

INSPECTION REPORT

THE CEDARS PRIMARY SCHOOL

Hounslow

LEA area: Hounslow

Unique reference number: 102558

Acting Head teacher: Mrs L Julian

Reporting inspector: Mrs P Potheary
21765

Dates of inspection: 5th–6th December 2000

Inspection number: 223617

Inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school: Special
School category: Community special
Age range of pupils: 5 to 11 years
Gender of pupils: Mixed

School address: High Street
Cranford
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Middlesex
Postcode: TW5 9RU

Telephone number: 020 8230 0015

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Appropriate authority: Governing body

Name of chair of governors: Mr J M Richards

Date of previous inspection: 18 November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Cedars is a 57-place day school for primary aged pupils with emotional and behavioural difficulties. There is one girl and 36 boys on roll. The ethnic origin of pupils is 72 per cent white UK heritage and 28 per cent are of other ethnic origin, mainly black African, Indian and European. There is one Traveller pupil and two pupils who have English as an additional language, although they speak English well. Free school meals are received by 57 per cent of pupils. Pupils come from the whole of Hounslow. All pupils have a statement of special educational needs and the majority have additional significant learning difficulties. There is an increase in pupils with more complex learning difficulties being placed in the school. The school has an infants department, which is new; there are three Key Stage 1 pupils currently on role and six classes altogether. The school has a no exclusions policy for most circumstances.

HOW GOOD THE SCHOOL IS

The Cedars is a good school, which is steadily improving. Pupils achieve well and make good progress. The quality of teaching is usually good and often very good and teachers take very good care of the pupils, helping them grow in confidence and improve their behaviour. The school is well led and managed, towards continuous improvement in the quality of teaching and learning. The school provides good value for money.

What the school does well

- The quality of teaching and learning is good and often very good; teachers and learning support staff plan carefully to help individual pupils achieve their best.
- The attitudes, behaviour and personal development of pupils are usually very good and sometimes excellent; they work hard and make good progress.
- The activity-based curriculum is also very good and allows pupils to experience success, develop a wide range of skills and interests and make a valued contribution.
- The quality of leadership and management is good. The work of the acting headteacher is very good, leading a highly committed and hard working team in improving standards.

What could be improved

- The curriculum, although good overall, allows too little time for teaching science and geography, has insufficient opportunities for teaching personal, social and drugs education and has a limited spiritual and multicultural dimension. This means that pupils do not receive all of the opportunities enjoyed by their peers in other schools.

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

The school was last inspected in November 1996. The school has made good improvements since then, especially in curriculum planning. All of the previous issues have been addressed and in addition substantial improvements to the building and grounds have been made as well as improved administration, resources, staff development, visits and use of the outside environment, information and communication technology and particularly in the quality of teaching and learning.

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 5	by age 11	by age 16	by age 19	Key
speaking and listening	N/a	B	N/a	N/a	very good A
reading	N/a	B	N/a	N/a	good B
writing	N/a	B	N/a	N/a	satisfactory C
mathematics	N/a	B	N/a	N/a	unsatisfactory D
personal, social and health education	N/a	B	N/a	N/a	poor E
other personal targets set at annual reviews or in IEPs*	N/a	B	N/a	N/a	

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

The school is making good progress towards its targets to improve achievement in mathematics for higher attaining pupils and to strengthen the quality of written work. Pupils with significant additional special needs such as autism and moderate and severe learning difficulties also make good progress. Pupils throughout the school show good achievement against individual targets in all subjects including English, mathematics, science and personal and social education. By age eleven, standards in the statutory assessment tests and tasks are below similar schools nationally and fluctuate from year to year. However this data is not reliable for several reasons,¹ including the small number of pupils in Year 6. Achievement is also strong in art, physical education, food technology and music, where pupils show an ability to make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good, they enjoy coming to school and take a pride in their achievements.
Behaviour, in and out of classrooms	Behaviour is usually good and sometimes very good; pupils consider others and successfully learn to behave well. Pupils who feel impatient or angry usually listen and respond to staff.
Personal development and relationships	Personal development is very good. Pupils learn to control their emotions and show respect for school staff and each other.

