

INSPECTION REPORT

RADLETT LODGE SCHOOL

Radlett

LEA area: Hertfordshire

Unique reference number: 117646

Principal: Lynda Tucker

Reporting inspector: Steven Parker
13033

Dates of inspection: 15th-16th May 2001

Inspection number: 196892

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:	Independent, National Autistic Society
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Harper Lane Radlett Hertfordshire
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Appropriate authority:	National Autistic Society
Director of Services for National Autistic Society:	Richard Mills
Name of Chair of Service Support committee:	Dr Stuart Powell
Date of previous inspection:	11 th November1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Radlett Lodge is a small, independent primary school for pupils with autistic spectrum disorders (ASD). It has places for 49 pupils aged three to eleven, providing for 31 day pupils and 18 weekday boarders residential provision, called The Lodge. It is funded and managed by the National Autistic Society and is consistently fully subscribed. Pupils come from a wide catchment area. Many central and north London borough and Home Counties local education authorities purchase places at the school. There is a significant gender imbalance of 44 boys to 5 girls, but this is a typical pattern for autism. A significant proportion of pupils (17, representing 35% of the roll) come from ethnic minority backgrounds. Seven of these are from families where English is an additional language. The great majority of pupils enter the school with very low levels of attainment and all have significant difficulties with communication and social relationships.

HOW GOOD THE SCHOOL IS

Radlett Lodge is a very effective school with some outstanding strengths. Pupils make very good progress in relation to their priority needs of communication and social skills and they achieve well in all other areas, as the result of consistently good teaching. Leadership by the principal and management by the senior management team are very good. The school provides very good value for money.

What the school does well

- The school is very well led by the principal, who works in a very successful partnership with her senior management team and service support committee.
- Very effective teamwork between all staff enables pupils to achieve very well.
- Pupils make impressive progress in their ability to communicate.
- Very high quality relationships and well-focused care are strengths of the school, helping pupils to make excellent progress in their personal development.
- The school's very strong commitment to building and sustaining an effective partnership with parents enables them to support their children's learning very well.

There are no significant areas for improvement. Three minor points relating to curriculum organisation, provision for information and communication technology (ICT) and school development planning are considered worthy of attention. These areas for improvement are referred to in the commentary and will form the basis of an action plan prepared by the National Autistic Society.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been much improvement since the last inspection in November 1996. The school has been effective in addressing the main key issues. Considerable development work has been completed on the curriculum, the inadequacies identified in accommodation have been successfully dealt with and organisational weaknesses in relation to registration procedures and the reporting of unauthorised absences have been corrected. It is an indication of a school that wants to keep on improving, that additional issues were identified in the report to incorporate in action planning, following the inspection. This has resulted in significant improvements to:

- the quality of teaching;
- the progress that pupils make, particularly in developing communication and social skills;
- staff recruitment, induction and professional development;
- learning resources.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

Progress in:	by age 11	Key	
speaking and listening	A	very good	A
reading	B	good	B
writing	B	satisfactory	C
mathematics	B	unsatisfactory	D
personal, social and health education	A	poor	E
other personal targets set at annual reviews or in IEPs*	A		

