

NORTH HILL HOUSE SCHOOL

NORTH PARADE

FROME

SOMERSET BA11 2AB

Reporting Inspector: J E Hosegood HMI

Date of Inspection: 9-10 May 2001

© **Crown Copyright 2001**. This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim, without adaptation, and on condition that the source and date thereof are stated. This report is on the OFSTED web site (www.ofsted.gov.uk), together with a list of independent special school inspections.

Information about the school

Type of school:	Pupils with Asperger's Syndrome
Type of control:	Independent
Age range of pupils:	7-15 years
Gender of pupils:	Boys
School address:	North Parade Frome Somerset BA11 2AB
Telephone number:	01373 466222
Fax number:	01373 300374
Headteacher:	Mr A Cobley
Principal of Farleigh Schools Limited:	Mr S Bradshaw
Chairman of the Steering Committee	Dr F Happé
DfEE number:	933/6200

CONTENTS

MAIN FINDINGS

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school

Key indicators

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

Attitudes, behaviour and personal development

Attendance

QUALITY OF EDUCATION PROVIDED

Teaching

The curriculum and assessment

Pupils' spiritual, moral, social and cultural development

Support, guidance and pupils' welfare

Partnership with parents and the community

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

Staffing, accommodation and learning resources

The efficiency of the school

Health and safety issues

INSPECTION DATA

Summary of inspection evidence

Appendix 1-4

PARENTAL SURVEY

MAIN FINDINGS

North Hill House School has been operating for just 18 months and it has made an excellent start in meeting the educational and residential needs of boys with Asperger's syndrome. The school is well placed to respond to the key issues identified in this report and become an even more successful school.

The school is finally registered with the Department of Education and Employment (DfEE) for boys aged 7 to 14, with no more than 18, boarding and day, at any one time. At present there are 19 boys on roll and one boy is aged 15. Therefore the school is operating outside its agreed arrangement. The 15-year-old boy is receiving an appropriate Key Stage 4 education that mainly takes place in a secondary school in Trowbridge.

Pupils make satisfactory or better progress in 82 per cent and very good or better in 18 per cent of lessons. Their attitudes to learning are generally positive.

The quality of teaching is satisfactory or better in 86 per cent and very good or better in 18 per cent of lessons. In the 14 per cent of lessons where teaching was less than satisfactory the lesson planning was poor and there was an absence of suitable teaching strategies to engage the pupils for the whole lesson.

The school provides a broad and balanced curriculum which follows the National Curriculum and includes religious education (RE). Full account is taken of the diverse range of pupils' abilities and their different levels of functioning. There are extensive extra-curricular opportunities in the evenings and at weekends. However, there is no overall comprehensive curriculum policy.

Annual review procedures are good and the reviews are informed by detailed target setting. Although individual educational plans (IEPs) and individual care plans (ICPs) are good, some aspects of assessment are not fully developed.

Attendance is good for the majority of pupils. The high number of authorised absences is due to a very few pupils experiencing long periods of illness or exclusion.

The school successfully promotes the pupils' spiritual, moral, social and cultural development. The residential arrangements and support facilities are very good.

The behaviour of pupils is good considering the reasons for the pupils' admission to the school. Pupils are respectful of each other and relate well to the staff.

There are sufficient teaching and residential staff. The teaching staff are appropriately qualified and experienced, and there is a demanding staff development programme for the residential staff to enable senior residential care staff to become qualified.

The headteacher provides excellent leadership and the school is very well managed. School development planning is good. Effective systems of communication are in place and the school has successfully developed as a "paperless school", where appropriate. Financial planning and management are good.

Whilst the residential accommodation is good, the teaching accommodation is cramped. The premises are well maintained and very clean and the school has a

welcoming ethos. Learning resources are just adequate, except in information and communication technology (ICT), where they are extensive.

The response to the parental questionnaire was 100 per cent and the comments were extremely complimentary of the work of the school.

All of the recommendations made at the end of the Boarding School Welfare Inspection Report of July 2000 (Somerset Social Services Department) have been implemented.

