

INSPECTION REPORT

SOUTHFIELD SPECIAL SCHOOL

Hatfield

LEA area: Hertfordshire

Unique reference number: 130362

Headteacher: Mr Michael Philp

Reporting inspector: Mrs Jayne Clemence
22629

Dates of inspection: 7th – 8th April 2003

Inspection number: 249425

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Travellers Lane Hatfield Hertfordshire
Postcode:	AL10 8TJ
Telephone number:	01707 258259
Fax number:	01707 258260
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Robert Logan
Date of previous inspection:	May 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
22629	Jayne Clemence	Registered inspector
11437	Anthony Anderson	Lay inspector
1358	Glyn Essex	Team inspector
20536	Sarah Mascal	Team inspector

The inspection contractor was:

QICS (Quality Inspections and Consultancy for Schools)

“lbsley”
4, West Cliff Road
Dawlish
Devon
EX7 9EB

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Southfield is a purpose built special school for 84 pupils between the ages of four and eleven. Although it is designated for pupils with moderate learning difficulties, there is a growing number of pupils with more complex and diverse needs, including those with autism. As a consequence, the school has recently established a class for pupils on the autistic spectrum. All pupils have a Statement of Special Educational Needs and they start school achieving standards that are well below nationally expected levels. A very small minority of pupils has English as an additional language, though they are not at the earliest stages of learning to speak the language. Pupils come from a widespread area and travel to the school by mini bus or taxi. The school is organized into three main teaching and learning areas: the early years and infants, where a period of further assessment takes place as necessary; lower juniors for pupils in Years 3 and 4; and upper juniors for Years 5 and 6. There are three classes in each area. Approximately one third of the pupils are eligible for free school meals.

HOW GOOD THE SCHOOL IS

Southfield is an extremely successful school achieving excellence in its work. The headteacher's leadership is visionary and inspirational to pupils, parents and staff alike, and this, together with excellent leadership and management at all other levels, provides a clarity of purpose and direction for continued improvement. A high proportion of the teaching is very good or excellent, leading to the pupils achieving very well over time. There is an excellent atmosphere for learning, where expectations are high, yet realistic, and the pupils' achievements and efforts are central. The school provides excellent value for money, and has the capacity to sustain excellence, and build even further on its many strengths.

What the school does well

- The headteacher's excellent leadership inspires pupils and adults to do their best. Senior leaders and middle managers have strong and complementary skills and the quality of education is improving continuously.
- Very good teaching, supported by excellent teaching assistants, ensures that all pupils achieve¹ high standards in their work.
- The curriculum is excellent, and strategies for developing literacy and numeracy are extremely successful; pupils make rapid gains in their learning, and access other subjects more efficiently as a result.
- The pupils' excellent attitudes, behaviour and personal development, the outstanding relationships and first rate provision for their spiritual, moral, social and cultural development, means they are keen to learn, and grow rapidly in confidence and maturity.
- The excellent learning environment, supported by outstanding accommodation, creates an atmosphere that is buzzing with a sense of purpose and productivity.
- The excellent partnership between parents and the school ensures that pupils and their families are exceptionally well supported.

What could be improved

- The school has no areas of weakness significant enough to be recorded here.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvements since the last inspection in 1998, and all key issues have been addressed systematically. In addition, strengths identified at that time have been sustained and, in

¹ Inspectors make a key judgement relating to how well the pupils are doing. The judgement "achievement" is like progress, a judgement about whether standards are high enough for the particular pupils involved, given their starting point.

key areas, developed further. The quality of teaching now has an even higher proportion that is very good and excellent, and pupils continue to achieve very well. This is in the context of more pupils being admitted with complex needs, and challenging behaviour. The curriculum and provision for the pupils' spiritual, moral, social and cultural development, previously judged very good, is now excellent. Key strengths, including the pupils' attitudes, and the outstanding partnership with parents, have been maintained. The school is working hard to develop further its provision for information and communication technology, and is well on the way to reaching this goal.

