

Performance and Assessment Report (PANDA)

for

SPECIAL SCHOOLS

2004 DATA VERSION

FEBRUARY 2004

INTRODUCTION

PANDA INFORMATION FOR SPECIAL SCHOOLS

This is the 2004 PANDA for special schools produced by OFSTED. The PANDA provides you each year with your own school level data, and national (contextual) data. The national contextual data comes from a variety of sources, and can be used to compare your school with other schools and to help with your own self-evaluation. It also shares with headteachers the data that have been collected from schools and are currently held centrally by OFSTED. It is not part of the public reporting of schools, however, the Freedom of Information Act came into effect on 1st January 2005, and from that date Ofsted may be required to disclose your PANDA report, or part of it, to members of the public on request.

The information provided relates to school outcomes (e.g. tests and examination results) and school processes (e.g. Pupil / Teacher Ratios). PANDAs produced for special schools are not formally part of the DfES' Autumn Package. We have not shown your data in direct comparison with national averages provided in the Autumn Package, because of the scope and nature of education provided in special schools and the relatively low number of establishments of each type. However, the information in this self-contained document is provided with guidance on how comparisons might be made. You may therefore find it useful to refer to the Autumn Package while reading this PANDA. The Autumn Package is available at the DfES's Standards website (<http://www.standards.dfes.gov.uk/performance>). Please see the Further Information section for further details.

The data given are for 2004 unless otherwise shown. Information is included for the main types of special schools, where there are at least ten schools - schools mainly catering for pupils with:

Autism (AUT);
Emotional and Behavioural Difficulties (EBD);
Hearing Impairment (HI);
Moderate Learning Difficulties (MLD);
Physical Disabilities (PD);
Profound and Multiple Learning Difficulties (PMLD);
Severe Learning Difficulties (SLD);
Specific Learning Difficulties (SpecLD);
Speech and Language Difficulties (SD);
Hospital Schools (HOSP); and
Other (OTH) are also included as a separate grouping.

These category headings are the same as were used in the 2004 Annual school census and the 2003 PANDA for special schools. Schools where the main provision is Visual Impairment, Epilepsy, MSI, and other categories where there are less than ten schools, have been included in the OTHER category.

Comparisons with other schools of a similar type may be useful, but can have their limitations. It is important to remember that there can be large variations between special needs of the same type. For example, schools for children with physical difficulties can range between those where the children have physical, but few learning difficulties, to those where the children have both physical and severe learning difficulties.

Where data are only available for a small number of schools, information may not be shown because of difficulties in arriving at reliable and meaningful national estimates. If your school's type is not separately shown in this PANDA or in a particular section, you may still be able to make some valuable comparisons. For example, it might be appropriate for schools with delicate pupils to compare themselves with PD schools. Similarly, schools for pupils with hearing impairments who have few other learning difficulties might be helpfully compared to mainstream schools.

The 2004 Annual Schools' Census, Special Education Directory 2004 and an extract from DfES Edubase data, have been used as sources of information on the different types of special school to enable calculation of national data for this document. The school specific section was compiled using historical datasets of the above sources. All changes to historical data are due to corrections of errors in the data, or the calculation methods previously used.

This latest version of the PANDA does not include national data on Exclusions, Attendance, Curriculum, or Finance, due to a lack of available data or because data are no longer collated. Inspection summary data are also not shown due to the relatively small number of special schools inspected under the 2003 Framework for Inspection, and because direct inspection judgements from the new framework are not comparable to composite judgements from earlier frameworks.

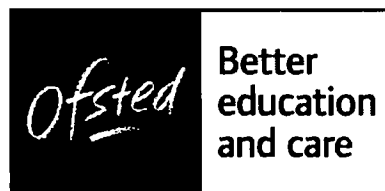
Our intention is to provide as complete a picture of your school's comparative performance, as it is possible to draw. General enquiries about accessing this document should be directed to the RAI Helpdesk, on 020 7421 6633. Enquiries on the content of this document can be directed to 020 7421 6840. The scope of the statistics shown in this document is under continual review and development. The development of the PANDA for Special Schools from year to year has always been inspired by schools, and we continue to seek your formative comments. These should be addressed to:

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**SCHOOL
SPECIFIC
INFORMATION**

Special Schools PANDA 2004

School Specific Information



Based on data for the years 2002 to 2004 unless otherwise stated.