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

The challenging but achievable targets set for all pupils collectively and for each individual pupil in their IEPs across a wide range of activities, indicate the school's high expectations of them. Progress against those targets is assessed regularly (as frequently as weekly for the personal, social and health education elements) and adapted according to the success that each pupil is having. Pupils make very good progress and achieve very well in the priority areas of communication and social skills. Both the school and parents consider these skills to be the most crucial to develop to enable pupils to benefit from the rest of the curriculum. Pupils make good progress in most other subjects. In ICT, pupils achieve satisfactory standards. The school recognises that this is not as good as in most other areas of the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are happy to be involved in activities and clearly enjoy school. They are able to sustain concentration for impressively long periods and are not usually distracted by any inappropriate behaviour of others.
Behaviour, in and out of classrooms	Very good. Pupils respond very positively to the clear structures of the day and the high expectations of staff. The very effective partnership between staff, the school psychologist and parents ensures the all-important consistency in managing the very challenging behaviours that many pupils display.
Personal development and relationships	Excellent. Pupils are learning how to cope with the significant and often frightening challenge of their condition. They begin to take responsibility for their behaviour and schoolwork and benefit considerably from the outstanding quality of relationships right across the school. During the inspection there were examples of pupils accepting each other and sometimes working together.
Attendance	Very good. There is an excellent record of no unauthorised absences over recent years, which is testament to the co-operation between home and school.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-11
Lessons seen overall	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 great majority of teaching is at least good and nearly a third of lessons seen were judged to be very good or excellent. The teaching of communication skills across the curriculum is a particular strength because the school has prioritised this area of need. An effective partnership between the speech and language therapist and all staff has made a significant contribution to the success of this approach. It has enabled them to structure all activities imaginatively to focus on and highlight the communication element to good effect. The National Literacy Strategy has been successfully adapted to meet the particular needs of pupils. As a result, pupils make good progress in developing their reading and writing skills. Although further work is planned on adapting the National Numeracy Strategy, teaching in this area is effective and pupils make good progress. Very good teaching and support for pupils' personal, social and health education (PSHE) enable them to make very good progress and to develop confidence and maturity. There has been a marked improvement in the quality of teaching since the last inspection, with the exception of ICT, for which there are appropriate plans in place to improve staff skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum is well planned to provide pupils with a broad and relevant range of learning opportunities. There is an appropriate emphasis on the priority needs of communication and social skills.
Provision for pupils with English as an additional language	Good. The school has an integrated approach to developing pupils' recognition of the need, intention and ability to communicate through a range of approaches, most particularly using symbols. Both professionals and parents with English as an additional language consider this approach appropriate and effective in developing pupils' early language skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. There are particular strengths in personal, moral and social development because of the strong ethos of the school and the positive role models provided by staff. Pupils' spiritual and cultural sensitivities are well promoted across the curriculum.
How well the school cares for its pupils	Very good. A strength of the school. All staff show, in the sensitive and supportive way that they relate to pupils, that they have a very high regard for their well-being, health and safety. The teamwork between school and The Lodge staff is particularly impressive and ensures consistency across a twenty four hour curriculum for pupils in residence. Staff know all pupils well and are helped in this by high quality assessment and recording systems. This enables teachers to write very well focused IEPs that effectively inform everyone's practice.

The school uses the wider community very effectively to supplement its curriculum and, most successfully, to develop pupils' ability to participate in normal day-to-day activities such as shopping and leisure pursuits. Parents, who often find this aspect of their lives most frustrating and stressful, particularly appreciate this. This is a good example of the very successful partnership that exists between home and school. Parents are very appreciative and supportive of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the principal and other key staff	Very good. The principal leads the school very well in a very effective partnership with her senior management team colleagues. They are very knowledgeable about the particular needs of their pupils and have very high expectations for pupils, staff and themselves.
How well the appropriate authority fulfils its responsibilities	The National Autistic Society and Service Support Committee are very supportive of the principal and the school. Financial management is particularly good, ensuring that spending is well matched to priorities and initiatives that have been identified. Careful, planned savings have accumulated a surplus of 6% in the budget, to fund necessary improvements, particularly to parking on the cramped site.
The school's evaluation of its performance	Very good, for all aspects. There is a wide range of very effective systems for checking how well the school is doing and setting challenging targets for future development. This is particularly evident in relation to teaching and learning.
The strategic use of resources	Very good use is made of staff, time and resources to support pupils' learning. The accommodation has been further improved since the last inspection by converting the swimming pool into an early years centre and upgrading the heating system throughout the school. All spending decisions are very carefully considered, in the light of their likely impact on pupils' standards of achievement and personal development. Every effort is made to apply the principles of best value.

The school is consistently challenged by the problems of recruiting and retaining staff, most especially educational care workers (ECWs). These difficulties relate particularly to high employment and house prices in the area (although this, in fact, reflects a national problem). Every effort is made to sustain a full establishment of staff. Senior managers ensure that all new personnel are given a full and thorough induction to ensure that they understand and can meet the very particular needs of the pupils. High quality, ongoing training and professional development opportunities are offered to all staff. The success of this whole school approach is evident in the high quality of the provision and has been recently recognised by the award of Investors in People status.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Openness and empathetic support from all staff; • Encouragement to be fully involved in their children's learning; • The very good progress made by their children, especially in communication and social skills; • The quality of regular information. 	<ul style="list-style-type: none"> • Telephone communication links with the Lodge; • Homework provision; • High turnover of staff.