STANDARDS

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

Progress in:	By Year R	By Year 6	Key	
speaking and listening	A	A	very good	A
reading	A	A	Good	B
writing	A	A	Satisfactory	C
mathematics	A	A	Unsatisfactory	D
personal, social and health education	A	A	Poor	E
other personal targets set at annual reviews or in IEPs*	A	A		

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

The pupils' achievement is very good overall. Children in the nursery and reception settle quickly and learn very positive work habits from an early age. As a result, they gain a wide range of new skills quickly. Pupils throughout the school make rapid gains in their literacy skills, due to the excellent literacy strategies that have been refined extensively to meet their needs. Pupils achieve very well in mathematics as they use their knowledge of number for example with increasing confidence and apply these skills for practical purposes. The excellent strategies for literacy and numeracy help all pupils, and the systematic emphasis upon developing their speaking and listening skills, opens doors of opportunity across other areas of school life, and beyond.

Individual education and behaviour plans have targets that are tailored carefully for the pupils' wide ranging needs, and pupils regularly meet their targets. They are realistic and achievable, yet suitably ambitious for the pupils to do their best academically, socially and personally. Pupils make excellent progress in their personal development, and gain considerable confidence socially, in order to face the daily challenges of life.

Pupils with additional and more complex needs achieve very well. This is because the school ensures that needs are assessed carefully, and work is matched closely. Strategies for managing and modifying more challenging behaviour are proving highly effective. Pupils show a real sense of satisfaction as they talk about things they can do now, that were more difficult previously. The school sets appropriately ambitious, yet realistic targets that are reviewed and revised regularly.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent; pupils show a genuine enjoyment and enthusiasm for learning.

Behaviour, in and out of classrooms	Excellent; pupils understand the importance of their own effort as they rise to daily personal challenges.
Personal development and relationships	Excellent; pupils grow in self-confidence and maturity and develop relationships that are of a very high quality.
Attendance	Good; pupils come to school regularly and arrive punctually.

Pupils arrive eagerly and with a sense of great anticipation. They are keen to succeed and display a genuine enjoyment in their learning. The excellent relationships, based on trust, respect and consideration, create harmony and well-being amongst pupils and adults alike.

TEACHING AND LEARNING

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

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

There is a very high proportion of very good and excellent teaching throughout the school. This means that pupils learn very effectively in lessons, and achieve very well over time. Teachers are very effective in helping the pupils communicate by developing in them an ability to express their views and opinions clearly. This in turn helps them to learn more effectively in other subjects across the curriculum. The very good teaching in mathematics is helping pupils to gain practical skills for life, for example in their understanding of money, number, measurement and time. Teaching and learning in literacy and numeracy is very good overall throughout the school, and the pupils’ skills are developed systematically. Teachers help the pupils to use those skills across many other subjects, thus reinforcing their learning more widely. The school is very effective in meeting the pupils’ wide-ranging needs, and teachers are very skilled in adapting and modifying activities. Many teachers are very experienced, and have a wide range of well-chosen strategies to ensure that pupils learn as effectively as possible.

In particular, strengths in teaching and learning include:

- very thorough understanding of the pupils’ individual needs and excellent relationships between pupils and adults, enables pupils to build on their previous knowledge at an appropriate pace;
- very good knowledge of the subjects and creative use of resources helps the pupils to learn new ideas more effectively and retain information more readily.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent; the curriculum is exceptionally well-organized, taught creatively and enriched by wide ranging activities to extend the pupils’ learning
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Excellent; pupils grow in confidence and maturity, develop strong principles, and gain insight into themselves and the wider world
How well the school cares for its pupils	Very well; pupils are cared for very effectively, and their well-being is a high priority for all staff