¹ The school integrates their most improved pupils into mainstream schools, no pupils have been excluded, a high proportion have only been in the school for one year or less and an increasing majority have additional significant learning difficulties including visual and hearing impairment, moderate and severe learning difficulties, autism, Aspergers syndrome and speech, language and communication difficulties.

Attendance	Attendance is good and no pupils are excluded.
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TEACHING AND LEARNING

Teaching of pupils:	aged up to 5	aged 5-11	aged 11-16	aged over 16
Lessons seen overall	N/a	good	N/a	N/a

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 good overall for pupils of all abilities and for those with additional special educational needs. It is satisfactory in 16 per cent of lessons, good in 38 per cent and very good in 46 per cent. There is no unsatisfactory teaching. The quality of learning is also good; pupils usually work hard and take a pride in their achievements. The quality of teaching in English and in personal and social education is very good and in mathematics, science and information and communication technology it is good. The quality of teaching in the activity-based subjects of art, music, food technology and particularly physical education is also good, contributing well to the high motivation of pupils. The good and very good teaching is characterised by good organisation and planning so that lessons are varied, interesting and fast paced. Pupils are then clear about their tasks and goals and work very hard to meet them. The very good behaviour management successfully helps pupils to remain on task and teaches them to behave well. Very good teamwork between teachers and learning support staff ensures that every pupil receives sufficient, highly focused and skilled individual support. Pupils then develop the confidence to try hard and build their skills. In addition the quality of care shown to pupils in lessons is excellent, their progress is carefully recorded and their personal needs always attended to and followed through. Pupils therefore develop a trust in the adults around them and this helps them to want to learn. Where teaching is satisfactory there are weaknesses, including a lack of clear, individual goals, limited planning for investigative, independent work and a lack of lesson summaries. Pupils then lose a sense of purpose and become restless. In a minority of classes the weaker teaching is characterised by less effective behaviour management, leading to more frequent disruptions to the lesson. The teaching of basic literacy and numeracy in all subjects is generally good, although opportunities are sometimes missed through lack of planning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The good range of subjects includes personal, social and health education and meets the needs of all pupils. However, time for teaching science, geography and personal, social and health education is too low. Physical education, art, music and food technology are very effective in raising pupils' confidence and achievement.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school offers very good provision for pupils' personal, social and moral development. Provision for cultural development is satisfactory overall; art and music are strong, but multicultural education is unsatisfactory. Provision for developing pupils' spiritual awareness is satisfactory, but opportunities are limited.

How well the school cares for its pupils	The school cares very well for the pupils. This is particularly evident in the pastoral care and nurturing of pupils throughout the day. All child welfare and protection procedures are in place and assessment is detailed and used well to support planning.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the acting headteacher and key staff are good. The acting headteacher is very effective, leading a strong team in setting clear goals for developing the school and improving standards.
How well the appropriate authority fulfils its responsibilities	The governing body is effective in fulfilling statutory duties and makes a satisfactory contribution to school development. The governors understand the strengths and weaknesses of the school well, but are in the early stages of developing a more critical and strategic steering role.
The school's evaluation of its performance	The school monitors and then evaluates pupil performance and the impact of new initiatives well and takes effective action.
The strategic use of resources	Resources use and financial management are good, grants are used well and all spending decisions seek best value and are well linked to effectiveness. However the school improvement plan is not properly linked to budget headings and this does not ensure a consistent response to priorities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils make good progress particularly in their social development. • Teaching is considered to be good. • The pupils enjoy coming to school and behaviour is good. • Parents generally feel well informed and find the school approachable. 	<ul style="list-style-type: none"> • Homework is inconsistent and often insufficient. • Extra-curricular activities are too few. • Provision for more complex special needs is not properly addressed.