The inspection team fully supports parents' very positive views about all aspects of the school's work. A significant minority of parents who attended the parents' meeting expressed concern about the difficulties they had been having in making telephone contact with the Lodge in the evening. The school was fully aware of these difficulties and had researched a solution. A new telephone system was due to be installed very soon after the inspection, providing a dedicated line to the Lodge and mobile phone facilities to ensure that all calls can be dealt with efficiently. It was possible in discussion at the parents' meeting to clarify some of their misunderstandings about homework. It would certainly seem that the school's approach, which focuses on reinforcing particular approaches to, for example, communication and managing difficult behaviour, is well received and favoured by the great majority of

parents. The issue of high staff turnover is a concern for everyone involved with the school. The inspectors were fully reassured that the school is doing everything it can to minimise the difficulties that this situation creates.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school is very well managed by the principal, who works in a very successful partnership with her senior management team and service support committee.

1. The National Autistic Society has been giving increasing independence to the principal and the Service Support Committee (the equivalent in this independent school of a governing body) to enable them to manage the school according to local conditions. The supportive nature of these inter-relationships has been positive in its impact. Members of the senior management team represent all aspects of the school and work very productively under the very good leadership of the principal. There is a strong consensus about the way the school should function and every member (whose role and responsibilities are very clearly defined to make the best use of their expertise) makes an important contribution to fulfilling this ambition. Regular scheduled meetings, involving all staff at different times and at all levels of the school, ensure that communications are of high quality and that there is a shared commitment to the school's aims.
2. All aspects of the school are monitored regularly to make sure that targets are being met and areas for improvement identified through this rigorous process. The recent appointment of a lead teacher to support teachers in their work, is a good example of the way that a need has been identified and well met. The lead teacher is a member of the support and development team, which has been operating for some time to ensure the effectiveness of teaching and learning. She works in the team with the principal, deputy principal, psychologist and speech and language therapist, who again, all have clearly assigned roles in their joint endeavours. It is impressive that clear links are established between the effectiveness of teaching right across the school, by all staff who have contact with pupils, and the very good progress and achievements of those pupils. This whole approach has resulted in many improvements since the last inspection. For example, much good work has been done to develop the curriculum in the way that the previous inspection report suggested. The school recognises, in its approach to monitoring each element of the curriculum, that it is involved in a process of continuous review and improvement. There is, however, not a well argued overview of what determines the direction of curriculum development in the school best to meet the needs and entitlements of pupils with autism.
3. The school development plan and the processes that produce it are of good quality and clearly reflect identified improvement needs. There are, though, two small aspects that do not completely meet these high standards. Firstly, the Service Support Committee does not have as clear a view of practice within the school as it could have through, for example, direct observation of classroom and residential activities. Secondly, the plan does not always take full account of how individual elements relate to others and how some aspects might be fully integrated across the plan. The budget is very well managed to facilitate developments like that of the lead teacher. Also, during the last financial year, careful, planned savings were made to create a surplus of 6% in the budget. This was to fund necessary improvements, particularly to the cramped parking situation on the site.
3. A significant element of the school's success has been its very impressive policy for the induction, training and professional development of all staff. There is a very well structured, high quality approach to this. All staff benefit from a thorough induction

and essential basic training, particularly about the needs of pupils with autism, when they join the school. They are then offered regular management support and development reviews to find out how they are getting on, to identify what support they require and to encourage them in improving and sustaining their own performance. The training co-ordinator then makes very good whole school, small group and individual arrangements to meet identified needs. Besides the obvious benefits of this approach in assuring quality and consistency, the policy has very effectively tackled the problems associated with the high turnover of staff, most especially for educational and residential care workers. This aspect of the school's management was the most important contributory factor in the recent award of the prestigious status of Investors in People.

Very effective teamwork between all staff enables pupils to achieve very well.