KEY ISSUES FOR ACTION

In order to build upon the strengths the school has already achieved and the progress made by pupils, the principal and headteacher should:

- operate within the agreed arrangement for the age and number of pupils until the DfEE has agreed any temporary or permanent arrangements;
- arrange for lessons to be monitored regularly in order to improve the quality of teaching;
- develop a whole-school curriculum policy; and
- produce an assessment, recording and reporting policy to co-ordinate much of the work that is already in place.

INTRODUCTION

Characteristics of the school

North Hill House school is a day and residential special school for boys who have been diagnosed as having Asperger's syndrome traits or an autistic spectrum disorder. The school opened in September 1999 and it was finally registered by the DfEE in February 2000, with an agreed accommodation for 18 boys aged 7 to 14. The present number of boys on roll is 19 and the age range is 7-15.

North Hill House is an attractive large listed 17th Century stone town house, situated close to the centre of the market town of Frome in Somerset. It is set in its own landscaped grounds of about three acres. Planning permission has been given for the school to add an additional single storey wing to enhance the existing educational accommodation and to enable the school to retain pupils at Key Stage 4. Planning permission has been given for a temporary classroom to be erected next term whilst the new classrooms are being built.

All pupils have statements. Three boys are day pupils, one is a weekly boarder and all the others are termly boarders.

The school's mission statement is that the school's purpose is:

- "The fostering of a responsible, positive outlook on life and achievement through the provision of an appropriate and stimulating educational environment".

The aims of the school, as stated in the brochure for parents are:

- to develop and enhance abilities, giving appropriate guidance with realistic expectations;
- to plan flexible and varied individual education programmes promoting academic and life skills in a supportive learning community;
- to manage behaviour consistently, clearly defining rules and boundaries and using rewards and sanctions to demonstrate the consequences of actions;
- to help pupils develop strategies to cope with conflict, anger, stress and anxiety;
- to motivate pupils to assert themselves in a positive way while respecting the rights and sensibilities of others;
- to encourage interaction with others, promoting participation and teamwork and building self-esteem and self-reliance through a broad range of approaches;
- to promote awareness of self and others by developing relationship building and communication skills; thus helping pupils to recognise and share feelings, and by offering spiritual and moral guidance;
- to demonstrate the importance of acceptable and appropriate behaviour, including equal opportunities issues;
- to build and develop a partnership between home and school, which is reflective of the school's team approach;
- to develop positive links with the local community.

One pupil is following a Key Stage 4 programme involving close links with a secondary school in Trowbridge.

At the time of the inspection several pupils were involved in end of Key Stage National Curriculum assessments and this led to a series of changes to the normal timetable and grouping of pupils. The inspection also started one day after pupils had returned from an extended weekend leave.

A revised fee structure will come into place from September 2001. There will be a basic fee of £15,972 per term. In addition, pupils following assessment will be placed into an additional fee band dependent upon the level of additional support needed. The fee bands range from £19,092 to £25,332.

Key indicators

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

Authorised absence	Unauthorised absence
14.3%	0.5%

Exclusions

There were seven fixed term and one permanent exclusion during the previous academic year (1999/2000).

Quality of teaching

Percentage of lessons observed in which the quality of teaching is:

	%
Very good or better	18
Satisfactory or better	86
Less than satisfactory	14

National Curriculum assessments

2001 is the first year that pupils have participated in end of Key Stage National Curriculum tests.

Public examinations

Public examinations in 2000:

Two pupils (aged 11 and 12) obtained C grades in GCSE mathematics.

One pupil (aged 13) obtained an A grade in GCSE mathematics.

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

All of the pupils have been admitted to the school as a result of their identified Asperger's Syndrome needs and usually following either inappropriate prior educational placements, or after significant periods of school non-attendance. As a result, for many of the pupils their attainments are below age expectations. However, for some their attainment levels are at or even above age expectations. This is particularly evident in mathematics where two Key Stage 3 pupils are working at either GCSE or A-level standards and one Key Stage 2 pupil is working at GCSE level.

Pupils' progress was satisfactory or better in 82 per cent lessons with progress considered good or very good in 18 per cent of the lessons. Where progress was poor

the key factors are the weakness of the lesson planning and the lack of appropriate teaching strategies to motivate pupils and to create challenging learning opportunities.