The high quality organisation and planning of the curriculum, ensures that pupils' skills and knowledge in different subjects are built on systematically. The school has an outstanding and hugely successful partnership with parents. The very effective care for pupils ensures they are at ease and able to learn readily.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership; senior managers and heads of department show a clear vision for improving the school, and all contribute to an excellent and highly efficient team
How well the appropriate authority fulfils its responsibilities	The governing body is led very ably, and governors bring a wide range of skills and relevant expertise to the school. They have a clear and strategic overview and hold the school rigorously to account
The school's evaluation of its performance	Excellent; there are rigorous methods for monitoring, and systematic strategies for evaluating the impact of actions on pupils' standards
The strategic use of resources	Excellent; resources, including time, finance and people, are used prudently to maximize the pupils' learning opportunities. The principles of best value are applied rigorously for recruitment and all areas of financial management

There is an appropriate number of very well qualified staff, and resources are excellent in range and quality to support pupils' learning. The accommodation is outstanding in its design and lay out, and provides an excellent learning environment both inside and outside school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They are comfortable to approach the school • The teaching is good • The school is well led • They are kept well informed • The school expects their children to work hard, and works closely with parents 	<ul style="list-style-type: none"> • Some parents are not sure what extra activities take place in the school • A minority thought their children did not get the right amount of homework

The inspection confirmed all the strengths identified by the parents. Inspectors considered the amount of homework to be appropriate. The school may wish to clarify with parents what constitutes extra-curricular activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher's excellent leadership inspires pupils and adults to do their best. Senior leaders and middle managers have strong and complementary skills; and the quality of education is improving continuously

1. The headteacher's excellent leadership inspires pupils and adults to have high, yet realistic aspirations for themselves. He values everyone as an individual and helps them realize their potential. The school has been established and developed under his direction and vision, and its strengths are directly attributable to high quality leadership over a sustained period of time. The very strong team spirit, characterized by co-operation and collaboration at every level, ensures much effort over and above people's official duties. The premises manager, for example, takes a strong sense of pride in the school and its work, and the drivers and escorts are keen supporters of school life. The entire community work effectively to develop Southfield School further, and thus enrich the quality of the pupils' education.
2. The deputy headteacher is a highly skilled leader, and has a clear and comprehensive overview of standards and the pupils' achievements. The deputy headteacher, together with the headteacher, make a strong and complementary senior management team. Managers with responsibility for the reception, lower and upper juniors have a clear overview of their separate areas, and track the pupils' achievements closely. They liaise regularly, ensuring a systematic flow of information between teachers about the pupils. Leadership at all levels is of a very high standard, and enables the school's vision, mission and values to be implemented swiftly and consistently throughout the school. The staffing structure is simple and straightforward, yet ensures many opportunities for staff to take responsibility.
3. There are systematic strategies for monitoring the school's work and evaluating the impact of its actions on standards, teaching and the pupils' achievements. All aspects of school life are monitored regularly to ensure there is maximum impact on the pupils' progress. Everyone has the opportunity to reflect on what works well, and how there could be further improvement. Initiatives are evaluated regularly for their overall impact on the pupils, and the school development plan is both strategic and wide ranging. All staff contribute to its formulation, and there is a strong sense of ownership and commitment to its implementation as a result. Staff talk regularly about the pupils' achievements and discuss how they may improve provision further. There is no sense of complacency at any level. The school is successful in striving to achieve and sustain excellence in its work.

Very good teaching ensures that all pupils achieve high standards for their degree of special educational needs; teaching assistants make an excellent contribution to the pupils' learning