5. The school has a large, complex staffing structure. Teachers work in the classroom in very successful partnerships with learning support assistants (LSAs) and ECWs. The ECWs spend their day in both the residential unit and the school, very effectively supporting boarding pupils across both settings. There is also a small team of residential social workers who work exclusively in the Lodge. In addition, there is a full complement of professional staff, comprising an educational psychologist, assistant psychologist and speech and language therapist. Secretarial, caretaking and domestic staff provide good quality ancillary services. There is a clear team ethos throughout the school. This strong sense of teamwork and resultant high staff morale was celebrated in the assessment report for the Investors in People accreditation.
6. The philosophy of Radlett Lodge is to put the needs of its pupils first. There are very effective systems in place to find out about pupils' capabilities and difficulties when they first come to the school. Then, throughout their time there, very detailed, continuous observations are carried out to find out how they are getting on. The well-presented records of pupils' progress that are produced, inform everyone who has anything to do with them. As a result, all staff know all pupils very well. Teachers are very clear about those skills where pupils need more practice and what they need to learn next to achieve the targets that are set for them. This knowledge is shared fully with all support staff, who are then able to focus their efforts on encouraging pupils' learning. This sharing approach ensures very impressive consistency of practice right across the school. Pupils, therefore, feel secure and are enabled to overcome their anxieties about change, to the extent that they become increasingly confident.
7. The quality of teaching has improved considerably since the last inspection. It is now consistently at least satisfactory, mostly good and often very good or excellent. This is despite the high turnover in the intervening period and the current situation where two teachers are on maternity leave. In this context, a long-term and very experienced supply teacher and support staff have ensured extremely important continuity for pupils' learning. Teachers are very effective at planning work and developing materials that match the needs of pupils at different levels of attainment. They also provide a range of strategies that enable pupils to learn to become more independent. These approaches help all pupils to take a full part in lessons and make good and often very good progress across most subjects of the curriculum. The school is fully aware of the fact that pupils' skills and progress in learning to use computers, whilst satisfactory, is not up to the high standards in other subjects. Appropriate plans are in place to improve staff skills and the organisation of this aspect of the curriculum. The difficult and often challenging behaviours that many pupils display are managed very well through positive and highly structured programmes. The influence and support of the psychology team, working in close partnership with teachers, is an important

ingredient in the success of these approaches. Similarly, the speech and language therapist has had a significant impact on the successful teaching of communication skills.

8. The development of a key worker system in classrooms and residential provision has had a valuable impact, both on pupils' sense of security and in teaching them to be adaptable. In contrast to the usual model, where there is a continuous relationship between one staff member and a pupil, support staff are assigned to pupils on a weekly basis. This enables staff and pupils alike to develop strong relationships and a sense of continuity, whilst avoiding the often problematic issue of interdependence. Support staff are able to get to know pupils very well and, by making comparisons with the other pupils that they work closely with, can raise their own expectations of what can be achieved. In this way they can offer continuous encouragement to pupils to improve their achievements. This approach also has the benefit of increasing staff confidence. It enables them to provide extremely effective support for teachers in whole-class teaching situations; as, for example, in one lesson with seven and eight year olds, when key workers provided very well focused language prompts to pupils during a 'big book' session. It meant that all pupils were able to follow the story of 'If you want to be a cat', and could engage willingly and participate successfully in the activities connected with it. Equally importantly, key workers are able to use their own skills in small group and one-to-one teaching. This was well illustrated on numerous occasions, when support staff taught pupils very effectively in follow-up activities in the classroom or took pupils away to do other activities. One example of this was when an LSA taught a whole class group of six and seven year olds to make fruit salad in the food technology room, in three separate pairs, during the course of a morning session. During this very successful activity, pupils learned a whole range of new cutting and naming skills and practised applying other knowledge, such as shape, number and the use of symbol cards to communicate.

Pupils make impressive progress in their ability to communicate.