Pupils have a positive attitude to work, although a small but often vociferous number are prone to dispute or argue with almost all statements and requests made by the teacher.

Progress in English is satisfactory. Many pupils read well and they can write or record their thoughts and views on paper or on the computer. This fluency is aided by their access to email and the school's pupil magazine 'Eclipse'. There is, however, much variation in the quality of the written work and in pupils' application to the subject even in respect of pupils working at the same level.

The present arrangement for 15 minutes of ERIC (Each Child Reading in Class) followed by a separate communications and thinking session, also for 15 minutes, is not an effective use of this valuable half-hour first thing in the morning. Pupils' progress in language and social communication would be enhanced if this time is specifically targeted as a whole half-hour period for social communication. Opportunities for individual pupil reading could be timetabled at other times.

Progress in mathematics is good. In particular pupils are keen to contribute to the mental mathematics component of the lesson. Within Key Stages 2 and 3 there are pupils working well beyond their age expectations to GCSE level and above, whilst others are struggling at a much lower level. Careful differentiation and good subject knowledge by the teacher ensures that all pupils make good progress in the lessons.

Progress in science is good. The school's ducklings have provided a lively visual resource for a lesson on the reproduction of ducks and this was linked to the measurement of plant growth. Pupils, many of whom have a fear of potentially dangerous objects and animals, learned through practical experience about important aspects of science. In another lesson pupils successfully identified and subsequently used mnemonics to recall the life process. The same ducklings were included in a personal, social and health education (PSHE) lesson that was poorly planned and lacked purpose.

Progress in ICT, a subject where the school has invested heavily, is good and expectations high, with most pupils working close to age expectations unless they are recent admissions where the previous teaching had been unsuitable or they had been absent. Several members of staff have very good subject expertise and the school has funded a ratio of one computer per pupil.

Pupils have been entered for end of Key Stage 3 National Curriculum tests and soon other pupils will be entered for the end of Key Stage 2 tests. It is the school's intention, when the new building is completed, for pupils to remain for Key Stage 4 and to be entered for accredited examinations. The optional Year 7 tests will also be taken. Work at Key Stage 3, especially in ICT and mathematics, is well advanced in preparing pupils for this next stage and account has been taken of this in the school development plan.

Attitudes, behaviour and personal development

The pupils are keen to learn, work hard and take pleasure in their success. There is a smooth transition between classrooms especially both before and after the daily assembly. Despite their difficulties in concentration, most of the pupils work hard throughout the lessons, though the hour long sessions are sometimes a strain for some of the pupils, particularly the younger or less mature pupils. Pupils show pleasure and pride when they complete tasks successfully and when they are praised appropriately for their good behaviour or willingness to try new experiences or work in a different way.

Pupils' behaviour is satisfactory in both lessons and in the residential setting. They are aware of school and class rules and respond well to teachers' expectations for work and behaviour in the classrooms. When there is misbehaviour, it is more often just unsatisfactory behaviour, rather than a specific consequence of Asperger's syndrome traits. When this occurs in the classroom it is usually handled appropriately by teachers and learning support staff. However, there is not always consistency in the management of the pupils' behaviour so that the same pupils were observed to behave differently with different teachers. The arrangement by which learning support staff remain with the group of pupils when they are taught by different teachers helps to provide some consistency, but the school needs to ensure that all teachers manage the pupils' behaviour in a consistent manner. Pupils behave well in the residential setting and respond well to the clear procedures and expectations of residential care staff.

There have been seven fixed-term and one permanent exclusion over the past year. These apparently high numbers relate to a small group of pupils, three of whom subsequently were agreed to have been misplaced at the school and were transferred to other placements by the placing authorities. Other fixed-term exclusions have been as a result of unacceptable behaviour and were used successfully as an indication to the pupil and his parents that such behaviour would not be allowed. Appropriate procedures were followed in each case, though the school needs to amend its documentation to reflect the established practice that parents and the placing authority is informed immediately about each exclusion. The school has produced a graph linking the number of incidents in school and the exclusions. This shows a steady decline in the number of incidents as the year has progressed and pupils have settled down.