School Details

URN: 999999
 School Name: An Anonymous Special School
 LEA Name: Any
 LEA Number: 999
 DfES Number: 9999
 Main SEN Provision: Moderate Learning Difficulties
 Type of Establishment: Special (Maintained Day)

Special need(s) the school has been formally approved to make provision for:

	2002	2003	2004
Visual impairment	-	-	-
Hearing impairment	-	-	-
Speech & language disorders	-	-	-
Autism	-	-	-
Emotional & behavioural difficulties	-	-	-
Multi-sensory impairment (deaf/blind)	-	-	-
Physical difficulties	-	-	-
Moderate learning difficulties	X	X	X
Severe learning difficulties	-	-	-
Profound & multiple learning difficulties	-	-	-
Specific learning difficulties	-	-	-
Other	-	-	-

This information is taken from Section 1 (General School Information) of the Annual Schools Census.

The information is provided in accordance with the Education (Special Schools) Regulations 1994 under which the school has an approved 'recognised accommodation to provide for a number of pupils with particular special educational needs.

Schools were advised not to tick categories for pupils attending the school with disabilities that have not been formally approved for their school.

School Characteristics

Pupils on Roll		2002	2003	2004
Boys	Full time aged 0 to 4	11	8	8
	Full time aged 5 to 10	23	27	30
	Full time aged 11 to 15	44	44	45
	Full time aged 16 to 19	0	0	0
	Part time	0	0	0
Girls	Full time aged 0 to 4	3	4	5
	Full time aged 5 to 10	23	16	13
	Full time aged 11 to 15	28	37	38
	Full time aged 16 to 19	0	0	0
	Part time	0	0	0
Total Pupils on roll		132	136	139

Includes solely and dually registered pupils.

Please refer to section 2.1 of the National Contextual Data for comparative national figures and the Annual Schools Census completion notes for more background information.

- indicates no data available

Special Schools PANDA 2004

School Specific Information

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Based on data for the years 2002 to 2004 unless otherwise stated.

Free School Meals

	2002	2003	2004
Pupils known to be eligible			
of compulsory school age	61	73	73
above compulsory school age	0	0	0

Based on day pupils only

- indicates no data available

Ethnicity

	2002	2003	2004
Non-white pupils	61	67	66
First language not / believed not to be English	61	62	58

Based on pupils of compulsory school age and above. Please refer to section 2.4 for statistics.

Boarders

	2002	2003	2004
Number of boarders	0	0	0

Staff

	2002	2003	2004
<u>Full-time & part-time teaching staff</u>			
Head or acting head	1	1	1
Other qualified teachers	20	15	16
Entitled to qualify by service	0	0	0
Not recognised as qualified	9	13	11
Total	30	29	28
Full-time equivalent qualified teacher	20.0	14.0	15.4

The figures shown include:

- * staff on short-term paid absence (less than a term)
- * relief staff filling nominal vacancies
- * relief staff covering long-term absence (a year or more)
- * Ethnic Minority & Traveller Achievement Grant (EMTAG) teachers, and teachers funded under the single Regeneration Budget

The figures shown exclude:

- * staff on long-term absence (a term or more)
- * relief staff covering short-term absence
- * any other vacancies not filled by relief staff
- * non-teaching staff
- * student teachers on school-centered IIT course

<u>Hours worked by non-teaching staff</u>	2002	2003	2004
Non-teaching assistants	956	1,034	1,050
Technicians	0	0	0
Minority ethnic pupils support staff	34	48	50
Admin / clerical staff	148	180	160

The figures shown do not include:

- * any canteen staff, lunchtime supervisors or premises-related staff such as caretakers
- * any unpaid or voluntary work

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Based on data for the years 2002 to 2004 unless otherwise stated.

Attendance

	2002	2003	2004
Attendance rate	88.3	89.1	-
Authorised absence rate	11.3	10.9	-
Unauthorised absence rate	0.4	0.0	-

The figures show pupils' attendance at your school over a three year period. Please note: the figures relate to pupils for whom attendance is a statutory requirement, that is aged 5 or above and under 16 (compulsory school age).

Information is based on DfES School Performance Information: Absence Returns.

- indicates no data available

Inspection Evidence

Your school was inspected on 02/12/2002 to the Framework for Inspection introduced in January 2000. As part of the inspection, inspectors completed a form which graded their judgements about the school against each of the criteria in the Ofsted Framework for Inspection. These judgements are on a scale from 1 (excellent) to 7 (very poor).

The school's improvement since its last inspection was graded very good on this scale.

For most schools, inspectors are called on to make over 80 judgements about the school as a whole and about the standards and quality of provision in the different key stages. From these judgements, Ofsted produces composite judgements concerning the three broad areas covered by inspection.