4. Teachers are ambitious for the pupils to succeed and surpass their personal best, and as a result pupils aspire to improve continuously. This ambition resulted in a very high proportion of good, very good and excellent teaching being observed during the inspection. A little more than one quarter of the teaching was good, and almost half was very good. Approximately one in every five lessons seen was excellent. The strong features were seen across all ages and were not exclusive to any subject. Teachers have high, yet realistic expectations of the pupils academically and socially. They have a very clear understanding of their individual needs, and set work that is both challenging and closely matched to their needs.
5. *In a highly effective science lesson where pupils were learning about friction as a force, the excellent use of resources such as the digital camera enabled pupils to recall their previous learning rapidly. The strong emphasis upon developing the pupils' speaking and listening skills led to accurate descriptions of scientific principles of gravity, as pupils were heard to describe gravity as "pulling down" and understood that gravity is invisible. The skilled teaching helped pupils develop their learning throughout the lesson as they observed how different surfaces caused friction. Pupils sustained concentration and interest at all times. The excellent organization, use of resources and the teacher's thorough knowledge of the subject ensured much learning throughout.*
6. The school day starts promptly with literacy activities, and in a very short space of time, pupils have covered many basic literacy skills. The highly effective organization, whereby pupils are re-grouped for developing their basic literacy and numeracy skills, ensures a very close match of activities to their needs. There are well established routines that ensure no time is wasted when moving to groups or between lessons. Pupils know exactly where they should be, and move rapidly and settle quickly. In lessons that are followed by PE, dance or drama, pupils change for example at lunch-time, and therefore no time is wasted in between sessions. These are simple and straightforward organizational strategies whereby learning time is used fully.
7. *In music, dance and arts, the excellent teaching was characterized by accurate development of the pupils' musicianship skills, as they learned to create music to represent people, events and places. The teacher's strong musical knowledge enabled pupils to learn basic skills for playing instruments including the guitar, violin, trombone and melodica. Such activities were followed swiftly by excellent dance sessions as part of the school's arts programme. Pupils joined in lively and creative activities, whereby the teacher skillfully used their own ideas, to shape and develop a routine in preparation for a forthcoming performance. In such sessions, there was a buzz of activity, whereby all pupils, regardless of their individual differences, took part and gained in confidence.*
8. Teachers are very secure in their subject knowledge and have a wealth of experience between them in the field of special education. There is strong and seamless teamwork between teachers and teaching and learning support assistants, that leads to great consistency for the pupils. Teaching assistants make an excellent contribution to the pupils' learning. They know what is expected of them, and have a clear understanding about individual pupils. They show considerable initiative, and contribute their own ideas readily to situations.
9. Teaching is a major strength in all areas of the school, and makes a significant contribution to the pupils' achievements and learning.

The curriculum is excellent, and strategies for developing the pupils' literacy and numeracy skills are extremely successful; pupils make rapid gains in their learning, and access other subjects more efficiently as a result

10. The curriculum provides pupils with a wide range of exciting learning opportunities that are relevant to their needs. It is thoroughly well organized, and time is used very efficiently to maximize the pupils' learning.
11. The strategies for literacy and numeracy are extremely successful and enable the pupils to develop other skills more readily as a result. In reading, for example, pupils learn the letter sounds systematically, and they are helped to form letters and words accurately from an early age. There are basic techniques that assist the pupils further such as lines, arrows and pointers to indicate where and how they should start a letter, word or sentence. Evidence from discussions with teachers, and scrutiny of the pupils' books show some remarkable improvements in reading levels and writing skills, for example in constructing basic sentences using simple punctuation and spelling. There is much emphasis upon developing the pupils' speaking and listening skills as they are encouraged to speak in full sentences and explain what they have learned. Literacy skills are built upon most effectively in other subjects. The numeracy strategy is equally successful and ensures that pupils use their mathematical skills in a wide range of practical situations. In design and technology for example, older pupils have designed made and evaluated puppets. It is clear from their work that much care has been taken in reading and following instructions, writing the stages of making a puppet, measuring and estimating materials required, and evaluating what they might do differently in the future.
12. Subjects are very effectively linked to add further meaning to the pupils' learning. The music and arts curriculum is linked closely, and pupils reach very high standards in their work. The school is justifiably proud to be one of only twelve schools nationally to have its art work exhibited at the National Gallery in London. There are numerous examples of high quality art work using a range of materials such as clay, and processes including silk printing. Pupils learn to play a wide range of tuned and untuned instruments, and the school band is an excellent example where pupils are included, regardless of their musical experience or level of musicianship skills. Pupils are encouraged successfully to learn the basic skills for playing the guitar, violin and the trombone. These are just a few of the musical activities provided regularly. The weekly band joins forces with a nearby primary school and pupils integrate fully as they learn and play music together. The highly effective music and arts afternoons enables older pupils for example to use their musical skills, develop dance routines and work towards performances for other schools at the same time. There is a genuine sense of anticipation at the thought of performing to others, that adds urgency and importance to their work.
13. The school has received an ECO (Environmental Charter) award, linked to caring for the environment, for the second time recently, and flies the ECO flag from the rooftop of the building. Pupils understand clearly the importance of how to care for, and preserve the environment, and give an impressive account and rationale for the initiative. They have rich opportunities to take responsibility for the environment, and develop their own ideas in the process. The outside area is used regularly for the curriculum, as pupils tend to the saplings in the nursery garden, and ensure that the willow tunnel is growing well. These and other activities help the pupils to notice their surroundings and observe changes in the seasons and environment over time. They follow rigorous routines for sorting materials such as paper, and the principles of recycling are firmly embedded into the pupils' moral and social conscience, as a