Teachers know the pupils well. All staff are well aware of the individual targets for each pupil in their individual education and care plans and these are regularly discussed on a rolling programme in staff meetings. Teachers liaise well with the pupils' pastoral tutors, so there is good ongoing assessment and recording of the pupils' academic and social progress within both the school and the residential settings. The staff work hard to encourage pupils to work independently and to develop their social and independence skills. Much of this work takes place in lessons and evening and weekend activities and could be accredited externally through schemes, such as the Award Scheme Development and Accreditation or the Duke of Edinburgh Award. The pupils are enabled to make careful, but discreetly supervised, use of local community resources, such as shops, restaurants, leisure facilities and local groups and this contributes to their personal development.

Attendance

Attendance is good for the majority of pupils but a minority of pupils are experiencing long periods of illness or exclusion.

The attendance register is completed appropriately on a daily basis and routine practice reflects the detailed admissions and attendance policy.

Good liaison is maintained between home and school. The small number of occasions of unauthorised absence are addressed immediately by the school with very few repeat incidences.

Pupils are keen to attend school and are punctual to lessons. Any time-out procedures involving pupils who are anxious or losing control of their behaviour are carefully monitored and supported by appropriate negotiated pupil contracts which are regularly reviewed and evaluated.

The school maintains an appropriate admissions register and has detailed records of pupils entering the school and follow up details of pupils who transfer to other schools. Sensible procedures relating to pupil absconsions are set out in the staff handbook.

QUALITY OF EDUCATION PROVIDED

Teaching

Twenty-eight lessons were inspected. The quality of teaching was satisfactory or better in 86 per cent of lessons and it was very good or better in 18 per cent of lessons, including one where it was excellent. It was poor in 14 per cent of lessons. Pupils' progress was closely related to the quality of the teaching in the lessons.

In the lessons where the quality of teaching is good or better, lessons are well planned, using the school's standardised format. There are clearly identified objectives for learning, both for the lesson and for individual pupils within the group, though these are not, as yet, consistently evaluated by all the teachers. In such lessons, resources to be used are identified and well organised and the role of the learning support staff is clearly determined, so that they provide effective support to the teaching and learning.

Work is differentiated well and where possible it is matched to the prior learning of individual pupils. The teachers have good subject knowledge. The lessons were conducted at a brisk pace, using a variety of teaching strategies to gain and maintain the pupils' interest. There are high expectations for both pupils' work and behaviour.

Unsatisfactory teaching occurred in those lessons where the teacher was less secure in the knowledge of the subject, did not plan the lessons in detail, and where the lesson was disturbed by poor behaviour by one or more of the pupils. In these cases the behaviour was not effectively managed by the teacher so that it continued to interfere with the learning and progress of all the pupils in the class.

The school is considering the most effective way of using teachers' specialist knowledge so as to ensure greater consistency in the teachers' management of the pupils' behaviour as the age range expands to include Key Stage 4.

In some lessons there are limited resources, particularly books and practical equipment, to support teaching and enable pupils to search for information on their own. Homework is set and the routine by which this is completed at the end of each day, and in a homework club supported by residential care staff, works well and contributes to the consolidation of learning and is further evidence of sound teamwork.

There is a section on the lesson plan for evaluation but this is rarely used by teachers in their lesson planning; teachers should be encouraged to evaluate their lessons.

The curriculum and assessment

The school's curriculum is broad and balanced and it is based on the National Curriculum, taking account of the wide range of ability and the pupils' levels of functioning. All subjects of the National Curriculum are taught, with pupils grouped in three classes according to their age, the social dynamics of the group and pupils' tolerances of each other.

Specific provision is made for promoting the development of personal, social and communication skills but this key work for these pupils with Asperger's syndrome is not yet fully co-ordinated. The allocation of the half-an-hour period each day for individual reading and for social communication and thinking skills needs to be revised. An overall policy for PSHE is not in place, although drugs, alcohol and sex and relationships policies operate. The school makes provision for careers education and citizenship using the services of the local careers service and in-house programmes.

Schemes of work are in place for all subjects other than PSHE and the school uses the Qualifications and Curriculum Assessment published schemes as a framework. A rolling programme of units of work is in place with individual differentiation at Key Stage 2 and 3. The school could develop these further and ensure that reinforcement and extension materials are built in to each unit of work. Policy statements support the delivery of the curriculum but they are not co-ordinated into overall curriculum and assessment, reporting and recording policies.

