and additional needs, focuses on communication, numeracy and the development of personal and social skills and meets all statutory requirements. It is helping prepare pupils very well for the next stage of their education.

8. The curriculum has improved since the last inspection. Over all the school, it provides a very wide range of meaningful learning opportunities for pupils, more so than in most equivalent schools. The focus on promoting communication skills and personal and social development is appropriate and is helping pupils achieve the very good standards that they do.
9. The curriculum in the Foundation Stage is carefully planned to provide very good experiences in each of the early learning areas. Pupils are quickly and very effectively baseline assessed in communication skills, number and in their personal and social development, and are screened for conditions such as childhood autism. They are excellently prepared for their work in Year 1 or in other provision such as mainstream primary schools or special units.
10. From Year 1 onward, pupils make very good progress in gaining communication skills. There are a number of contributory factors. Lessons in English are allocated considerable time, more so than in many equivalent schools. Teachers and teaching assistants are expert at using additional and augmentative strategies when they interact with pupils. They sign, use pictures and symbols, body gestures, objects of reference and information and communication equipment and switches equally well. Lesson planning takes very good account of the principles of the national strategy for literacy. The three-part lesson is well established. Also, pupils work comfortably in small groups that allow precisely targeted teaching that matches very well with their learning needs. The range, quantity and quality of resources to support teaching and learning are very good. These include a very good number of symbolised reading books and a very good range of electronic devices, such as Big Macks, battery toys and specialist switches. Also, teachers make very good use of a range of symbols in the preparation of worksheets showing new signs and symbols. The display of signs, symbols, pictures, and symbolised timetables found in each classroom, and around other areas of the school, provides very good visual reinforcement for learning.
11. Gains in communication are very effectively promoted outside of lessons. All staff, including the midday supervisors, administrative staff, volunteers, as well as pupils on work experience from mainstream secondary schools, are trained in signing and in using pictures and symbols. Because of this, and the good knowledge all adults have of pupils' individual education plans' targets for literacy, pupils communicate their needs and thoughts, wherever they go in school and whoever they are with. Lunchtimes, especially, are characterised by busy communication between pupils and their helpers. Many parents, and others in the family such as brothers and sisters and grandparents, have taken part in school-based training to gain skills in signing and in picture exchanges. This is helping ensure consistency between the school and the home and by stimulating communication benefits the progress pupils are making.
12. Provision for pupils' personal and social development is excellent and is based on the notion that pupils benefit by being given opportunities to learn to be as independent as is possible. The excellent relationships between all staff and pupils are helping pupils be confident as learners and be quick in initiating communication. They are always willing to work hard and to behave very well to please their teachers and teaching assistants. The quality of learning in the discrete lessons in personal, social and health education is very good, but the provision permeates all the work of the school. Lunchtime is especially well used in developing personal and social skills, and better now than was the case at the last inspection. Staff are well trained in feeding routines and take great care, for example, that pupils who require feeding are fed face to face, to increase the opportunities for communication.

13. In other aspects of their personal development, the weekly assembly, the daily acts of collective worship and relating Bible stories to their learning in the subjects introduces the concepts of special people, trust, respect for others and belief. Theme weeks, the sensory garden, which includes areas representing the major faiths, and lessons, especially in art and music, are helping pupils gain awareness of the traditions, history and characteristics of other cultures. Pupils in Year 5 benefit from taking part in outdoor activities such as abseiling and canoeing when they camp for a week. The Friends of Brooklands School organise a summer picnic and a firework display to celebrate Guy Fawkes' day, both of which are happy and exciting events. The summer book of ideas received by parents and carers before the summer holiday helps them continue pupils' learning in the subjects and gives ideas and suggestions for promoting personal and social skills.
14. Many pupils gain great benefit from taking some of their lessons in their local mainstream primary schools. The programme for inclusion has been operating for over six years. It is very well established and provides very powerful opportunities for pupils to make considerable progress in their personal and social development. More pupils spend more time in lessons with mainstream pupils than is the case in many equivalent schools. Currently, 22 pupils visit 17 primary schools, mostly their local schools. The pupils, their parents and the teachers and support assistants in the mainstream schools are prepared very well to receive Brooklands pupils. The level of ongoing support provided by Brooklands staff is always very good. Most often, pupils begin by visiting their local school for half-a-day each week. However, many quickly change to spending a full day at the school. A small number eventually move to the school as full-time pupils.
15. Great care is taken to ensure that all curriculum opportunities are available to all pupils, irrespective of the extent of their learning difficulties or the complexity of their needs. The skills of teachers and teaching assistants in using each of the augmentative and additional communication strategies and specialist teaching procedures, such as teaching educationally and communicationally challenged children, make a considerable contribution to making all aspects of the curriculum available to all pupils. Targets in individual education plans also help. These are working well in guiding lesson planning so that lesson tasks are appropriate for pupils. Specialists provide very good additional support. For example, the school's nurses look after the medical needs of pupils very well. The physiotherapists, occupational and speech therapists provide programmes for pupils that are meticulously followed. Advisory teachers for pupils with vision and with hearing difficulties also provide very good support and some support is gained from the educational psychologist. The very good range and quality of specialist resources, such as switches, adjusted keyboards, roller balls and touch-sensitive screens to operate computers, as well as bigger resources such as the hydrotherapy pool, sensory garden, sensory room and the soft play area, all contribute to making the curriculum readily accessible.