matter of habit by the time they leave the school. There are numerous links across other subjects of the curriculum such as mathematics, as pupils have developed a monitoring programme for water, temperature and use of lights around the school.

The pupils' excellent attitudes, behaviour and personal development, the outstanding relationships and first rate provision for their spiritual, moral, social and cultural development; means they are keen to learn, and grow rapidly in confidence and maturity

14. Pupils arrive at school with great excitement and anticipation. They are welcomed individually by the headteacher and learn from an early age that they are special and valued highly. Pupils develop excellent relationships with others that help build their sense of worth and belonging, as for some, they experience friendship for the first time. The strong emphasis upon developing the pupils' personal skills enables them to accept, and feel comfortable with themselves. There is a saying "I'm glad to be me" that is referred to regularly around the school, and helps the pupils to grow in confidence and maturity. Pupils understand quickly that there are high expectations of their behaviour. They are helped to understand that the school has a strong code morally and socially, and quickly learn the consequences of their actions and how they impact on others. There are numerous opportunities to take initiative that help develop a keen sense of responsibility for themselves and their surroundings. They have, for example, grown and nurtured saplings, before sending them to areas of the wider community for use in tree planting projects.
15. Pupils have an ECO committee and talk enthusiastically about their plans. They are able to organize themselves, and follow the basic principles of a well ordered meeting, including listening to one another and building on each other's ideas and suggestions. These very practical settings help develop personal and social skills, and by learning about democracy at work, their citizenship skills are promoted.
16. There are many opportunities for pupils to be aware of life and spirituality beyond their own immediate circumstances. The strong emphasis upon caring for the environment helps them become acutely aware of the needs of the world, and people's responsibilities in the process. All pupils have a sharply developed sense of responsibility for the planet, and understand clearly how they can contribute to its care, and preservation of resources. They talk sensitively about areas they have developed such as a sensory garden, and a bench that has been dedicated to one of their school community who died.
17. Pupils thrive on the cultural opportunities that arise regularly through the year and across the curriculum. They are also helped successfully to become aware of cultures other than their own, and develop a broader understanding of cultures around the world. The wide ranging music and expressive arts activities includes aspects of many cultures other than the pupils' own, and thus extends further their awareness of life beyond their own immediate experience.

The excellent learning environment, and outstanding accommodation creates an atmosphere that is buzzing with a sense of purpose and productivity;

18. The learning environment is bright, colourful and thoughtfully developed. The accommodation, purpose built and designed with the help of the headteacher,

governors and staff, has many outstanding features that promote the pupils' learning further. On entry to the school, the building has an immediate and positive impact, as it is of such high quality in its design and layout. The building design includes three discrete areas for pupils in the nursery and reception (Foundation), lower and upper juniors. This helps the pupils gain a genuine sense of moving onward and up to the next level of their schooling. All classes have a large shared space immediately outside their rooms for activities such as food technology, art and design and wet activities such as sand and water. In addition, there are separate rooms for music and environmental activities.