There are extensive extra-curricular evening and weekend activities. The school could consider accreditation of some of the current practice to give credibility to the work of both the pupils and the staff and this would complement the accreditation of pupils' academic work.

Planning is good and it is supported by comprehensive individual education and care plans. These plans include 'smart' targets, which are monitored on a regular basis and reviewed each term. Targets are set following careful consideration of the pupils' statements of special educational need. However, further attention needs to be given to the monitoring of both lesson plans and classroom practice to ensure that the school

is aware of the impact of the curriculum and teaching on the progress of individual pupils and groups of pupils.

Pupils are assessed on entry to the school by an educational psychologist but as yet no internal baseline assessment is made. The school plans to assess pupil progress in reading, spelling and mathematics on an annual basis. Systems of assessing individual academic progress are not fully implemented. Further thought is needed as to how all staff are to measure progress in core, foundation and extra-curricular subjects, including the all important area of social and communication skills.

Annual review procedures are good and documentation is informed by the target setting procedures in both the residential and educational settings.

Pupils' spiritual, moral, social and cultural development

The provision for pupils' spiritual, moral, social and cultural development is a significant issue for pupils with social and communication disabilities. Staff work hard to enable all of the pupils to be accepted within the school, the local community and the wider world. The school places a strong emphasis on helping pupils make effective relationships, through a range of stimulating experiences which encourage pupils to share and co-operate.

The daily assembly which includes an act of collective worship is taken by all staff and often includes pupils in the presentation. Thus pupils have opportunities to share and experience periods of quiet and reflection. There is a sense of harmony within the school, which is reflected in pupils' enjoyment in sharing activities with adults and other pupils, for example, the energetic staff and pupil football matches at lunchtimes.

Various aspects of the curriculum, for example the teaching of comparative religions as part of the RE programme, give pupils access to a wider world which are in turn reinforced through extra-curricular visits in the neighbourhood.

Cultural diversity is provided through the breadth of the curriculum and through the provision of whole-school and individual extra-curricular activities. Pupils are encouraged to participate in local community events and to interact with members of the public. Display and decoration in the school is of a high standard, creating a pleasant working environment and appropriate behaviour is reinforced through direction signs and symbols.

Social awareness is a continual focus in the school and is developed through activities in the education and residential setting where pupils are encouraged to work as members of a group, for example the evening cookery club. Specific programmes to develop these skills are included in the occupational therapy sessions and the speech and language therapy and social skills programmes. This work is effective and could become a comprehensive profile that could in turn be accredited.

Support, guidance and pupils' welfare

The arrangements for the support, guidance and welfare of pupils, particularly in the residential setting, are a major strength of the school. Each pupil is assigned to a class

group and to a residential group based on the floor where they have a bedroom. Staff know their pupils well and are aware of their particular needs and individual anxieties and interests and they take account of the individual education and care plans, which are systematically evaluated and reviewed. These plans are readily available to all staff through the computerised system operated in the school. The key worker and pastoral tutor assigned to each pupil are responsible for being well informed of the detailed monitoring of their academic progress, personal development, behaviour and attendance. There is a regular opportunity for each pupil's progress against targets in these plans to be reviewed in the staff meetings.

The school has common sense policies and procedures where there are incidents of oppressive behaviour, including harassment and bullying, and some of these have produced lively discussions in the pupils' magazine and in floor meetings. Evening and weekend activities are carefully supervised and they contribute to development of the pupils' independence skills and experience of the wider community.

There are effective procedures for child protection and for the supervision of pupils, both within the school and on educational leisure activities outside the school. The pupils relate well to staff and appear confident to raise any concerns which they may have with their key worker or teacher.

All of this work is supported by the contribution of an educational psychologist, a speech therapist and an occupational therapist employed for one day each week.

Mealtimes are pleasant occasions and there is a varied nutritious menu each day with plenty of choice reflecting diets and individual likes and dislikes. The school has been inspected once since it opened by Somerset Social Services Department and the report was complimentary of the welfare and residential arrangements. The few recommendations made were quickly implemented.