The inspection team findings support the view that the progress made by pupils, the quality of teaching, pupils' attitudes to school, the information provided for parents and the approachability of the school are all good. They also support the view that homework is not consistently given; it is well organised in some classes but insufficient in others. Provision for extra-curricular activities, however, is found to be good, particularly when the constraints of special school transport and school size is considered. The team finds provision for more complex special needs of pupils is usually good and appropriate individual programmes are well established. However, there is insufficient training for staff, regarding the particular needs of pupils with autism and other conditions, to keep practices updated and improve provision further.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching and learning is good and often very good; teachers and learning support staff plan carefully to help individual pupils achieve their best.

1. Teaching is very good in 46 per cent of lessons and good in a further 38 per cent, 16 per cent of teaching is satisfactory and there is no unsatisfactory teaching. This is an improvement on the good standard of teaching at the time of the last inspection. Teaching in all subjects is good and in English it is very good.
2. There are many strengths in the quality of teaching. Teachers usually plan carefully making sure that each pupil is taught in a way that suits them, in line with their individual learning goals and skills. Pupils therefore understand clearly what is expected of them and work hard to achieve their goals. In English for example, quiet concentration is usual when pupils work individually, to learn spellings and remember words. In a few lessons, planning does not focus sufficiently on individual learning goals and pupils lose interest more readily. In addition, many lessons finish without a summary of the main teaching points and so fails to consolidate the learning that has taken place. However, the pace is usually brisk so that restless pupils are kept interested and are keen to find out what comes next. In art for example, the formal part of the lesson finishes early so that pupils have an opportunity to explore areas of interest such as pottery, woodwork and computer drawing. This motivates them to do the work well and earn their free choice. Teachers' subject knowledge is also strong in most lessons so that lessons are interesting and informative and pupils are helped to become involved.
3. There were few examples of independent research and investigation by pupils during the inspection. Although this is more difficult to achieve with pupils who have emotional and behavioural difficulties in the primary years, it was not a part of teachers' planning. The school has already identified this as an area for development in order to continue the improvement in the quality of teaching and learning.
4. A major strength in teaching is the quality of behaviour management in most classes. Teachers and support staff operate as a team, following the behaviour management system, but also relating very well to the pupils. There is great excitement when pupils achieve their behaviour management targets at the end of each lesson and pupils are very keen to do well. This positive approach, linked to teaching good behaviour, helps the pupils to know what to do and their behaviour gradually improves. For this reason the majority of lessons are focused on teaching and learning and pupils are able to make good progress. In the few classes where behaviour management is more negative, pupils are more likely to present difficulties and work is disrupted.
5. Another major strength in teaching is the level of care shown to pupils in lessons. Teachers know the pupils very well and understand how they learn, as well as how they are feeling. Support staff, in particular, contribute very well towards helping pupils to solve their problems and focus on their work. Tea and toast are given to pupils in class, in the morning for example. This creates a nurturing and trusting atmosphere, which helps to calm pupils and make sure that they are not hungry, so that they are ready for work. This good care is linked to thorough, careful assessment of pupil achievements in the majority of subjects, particularly in English and mathematics. In all subjects pupil progress is charted and lessons adapted to help build their skills systematically.

The attitudes, behaviour and personal development of pupils are usually very good and sometimes excellent; they work hard and make good progress.