19. The building design uses many natural materials, and the light streams into the "learning zones". Plants and greenery, placed strategically, add an overall feel of light, space and calm. It is quite clear that the overall environment has a very positive impact on the pupils, as they treat their surroundings with interest, curiosity and respect. The pupils' work is celebrated carefully, and the extensive use of the digital camera to show off the pupils' achievements, ensures that pupils and adults alike stop, look and discuss their collective efforts with pleasure and pride. Learning for pupils at Southfield School is an enjoyable activity, for example pupils took part in a "Giant Jump" to mark the beginning of science year. Along with others around the UK, they tried to send shock waves into the earth in an attempt to register a tremor on the country's seismometers. The pupils' efforts were included in the Guinness Book of Records, and enabled them to take part fully in the science activities that followed with greater understanding. This inclusive and creative approach to learning is only one of the numerous examples of a school packed with ideas for building successfully upon the pupils' achievements.

The excellent partnership between parents and the school ensures that pupils and their families are exceptionally well supported

20. The headteacher and staff go out of their way to establish and develop strong links between home and school. Parents have an overwhelmingly positive view of the school, staff and headteacher, and appreciate the efforts made to sustain these links.
21. There are numerous opportunities both formally and informally where parents can keep in touch with the school about their children. All pupils have a home-school book that is completed daily by the teacher, and added to by parents and carers. This provides an ongoing record of the pupils' school life, and ensures parents are aware of the highlights, and sometimes the concerns, of the school day. This is valued by all parents, and particularly so by those whose children have communication difficulties. These books have a very positive, yet realistic tone, and help pupils to have a sense of continuity and shared understanding of their lives both at home and school. Throughout the school year, there are regular social events for parents, pupils and their families. They include quiz nights and family evenings. These are very well attended and have helped to establish a support network for parents and children who might otherwise struggle to sustain contact, as many live far apart from one another, and do not meet regularly at school to collect their children.
22. There are very regular arrangements for parents to discuss their children's progress and review and revise their targets. These sessions take place termly and include a minimum of half an hour set aside, and more if required, to discuss issues. The reports to parents are detailed, precise and specific about the pupils' progress. There is a wealth of communications between home and school including newsletters, newspaper cuttings about the pupils' achievements and invitations to special events, performances and concerts.

23. The high quality partnership between home and school has a direct benefit to the pupils, as parents feel most supported, reassured and confident about their child's education at every level. In addition, pupils know that what happens at school is an integral part of their lives, and their achievements noticed. The headteacher is held in high regard for his warm attitudes and considerate approach to parents. In turn, the links between pupils and the school go well beyond the time when they leave the school officially. Southfield School remains a vital and supportive link for many pupils and their families.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	10	6	2	0	0	0
Percentage	18	46	27	9	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	No of pupils
Number of pupils on the school's roll	74
Number of full-time pupils known to be eligible for free school meals	25

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	10
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5%

Unauthorised absence

	%
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

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	72	2	1
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes**Qualified teachers and classes: YN – Y6**

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	7
Average class size	8

FTE means full-time equivalent.

Education support staff: YN – Y6

Total number of education support staff	17
Total aggregate hours worked per week	470

Financial information

Financial year	01/02
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	£
Total income	746,736
Total expenditure	693,736
Expenditure per pupil	8,250
Balance brought forward from previous year	20,000
Balance carried forward to next year	53,000*

*reflects year end position; subsequent receipt of invoices and funds relating to individuals will reduce this carry forward considerably.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	84
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	22	5	0	0
My child is making good progress in school.	70	25	2	0	3
Behaviour in the school is good.	61	33	5	0	2
My child gets the right amount of work to do at home.	50	34	9	0	5
The teaching is good.	89	9	0	0	0
I am kept well informed about how my child is getting on.	84	14	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	9	0	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	78	20	2	0	0
The school is well led and managed.	88	11	0	0	3
The school is helping my child become mature and responsible.	62	30	2	0	5
The school provides an interesting range of activities outside lessons.	52	16	9	0	22