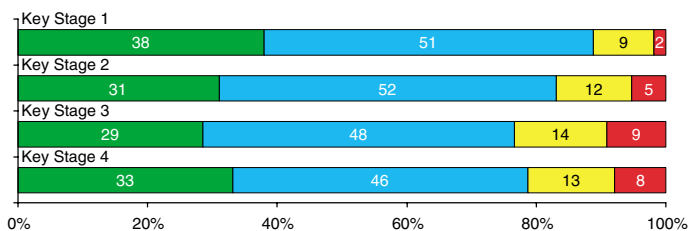
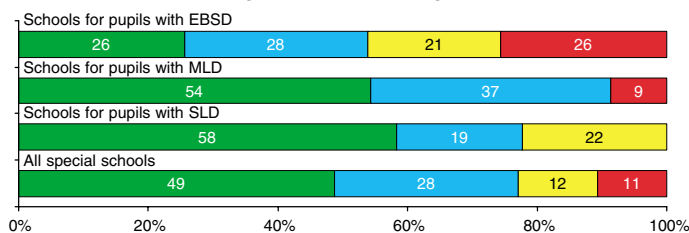


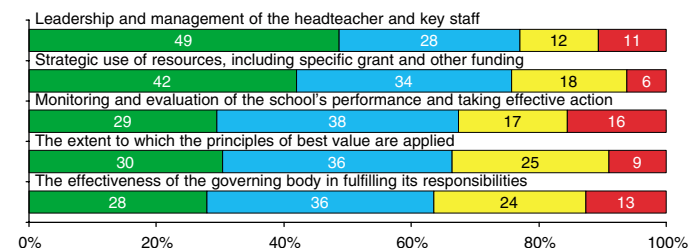
Quality of teaching by Key Stage (percentage of all special schools)



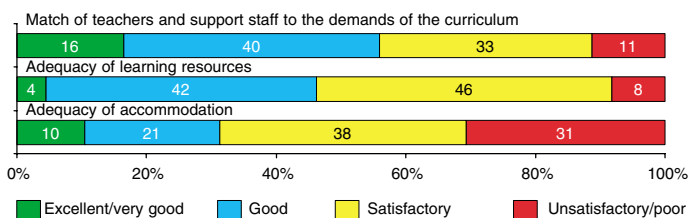
Leadership and management (percentage of schools)



Leadership and management (percentage of all special schools)



Accommodation and resources (percentage of all special schools)



These figures have been rounded and may not add up to 100%.
Please note: All special schools' includes all special schools' not just EBSD, MLD and SLD schools.

Attendance

Attendance rate	89.9
Authorised absence	8.8
Unauthorised	1.3

Teachers and pupils in special schools

Total number of qualified teachers	14,584
Average pupil/teacher ratio	6.4
Average number of pupils on roll	84

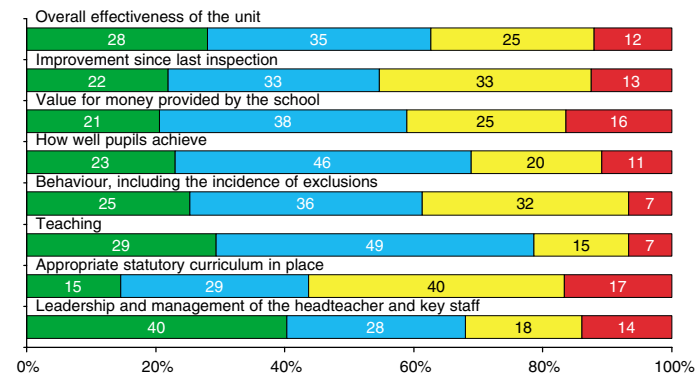
Main findings from HMCI's Annual Report 2002/03 Residential special schools

- Care provision in the schools inspected is good and often a strength of the school; the National Care Standards continue to have a beneficial effect on the quality of provision.
- A strong emphasis is given to developing pupils' independence in preparation for adult life.
- Residential special schools provide a wide range of evening and weekend activities to support the development of pupils' personal and social skills.

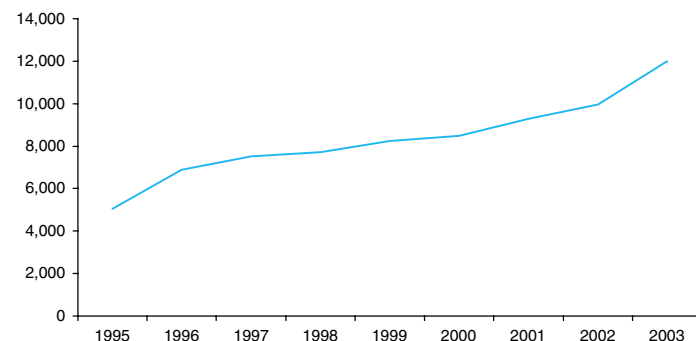
Main findings from HMCI's Annual Report 2002/03 Pupil referral units

- The quality of education has improved from a low base and in most units it is satisfactory, but there is still a high proportion of unsatisfactory provision.
- Of the 75 units inspected, eight are not providing an acceptable standard of education and require special measures and a further four have serious weaknesses.
- Few units have the staffing or expertise to meet the very severe needs of some pupils.
- Most primary-age pupils return successfully to mainstream schools.
- In most units the curriculum is satisfactory and most are now providing a full-time programme of education for 25 hours a week as required from September 2002.
- Much of the provision for pupils other than at school is unsatisfactory. The lack of a registration system means that it is difficult to know how many pupils are not in registered education. The best estimate is that there are 9,000 pupils missing from rolls in England.