6. The attitudes, behaviour and personal development of pupils are a strength of the school. This is primarily because the school is very successful in helping pupils with their main special educational need of emotional and behavioural difficulties. Pupils enjoy coming to school and have a much higher level of attendance than in similar schools. In the majority of lessons pupils are very keen to work hard and achieve their targets. Most pupils stay on task for most of the lesson, which is a considerable achievement for those with attention deficit and hyperactivity disorder and autism.
7. Behaviour is usually good or very good in the majority of lessons. Pupils come in quietly, do as they are asked, speak to the teacher, learning support staff and other pupils with respect and look after the furniture and equipment. This is one main reason why the quality of learning is good throughout the school. There are the inevitable tensions and disruptions when pupils are feeling angry, or have had a bad experience, but they respond remarkably well to the support and advice given and usually calm down. When a pupil is asked to leave the room they almost always comply and come back ready to learn. In the playground and in and around the school, behaviour is also good. During outside visits the school is often complimented on the very good behaviour of the pupils. There are few incidents of bullying and these are well dealt with.
8. The social development of pupils is very good. Pupils learn to treat others with respect and begin to take responsibility during their time at the school. For example, in the food technology room, pupils quietly put things away and sweep the floor, helping each other to wash up. In the playground, older pupils help the younger ones to play, pushing their tricycles and throwing balls for them. During assembly pupils help with the audio equipment and the overhead projector. Pupils have some very good discussions in personal and social education about their feelings, the feelings of others and how this might make them behave. All pupils have personal, social and behaviour targets, which they work hard to achieve and these demonstrate good progress in the majority of cases. Several pupils make such good progress in their social behaviour and understanding of themselves that they successfully move back into mainstream education.

The activity-based curriculum is very good and allows pupils to experience success, develop a wide range of skills and interests and make a valued contribution.

9. The non-core, activity curriculum is a strength of the school. The school recognises that pupils with emotional and behavioural difficulties like to be active. They have therefore provided a strong focus on a curriculum which allow pupils to experience success and feel valued when they make something, for example, or during physical activity.
10. The quality of this provision is high. In art the standard of work is very good compared to similar schools and the range of experiences is also very good. Pupils are able to produce a wide range of pottery, work with fabric, weave, paint, make collage and create three-dimensional paper models, and they all have an opportunity to work in the purpose-built art room every week. The music curriculum is also good. There is a music room, which enables a full range of instruments to be set out, allowing composing and performing to be a regular feature of school life. Provision for singing is very good; in one assembly the whole school sang several songs with great skill, but above all enjoyment; it was some of the best singing heard by the team in any school. The use of specialist teachers contributes to the quality of this provision.

11. In food technology, the curriculum is organised and run very well by the learning support staff. All pupils have the opportunity to plan and cook something every week. This is a source of great pride for the pupils who feel very successful and are able to see their skills develop, giving them confidence to try other subjects in the classroom. In the lessons observed the behaviour and attitudes of the pupils were excellent, demonstrating the value of this type of curriculum in creating a positive attitude to school and developing some useful skills for the future.
12. In physical education, the curriculum is very good indeed. The pupils have opportunities to follow all the normal activities such as gymnastics, dance and games. They also go swimming once a week where the quality of provision is excellent. However, another strength lies in the football team. Everyone has an opportunity to play if they wish and the school plays against local primary schools as well as other special schools. This is a rare opportunity for pupils in a small special school and is highly motivating to the pupils. In addition, the school provides an after-school club at the local secondary school, where pupils trampolined once a week. This is very popular and is attended by a large number of pupils. Year 6 pupils also have an annual outdoor residential experience on Dartmoor.
13. Learning in and from the community is also strong. The pupils make full use of local facilities as well as the museums, exhibitions and galleries of London. The local park is used regularly for activities such as pond dipping and watching the young lambs. The school links very well with other local schools and joins in with activities such as sports. Visitors to the school include theatre groups, local artists and community representatives such as the local vicar.
14. Provision for extra-curricular activities are good. These include supervised computer access and football at lunchtimes as well as opportunities to catch up on work and play board games. The atmosphere in these sessions is very positive. In the playground staff interact very well with the pupils to support their play. After school there is the trampoline club and sport already mentioned and in addition the school runs its own Cubs pack once a week. Through the Cubs pack pupils access a wide range of activities, including outward-bound activities like camping and climbing, but also cookery, art and music etc.
15. It is this emphasis of the school's curriculum on activity which contributes significantly to the positive attitudes, high attendance, good learning and personal development achieved by the majority of pupils.