9. The school's stated priority to encourage all pupils to be as independent as possible has resulted in an appropriate emphasis on the teaching of social interaction and the ability to communicate in a number of ways. Developments have come as the result of a striving for improvement, thorough monitoring of existing practice and very detailed research. Work in this area, influenced and led very ably by the speech and language therapist, has improved staff awareness of what pupils can achieve, so that expectations have been raised. Pupils are helped to communicate effectively across all settings in the school and out in the community. This is an activity that has provided an ideal opportunity for staff to work in partnership with parents. There is a high level of satisfaction expressed by parents about the significant progress that their children make, and the positive impact that this has had on all aspects of their and their children's lives.
10. A very wide range of strategies has been employed to meet each pupil's particular communication needs. The use of symbol systems is at the heart of the approach. Teachers use them to provide structure and consistency through visual timetables, which help pupils to understand and cope with a range of experiences, enabling them to predict the shape and content of their day and signalling the beginnings and ends of activities. Pupils are taught to use symbols to organise themselves and to express their needs and wants. Many examples of this were seen during lessons. In a literacy lesson for ten year olds, pupils moved smoothly from a lively and engaging group reading of a poem to a range of follow up activities, because the teacher had managed these transitions effectively by referring to their individual timetables. One

pupil worked independently on the computer, typing out the poem, using a symbol programme, then starting to write a story of his own. He asked for help from an LSA, using his symbol book, and she was able to guide his efforts very successfully. Higher attaining pupils go on to use this approach to develop their writing skills using the text under the symbols as a prompt. One group of nine year olds organised their own snack session, using their symbol books very effectively to ask questions of each other. With very sensitive staff guidance, verbal pupils were then able to take part in conversations about 'what happened last night'. Similar situations were seen in an evening session and at breakfast in the Lodge, demonstrating consistency of experience and support for pupils and staff alike.

11. The speech and language therapist works alongside staff in all classrooms and in the Lodge. This enables her to assess pupils' needs and capabilities and to advise on the best approach for each individual. It also provides her with valuable opportunities to train all staff through direct demonstration of correct approaches. This is particularly effective in relation to enabling pupils always to experience success through prompting and cueing their responses. Communication targets are incorporated into pupils' IEPs and are followed in both school and residence, taking full account of the differing experiences, but ensuring consistency of application. It has been recognised that, because of their success, many of the communication books that pupils use are now becoming cumbersome. The school has, as a result, identified the need to identify and introduce more manageable systems or aids. Records demonstrate that many pupils have made remarkable progress in developing their ability to communicate.

Very high quality relationships and well-focused care are strengths of the school, helping pupils to make excellent progress in their personal development.

12. The school presents as a calm and caring community, with a 'can do' atmosphere. When considering the extreme frustrations that autism can often cause to children, this is an impressive achievement. All staff demonstrate in their day to day contact with pupils that they understand the implications of pupils' difficulties and are highly sensitive to their needs. They successfully combine appropriate firmness and clear indications of their expectations with sensitive support and encouragement. Everyone shows their commitment to all pupils' well being and health and safety through the way activities are organised and their concentration on encouraging pupils to be as independent as possible. Structure and a consistently positive approach are key considerations when planning pupils' experiences. The aim is always to provide opportunities that are carefully planned to encourage the ability to cope effectively with change.
13. Relationships between staff are open and mutually supportive. This ensures that their relationships with pupils are sensitive, respectful and realistic, creating a comfortable balance between care and concern and high expectations. Pupils react very favourably to this approach, following the role models that staff provide, developing their ability to relate socially and take account of others' interests. Pupils increasingly display the ability to tolerate other children, work towards helping one another and valuing and respecting each other's achievements. This was well illustrated in a music and movement session with ten year olds. There were occasions throughout the lesson when pupils took account of others' movements, held each other's hands in pairs and with the whole group in a circle and collaborated with raising and lowering a parachute in time with each other. All the staff had subtly encouraged this behaviour and the teacher made a point of celebrating these achievements at the end of the session. Pupils displayed genuine pleasure in their own success and the

praise that was offered. Similar modelling approaches help pupils to develop a sense of right and wrong and fairness.