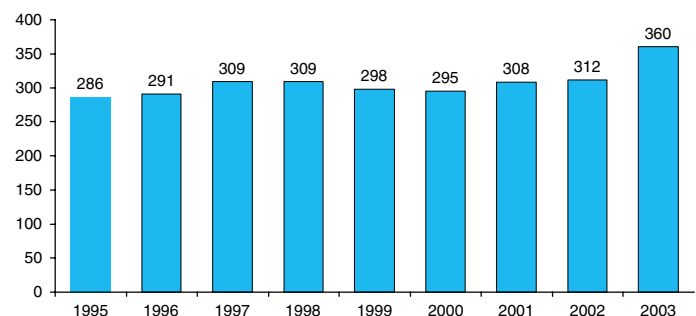
Overview of pupil referral units (percentage of units)



Number of pupils in pupil referral units over time



Number of pupil referral units over time



Teachers and pupils in pupil referral units

Total number of qualified teachers	2,857
Average pupil/teacher ratio	4.2
Percentage of stated pupils	16.8



Office for Standards
in Education

Special schools and pupil referral units at a glance 2002/03

Main findings from HMCI's Annual Report 2002/03

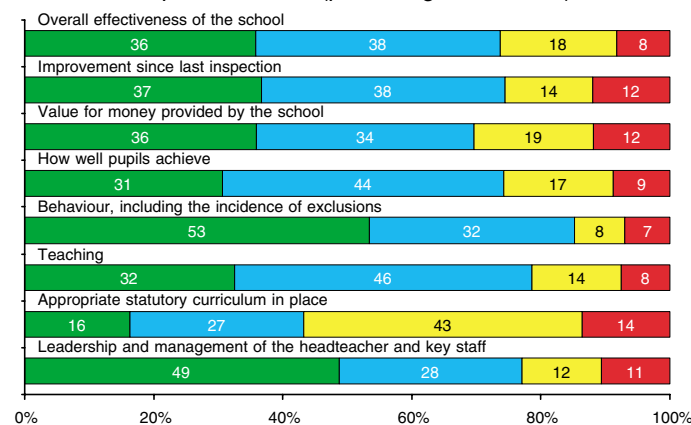
- In three quarters of special schools, pupils' achievement is good or better and in almost one third it is very good or excellent; pupils' achievement in approved independent schools is similar to that in LEA-maintained special schools.
- The quality of teaching is good or better in almost four fifths of schools; teaching is particularly good where teachers are adept at structuring lessons to meet a variety of needs and are able to incorporate work targeted towards pupils' individual priorities into their planning.
- Leadership and management are very good in almost half of schools, but are unsatisfactory in a quarter of schools for pupils with emotional, behavioural and social difficulties (EBSD). These schools often experience difficulties in recruiting and retaining staff, including senior managers.
- Only about half of special schools set whole-school targets. Where they are set, they are proving worthwhile in raising standards and helping to identify priority areas for school development.
- One fifth of schools have weaknesses in the assessment and recording of pupils' progress; almost a third continue to have difficulty in setting measurable and challenging targets in pupils' individual education plans.
- In the residential schools inspected, care provision is good; the care standards continue to have a beneficial effect on the quality of provision.
- The educational provision in pupil referral units (PRUs) has improved and most provide a satisfactory quality of education, but it remains unsatisfactory in one in eight and a disproportionate number of the units inspected require special measures or are designated as having serious weaknesses.
- Most PRUs now provide a full-time programme of education for 25 hours a week as required from September 2002.

Special Needs Classification*	Number of schools
Autism	53
Emotional, Behavioural and Social Difficulties (EBSD)	245
Hearing Impairment	23
Hospital schools	37
Moderate Learning Difficulties (MLD)	254
Physical Difficulties	74
Profound and Multiple Learning Difficulties	10
Severe Learning Difficulties (SLD)	294
Specific Learning Difficulties	24
Speech and Language Disorders	33
Visual Impairment	17
Other**	251
Total	1315

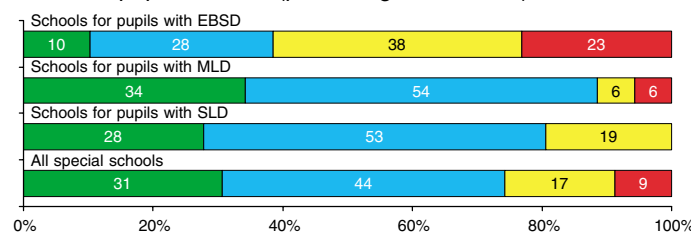
*Includes grant maintained special, LEA maintained special, non-maintained special, independent school approved for SEN pupils and other independent schools.

**Schools classified as Other are catering for special needs outside the scope of these categories (e.g. epilepsy) or were unable to be classified from the data available based on special schools open in February 2004.

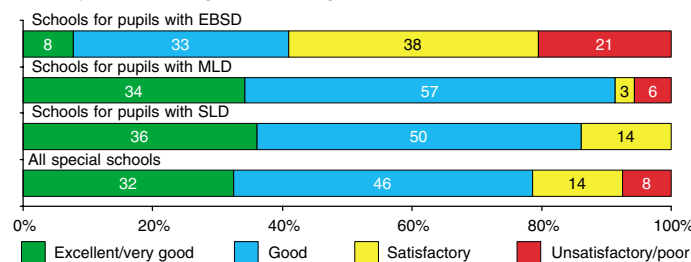
Overview of special schools (percentage of schools)



How well pupils achieve (percentage of schools)



Quality of teaching (percentage of schools)



These figures have been rounded and may not add up to 100%

Please note: All special schools, includes all special schools, not just EBSD, MLD and SLD schools.