The quality of leadership and management is good. The work of the acting headteacher is very good, leading a highly committed and hard working team in improving standards.

16. Leadership and management by the acting headteacher and key staff are good. The contribution of the acting headteacher is very good. She leads a strong and committed team of teachers and support staff very well, helping to identify the key priorities for development and then establishing effective systems for achieving the goals set. For example, the achievement of higher attaining pupils in mathematics has been identified as a weakness. The school has focused on this group, putting into place a series of different responses including integrated learning systems and raised expectations. This has already led to appropriate work for these pupils in almost all lessons observed during the inspection. In addition identification of weaknesses in the quality of pupils' written work has led to increased opportunities for practise and improved achievement.

17. The quality of teaching is monitored by the senior management team and areas for development identified. This has led to improvements in the quality of teaching, particularly in literacy and numeracy, where the National Literacy and Numeracy Strategies are in place. Induction and mentoring of newly qualified teachers is of a very high standard. Both teachers involved speak highly of the support and guidance provided by the school, particularly the acting headteacher who has special responsibility for this area. The effect of her support and that provided by the acting deputy headteacher is that the contribution and skill of both new teachers is of a high quality.
18. A particular strength of management is in the teamwork by all members of the school staff. Catering and cleaning staff are employed directly by the school and all members of staff work hard to improve the environment for the pupils. The site manager, for example, attends football matches and the administrative assistant is also the bursar and is a member of the senior management team and governing body. Learning support assistants are involved in the formulation of individual education plans, record keeping and specialist areas. For example, one assistant is responsible for some very good individual work with pupils with reading difficulties and all show considerable skill in behaviour management.
19. The work of the governing body is satisfactory overall and is developing to take a more strategic steer in the work of the school. Governors are highly committed, understand the strengths and weaknesses of the school well and ensure that all statutory requirements are met. They have effective committees to oversee finance and curriculum development. Recent initiatives have been well implemented including their role in school performance management. They are now developing a clearer monitoring role so that they can ask more searching questions and work with the acting headteacher in steering the work of the school.
20. Financial management is well organised by the bursar who, because of her role on the governing body and in senior management, is well placed to ensure that spending is linked to effective outcomes and that best value for money is achieved. Grants are well spent and the good range of computers that all pupils can access demonstrates this well. The school improvement plan does not yet include costing under specific budget headings, which means that spending on priorities is not ensured. This is recognised by the acting headteacher who is currently acting to improve the system.

WHAT COULD BE IMPROVED

The curriculum, although good overall, allows too little time for teaching science and geography, has insufficient opportunities for teaching personal, social and drugs education and has a limited spiritual and multicultural dimension. This means that pupils do not receive all of the opportunities enjoyed by their peers in other schools.

21. Most aspects of the curriculum are strong. Apart from the activity curriculum described above, the provision for English and mathematics is good. However there are gaps, which do not provide pupils with the same curriculum enjoyed by their peers in other schools. In particular there is very limited time allocated to teaching science, far lower than for other schools and lower than the recommended minimum. Science is well taught and the scheme of work is good, however the limited teaching time means that some topics, such as investigations in attainment target 1, receive limited attention. There is also no systematic planning to teach some of the science curriculum in other

subjects to compensate for this lack of time, although aspects such as 'the body' in physical education and data handling in mathematics and information and communication technology are covered. Despite this pupils generally make satisfactory achievement in the statutory attainment tasks.