Pupils learn very well because they are expected to work hard and to do things for themselves.

16. The aim is to develop pupils intellectually, spiritually, morally, culturally and socially while promoting their self-esteem and independence. The full implementation of the National Curriculum helps as it provides learning experiences that match well with those gained by pupils in mainstream primary schools. Additionally, the work of the therapists and the school's nurses helps in meeting pupils' special needs, so that they are able to spend greater time and make a greater effort at their learning than would be the case without this additional support.
17. However, there is something else. There is a greater expectation in Brooklands that pupils will succeed through their own efforts, more so than in other equivalent schools. Over all the school day, pupils are encouraged to do things by themselves. They gain great benefit from this as they quickly become assured young people and determined learners. The confidence they gain through completing tasks without being over-supported contributes to the positive attitudes they have to learning and in dealing with the difficulties imposed on them by their special needs. In lessons and at lunchtimes, the expectancy that pupils will complete their tasks themselves, even though this may take longer than if they were helped, is applied consistently by all staff. For example, in

swimming, those who can are expected to dress and undress themselves. When they use a computer, they manipulate the roller ball, the special switch or the mouse themselves to control the screen. Pupils take time in doing this. The screen action would be faster if the teacher or teaching assistant controlled the screen for the pupils, but that would deny them full control of their learning. When they are moving around the school they are expected to open doors for themselves. At lunchtimes, those who can get their own food. They eat without support and return their dishes to the serving hatch. This takes longer than would be the case if the midday supervisors and other staff presented the food and fed the pupils. But were this to happen, pupils would not have learned the important social skills associated with eating or experienced the gains in confidence and self-esteem from doing it themselves.

18. The curriculum is designed to help. For example, the significant commitment to the programme of inclusion provides very valuable opportunities for pupils to learn to mix socially and to gain confidence from learning the routines of their new school and meeting new teachers, support assistants and different pupils. Some pupils make sufficient gains in self-confidence, self-esteem and towards independence that they move permanently into mainstream education.
19. That this aim is achieved in full is clear from pupils' attitudes to their learning in lessons. In nine lessons in ten, their attitudes are either very good or excellent. Also clear is the judgement of parents who strongly agree that the school is helping their children become mature and responsible. The clear recognition that pupils will benefit from trying to complete their tasks themselves is providing space for them to learn and to grow in the most meaningful of ways. It results in pupils in Brooklands having a great determination to succeed.

WHAT COULD BE IMPROVED

In the context of the school's many strengths, no major points for improvement can be identified. However, the governing body and the headteacher may wish to develop and operate procedures to use the information gained from assessing pupils to help judge the effectiveness of the school in comparison with other equivalent schools.

20. Good use is being made of information gained from assessing pupils' learning in the subjects and in their personal and social development. This informs lesson planning very well and is helping in the further development of the curriculum. However, governors and the headteacher should develop and operate procedures that use this information to check how well their pupils are doing in comparison with those in equivalent schools. This is a difficult task. Nevertheless, it is a task which will help refine the judgement of the quality of the provision and contribute to value added judgements.
21. The use being made of 'P' Scales to judge attainment over all subjects is a start point. But, pupils with severe and multiple and profound learning difficulties are unique as individuals. Within schools designated especially for them, the ratio of these pupils to each other differs, sometimes considerably. This rules out the simple checking of the 'P' scales one school with another, or against a generic data base that is, for example, a national compilation of the attainment of all pupils in similar schools. For a comparison such as this to be meaningful, it must take account of the ratio of pupils with severe learning difficulties to those with profound and multiple learning difficulties.
22. Because of the capability of the headteacher and her continuing role as regional leader, and the deputy headteacher's very good understanding of the theory and practise of assessment in judging the quality of the work of the school, Brooklands is well placed to lead on the calculation of a value added component.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	13	0	0	0	0	0
Percentage	7	93	0	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 six percentage points.

* One lesson was not judged for teaching because it was observed for too short a period of time.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	71 *
Number of full-time pupils known to be eligible for free school meals	9

* This figure includes one pupil who is now on the roll of a local mainstream school, who is dual registered but not on the roll of Brooklands School.

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	9.9

Unauthorised absence

	%
School data	0.2

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	42	2	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	8	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YN – Y5

Total number of qualified teachers (FTE)	10.0
Number of pupils per qualified teacher	7.1
Average class size	8.9

FTE means full-time equivalent.

Education support staff: YN – Y5

Total number of education support staff	39
Total aggregate hours worked per week	965

Financial information

Financial year	2001-2002
	£
Total income	1,074,877
Total expenditure	875,427
Expenditure per pupil	12,873
Balance brought forward from previous year	129,303
Balance carried forward to next year	199,450

Recruitment of teachers

Number of teachers who left the school during the last two years	3.2
Number of teachers appointed to the school during the last two years	5.2

Total number of vacant teaching posts (FTE)	0
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	71
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	18	2	0	0
My child is making good progress in school.	60	35	5	0	0
Behaviour in the school is good.	54	46	0	0	0
My child gets the right amount of work to do at home.	47	39	11	0	3
The teaching is good.	76	20	2	0	2
I am kept well informed about how my child is getting on.	78	20	0	2	0
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	78	20	2	0	0
The school is well led and managed.	89	9	0	0	2
The school is helping my child become mature and responsible.	66	29	3	0	3
The school provides an interesting range of activities outside lessons.	50	30	10	3	7

Other issues raised by parents

No issues were raised by parents.