Partnership with parents and the community

The school is successful in maintaining good links with parents through regular telephone contact and weekly reports. In addition, there are more formal reports and opportunities for parents to visit the school and discuss their child's progress with staff. These arrangements work well, especially for those parents who live some distance from the school, in helping parents and families support their children and to be aware of the progress they are making. There was a high response rate to the parental questionnaire and the comments were extremely complimentary of so many aspects of the school including the ethos, leadership and the way the school was always helpful and staff most accessible. Parents felt that this school was making a big difference to their child's education.

Though the school has only been established for 18 months, it is already making successful use of local facilities, such as shops and leisure facilities, and introducing the pupils to the facilities in the wider community in a carefully supervised manner.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

The school is well led and effectively managed. The school's aims and purpose are clearly indicated in all policies and documentation. They are well understood and articulated. The staff handbook is regularly updated and it is a valuable collection of sensible guidelines and basic information.

The headteacher, supported by the principal, provides excellent leadership. The school has developed very quickly in the 18 months since it opened. A whole range of policies and systems have been put in place but throughout this hectic period the particular needs of the pupils have been paramount. The emphasis has been on good team work and staff working with parents. The responses to the parental survey are also very complimentary of the leadership of the school and of the contribution of the headteacher in particular.

The school's principal is the proprietor of the Farleigh Education Group and a balanced allocation of responsibilities has been established between the group's headquarter's staff and the headteacher and his staff. Certain matters and policies are decided upon for the Group's schools as a whole but this does not in any way detract from the school's ability to plan and respond to their particular needs and requirements. A governing body which includes two parents has been established although its remit and functioning is at an early stage.

There are effective communication systems and staff meetings to plan, disseminate information and review school and individual pupil progress. The school development plan is a model planning tool that is easy to follow and reflects the school's needs and priorities with an extensive section on performance indicators. The next task for the school's management team is to establish a regular system of monitoring the effectiveness of lesson planning and teaching. This could be incorporated within the school development plan.

Staffing, accommodation and learning resources

Staffing

The number of teachers and support staff is good. All of the full-time and most part-time teachers are not only qualified but have received additional SEN training and, in particular, training for working with pupils who are autistic or have Asperger's syndrome. Teaching staff are well supported by a number of learning support assistants, some of whom also have residential care responsibilities. Good use is made of part-time teachers, especially in CDT and ICT and to provide specialist mathematics teaching for boys whose attainments far exceed their peers.

There is a strong residential care team that is ably led. At present the head of care is studying for NVQ Levels 4 and 5 in Care Management and Care and other senior staff are studying NVQ at Levels 3 and 4. This training programme is demanding and it will soon involve other residential care staff. Induction arrangements for all new staff are comprehensive and this helps teachers, learning support assistants and residential staff to work within one team with full knowledge of the school's policies and practices.

Accommodation

The accommodation is attractive, well maintained and decorated in pleasing colours. The premises are very welcoming. Pupils' work is well displayed and bedrooms are friendly with personal effects and a range of pictures and posters.

There is sufficient bedroom and residential accommodation but teaching accommodation is often cramped. One of the three general classrooms can be particularly crowded when a full class and two adults are present and this contrasts with the larger therapy room which is less often used. One classroom is being equipped as a science room this month so that pupils will no longer need to travel off-site for the subject.

The school's grounds provide sufficient play and recreation facilities and there is a passageway nearby to the Frome Millenium Park. The school has recently leased one of the mews houses and this is being used for food technology. Other uses of the house are under consideration.

The school has plans to locate a temporary classroom in the grounds for next term whilst the additional Key Stage 4 accommodation is being built.

Learning resources

Resources for learning are barely satisfactory with a limited collection of references and fiction books. The exception is ICT where the resources are extensive with classrooms having one computer per child. The school has access to the extensive CDT resources at Farleigh College, which is also part of the Farleigh Education Group, and much of the PE and games programme takes place in local sports and leisure centres where the facilities are very good.