22. Geography also has little time allocated, with one lesson each week for only one term per year. Pupils do learn about their own environment and the weather for example, but they have a more limited understanding of other places and cultures in the world, and how we use world resources.
23. Some aspects of personal, social, health and sex education are well taught, but the curriculum is new and is just developing. Not all classes teach the subject in a planned consistent manner. This means that important elements such as drugs education are not covered and pupils do not receive a thorough grounding in all aspects, particularly preparation to play an active role as citizens. The school takes many opportunities during the school day to help pupils become more responsible and is very successful in helping to develop a greater social awareness. This is why aspects of the personal and social development of pupils are so good. However, there is no formal planning to cover the missing parts of the personal, social and health education syllabus in other subjects. The school has recognised this problem and has developed a new syllabus, which should ensure a better, more consistent approach to helping all pupils receive their entitlement.
24. There are few opportunities provided for developing pupils' knowledge and understanding of other cultures. In religious education other religions are studied, and in geography, music, art, English and history the lives and work of people from other countries are discussed. Nevertheless, there is little displayed on the walls or in pupils' books to indicate that pupils are prepared properly for living in a multicultural society. In addition the school provides too few opportunities to raise the spiritual awareness of pupils. In assembly and religious education, pupils are helped to appreciate the connectedness between people and to value the beliefs and achievements of others. However, opportunities to create a sense of wonder, at hearing something for the first time for example, or periods for reflection, are not planned into the presentation of sufficient lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. The acting headteacher, governors and senior management team should:
 - (1) Improve curriculum provision so that pupils receive opportunities equal to those enjoyed by their peers in other schools, by:
 - increasing the time allocated to teaching science and geography;
 - improving the planned opportunities for teaching personal, social and drugs education; and
 - strengthening the curriculum for teaching multicultural issues and spiritual awareness.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
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
0	46	38	16	0	0	0

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	36
Number of full-time pupils eligible for free school meals	21

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

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	3

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	7.5	School data	0.8

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	4	0

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	0	1
	Girls	0	0	0
	Total	2	0	1
Percentage of pupils at NC level 2 or above	School	50	0	25
	National	N/A	N/A	N/A

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	1	0
	Girls	0	0	0
	Total	2	1	0
Percentage of pupils at NC level 2 or above	School	50	25	0
	National	N/A	N/A	N/A

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	15	0

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	0	0	1
	Girls	0	0	0
	Total	0	0	1
Percentage of pupils at NC level 4 or above	School	0 (18)	0 (0)	6.6 (26.6)
	National	N/A	N/A	N/A

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	0	0	0
	Girls	0	0	0
	Total	0	0	0
Percentage of pupils at NC level 4 or above	School	0 (0)	0 (0)	0 (1)
	National	N/A	N/A	N/A

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	32
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: Y2 – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	5
Average class size	6

FTE means full-time equivalent.

Education support staff: Y2 – Y6

Total number of education support staff	8
Total aggregate hours worked per week	260

Financial information

Financial year	1999-2000
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	£
Total income	639,444
Total expenditure	639,494
Expenditure per pupil	14,211
Balance brought forward from previous year	723
Balance carried forward to next year	14,588

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	36
Number of questionnaires returned	13

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	54	8	0	0
My child is making good progress in school.	31	54	15	0	0
Behaviour in the school is good.	23	54	15	8	0
My child gets the right amount of work to do at home.	23	23	38	15	0
The teaching is good.	62	31	8	0	0
I am kept well informed about how my child is getting on.	54	31	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	23	0	0	8
The school expects my child to work hard and achieve his or her best.	54	31	15	0	0
The school works closely with parents.	46	46	8	0	0
The school is well led and managed.	46	38	8	0	8
The school is helping my child become mature and responsible.	31	46	15	8	0
The school provides an interesting range of activities outside lessons.	46	23	0	23	8

Other issues raised by parents

A few parents feel that significant additional special educational needs are not properly provided for. This is not supported by the findings of the inspection team. All pupils have an appropriate individual education plan, which is well implemented and the school seeks and acts on the advice from specialist agencies regarding all pupils. However there is a lack of training for teaching pupils with complex needs such as autism, to ensure that teachers have an up-to-date knowledge, of the full range of management techniques.