14. The school uses the wider community very effectively to help pupils to develop the ability to cope with the sort of situations that can often be extremely problematic for families. Careful planning of in-school activities prepares pupils for visits to, for example, the supermarket, local café or leisure centre. When they actually go to these places, staff sensitively support them with firm but fair management of their anxieties, enabling them to cope with the experience successfully. For those pupils who stay in residence, the well-planned and highly structured curriculum provides a further range of opportunities for pupils to develop their adaptability. Lessons learned from these activities are shared across the school and with parents in the form of guidance and encouragement to try the approaches themselves. Parents express considerable gratitude for this help, which has often proved liberating for the whole family. Good, well-planned opportunities are created for those few pupils who are able to integrate into local mainstream schools.
15. All staff contribute to and benefit from the process of working together to set targets for pupils' PSHE programmes. Each pupil has six objectives, covering social interaction and communication, behaviour, advocacy, life skills, self-help and play. These are assessed and recorded weekly by the pupil's individual key worker and, when an objective has been achieved, a new one is set. These high quality records are shared across the school and with parents through the home school books, enabling everyone to have consistent expectations and to reinforce success. This approach encourages realistic ambition for the pupil and everyone involved with him/her. As a result, pupils make outstanding progress in these important areas of their development.

The school's very strong commitment to building an effective partnership with parents enables them to support their children's learning very well.

16. The great majority of parents are very positive and supportive of the school and value highly the success it has in educating their children. The school, in its turn, has made it a priority to nurture and maintain productive partnerships with parents through openness and collaboration. A number of examples have been cited already to illustrate the success of this approach in enabling parents and school to work successfully together to overcome the challenges associated with autism. Many of the parents who attended the meeting or submitted written comments prior to the inspection, expressed relief that they were finally involved with professionals who understood the unique nature of their children's difficulties. They also talked about their deep appreciation of the empathy and freely given practical guidance, support and encouragement that they received from all staff, at all levels.
17. From their first contact with the school, when staff are assessing a pupil's needs, parents are invited to answer the question 'what do you want us to do with your child?' Parents are then fully involved in setting targets, identifying objectives to meet those targets and reviewing progress towards them. A regular flow of good quality information through newsletters, reports, home school books, meetings, telephone calls and individualised approaches ensures that parents are kept fully up to date. Clearly, the wide catchment area of the school poses problems, but everything is done to minimise these. Wherever possible parents are encouraged to go in to school to work with staff, to become members of the service support committee or to join the parent teachers' association.

WHAT COULD BE IMPROVED

18. There were no significant issues identified during the inspection that require improvement. However, three minor points, relating to the way the curriculum is organised, the school's provision for developing pupils' skills in the use of ICT and school improvement planning were identified and are considered worthy of attention. These are referred to in paragraphs 2, 3 and 7.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. In order to improve the quality of education provided, the principal, National Autistic Society and Service Support Committee should:
- continue with planned improvements to the curriculum; *
 - complete the planned further development of the quality of teaching and learning in ICT; *
 - further develop the school improvement planning processes and practice.
- * These issues are already included in the school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	26	58	11	-	-	-

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	49
Number of full-time pupils eligible for free school meals	0

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

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		Unauthorised absence	
	%		%
School data	4.85	School data	0

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	3
Black – other	7
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	2
White	34
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	4.9
Average class size	7

FTE means full-time equivalent.

Education support staff: YR– Y6

Total number of education support staff	24
Total aggregate hours worked per week	841

Financial information

Financial year	99-00
	£
Total income	1,486,763
Total expenditure	1,392,945
Expenditure per pupil	28,427
Balance brought forward from previous year	-
Balance carried forward to next year	93,818

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	49
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	28	3	0	0
My child is making good progress in school.	66	28	0	3	3
Behaviour in the school is good.	34	59	0	0	7
My child gets the right amount of work to do at home.	25	36	18	3	18
The teaching is good.	86	14	0	0	0
I am kept well informed about how my child is getting on.	80	17	0	0	3
I would feel comfortable about approaching the school with questions or a problem.	83	11	3	0	3
The school expects my child to work hard and achieve his or her best.	70	24	3	0	3
The school works closely with parents.	73	21	0	3	3
The school is well led and managed.	59	38	0	3	0
The school is helping my child become mature and responsible.	62	32	3	0	3
The school provides an interesting range of activities outside lessons.	62	32	0	3	3