The efficiency of the school

North Hill House school is part of the Farleigh Education Group and as such certain financial and administrative procedures are undertaken from the Group's central office and budget. The headteacher has his own budget and is an identifiable cost centre. The Group has introduced new financial procedures in January 2001 to ensure more effective financial management. The document was produced as a result of consultation between the company accountant, principal and bursar. The school accounts are with the Farleigh Education Group's accountants awaiting a final audit. Staffing costs account for about 75 per cent of the school's budget.

Health and safety issues

Health and safety matters are managed effectively but it was necessary to bring one concern to the attention of management:

the school's sensible policy on the use of the minibus, detailed in the staff handbook, is not always adhered to and therefore staff may need reminding of the need to follow these guidelines to ensure staff and pupil safety.

INSPECTION DATA

Summary of inspection evidence

- Twenty-eight lessons or part of lessons (approximately 19.5 hours). One double lesson took place in a neighbourhood sports and leisure centre and another double lesson in the CDT suite in Farleigh College;
- two assemblies;
- residential arrangements;
- scrutiny of a selection of IEPs, ICPs, documentation on pupils and annual reviews;
- school documentation including the staff handbook, current school policies and documentation from the Farleigh Education Group;
- discussions with the principal, the headteacher and the head of care;
- scrutiny of the admissions register, attendance registers and the sanctions book;
- lunch and playtime; and
- inspection of the school site, accommodation and resources.

In addition a questionnaire was sent to all parents and details of the parental survey are at the end of the report.

Appendix 1

Pupil and teacher numbers

Number of pupils on roll	19
Number of pupils with a statement	19
Full-time qualified teachers	5
Part-time qualified teachers	5
Full-time learning support assistants	3
Part-time learning support assistants	3*

*Two learning support assistants work part-time in the school and part-time as residential

staff. A third learning support assistant is also a speech and language therapy assistant.

Appendix 2

Pupil numbers according to National Curriculum years

Year 6	2
Year 7	7
Year 8	4
Year 9	5
Year 10	1
Total	19

Appendix 3

Placing authorities and residential arrangements*

Birmingham	Termly boarder	1
Cambridgeshire	Termly boarder	1
Essex	Termly boarder	1
Hampshire	Termly boarder	1
Herefordshire	Termly boarder	1
Hertfordshire	Termly boarder	1
Islington	Termly boarder	1
Lincolnshire	Termly boarder	1
North Somerset	Weekly boarder	1
Redbridge	Termly boarder	1
Shropshire	Termly boarder	1
Somerset	One day and one termly boarder	2
South Gloucestershire	Day	1
Southend-on-Sea	Termly boarder	1
Swansea	Termly boarder	1

West Glamorgan	Termly boarder	1
Wiltshire	One day and one termly boarder	2

*All pupils are placed and funded by their LEAs, with the exception of one boy who is placed by Herefordshire LEA, but with joint funding arrangements involving the LEA, the social services and an overseas government.

Appendix 4

Pupil funding

	Last financial year (£)	Forecast this financial year
Basic budget	351,102	839,052
Total income	351,102	839,052
Income per pupil	43,887	46,614

PARENTAL SURVEY

Number of questionnaires sent out:	19
Number of questionnaires returned:	19

RESPONSES

	Agree	Disagree
I am happy with the school my child attends.	19	0
I think this school meets my child's special education needs.	19	0
I believe that the school helps me to understand what my child is taught.	19	0
I think that the school keeps me well informed about my child's progress.	19	0
I am happy with the standards of behaviour at this school.	19	0

I believe that this school helps my child have positive attitudes to school work.	19	0
I believe that this school helps my child to mix well with other children.	18*	0
I believe that this school promotes the personal and social development of my child.	19	0
I think that this school prepares my child for the next stage of education and training.	19	0
I feel supported by the school.	19	0
I feel that my child is safe at this school.	19	0
I believe my child likes this school.	19	0

*One parent answered "Don't know".

Summary of responses

All parents were very positive about all aspects of the school. A few selected comments are reflective of the others:

- "first time he has wanted to go to school for seven years!";
- "overall I think the school is excellent. It has to deal with some extremely challenging children, my own son included. The head provides excellent leadership";
- "this is the first time my child has liked school ever!";
- "for the first time - a school that meets all his needs, and ours! My son has attended many schools... this is the only one that brings out the son we now adore".