These composite judgements, where available for your school, are as follows:

The quality of education provided by the school was very good

The school's climate for learning was very good

The management and efficiency of the school were very good

PRE-2003 COMPOSITE JUDGEMENT	POST-2003 DIRECT JUDGEMENT
Very Good	Excellent Very Good
Good	Good
Some Improvement Required	Satisfactory
Substantial Improvement Required	Unsatisfactory Poor Very Poor

The table on the left lists the possible composite grades and maps them to the grades that can be awarded for direct judgements.

Special Schools PANDA 2004

School Specific Information



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Based on data for the years 2002 to 2004 unless otherwise stated.

Key Stage 1

Teacher Assessments	X	A	D	W	1	2	2C	2B	2A	3	Total
ENGLISH	0	-	-	8	0	0	-	-	-	0	8
<i>Speaking & Listening</i>	-	0	0	7	1	0	-	-	-	0	8
<i>Reading</i>	-	0	0	8	0	0	0	0	0	0	8
<i>Writing</i>	-	0	0	8	0	0	0	0	0	0	8
MATHEMATICS	0	-	0	7	1	0	0	0	0	0	8
<i>Using & Applying</i>	-	0	0	8	0	0	-	-	-	0	8
<i>Number & Algebra</i>	-	0	0	7	1	0	-	-	-	0	8
<i>Shape, Space & Measure</i>	-	0	0	7	1	0	-	-	-	0	8
SCIENCE	0	-	-	8	0	0	-	-	-	0	8
<i>Experimental & Investigative</i>	-	0	0	8	0	0	-	-	-	0	8
<i>Life Processes & Living Things</i>	-	0	0	8	0	0	-	-	-	0	8
<i>Materials & their Properties</i>	-	0	0	8	0	0	-	-	-	0	8
<i>Physical Processes</i>	-	0	0	8	0	0	-	-	-	0	8
Tests	X	A	D	W	1	2C	2B	2A	3	Total	
Reading Task	0	0	0	8	0	0	0	0	0	8	
Writing	-	0	0	8	0	0	0	0	0	8	
Mathematics	-	0	0	8	0	0	0	0	0	8	

Key Stage 2

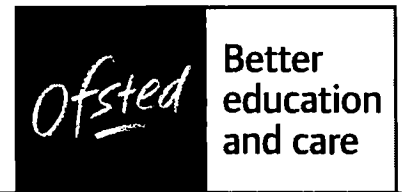
Teacher Assessments	A	D	W	1	2	3	4	5	6	Total
English	0	0	4	3	0	0	0	0	0	7
Mathematics	0	0	3	4	0	0	0	0	0	7
Science	0	0	4	2	1	0	0	0	0	7
Tests	A	D	B	N	2	3	4	5	6	Total
English	0	0	7	0	0	0	0	0	-	7
Mathematics	0	0	7	0	0	0	0	0	-	7
Science	0	0	7	0	0	0	0	0	-	7

Definitions of Levels (Key Stages 1-3):

- X** represents pupils who were unable to be assessed or who were not required to be entered for the test
- A** represents pupils who were not assessed due to absence
- D** represents pupils who have been disapplied under section 364/365 of the 1996 Education Act
- W** represents pupils who are 'working towards' Level 1, but who have not yet attained the standard needed for Level 1
- B** represents pupils who were assessed by teacher assessment only
- N** represents pupils who took the statutory tests but failed to register a level

Special Schools PANDA 2004

School Specific Information



Based on data for the years 2002 to 2004 unless otherwise stated.

Key Stage 3

2004 attainment data for key stage 3 are not currently available.

GCSE / GNVQ & equivalent qualifications

	Boys	Girls	All Pupils
Pupils aged 15	9	1	10
Pupils achieving 5 A*-C Grades	0	0	0
Pupils achieving 5 A*-G Grades	0	0	0
Pupils achieving 1 A*-G Grades	0	0	0

NATIONAL CONTEXTUAL INFORMATION

NATIONAL CONTEXTUAL INFORMATION

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1. SUMMARY OF SPECIAL SCHOOLS

1.1 Main type of SEN provision

In order to compile the tables and charts for this report, schools have been assigned to categories based on their main provision type for SEN, as indicated in the introduction. Table 1.1 below gives the numbers of each different type of special school as classified using the Special Education Directory 2004 and Edubase, the register of educational establishments.

There were 1239 special schools identified in total (of which, 1105 were maintained special schools). MLD and SLD schools are most numerous with 321 and 310 schools respectively. Hearing Impairment and Hospital schools are the least numerous with 21 schools.

Table 1.1: Special Schools¹ by Main Type of SEN Provision

Special Needs Classification	Special Needs CODE	Number of Schools
Autism	AUT	56
Emotional and Behavioural Difficulties	EBD	247
Hearing Impairment	HI	21
Hospital Schools	HOSP	21
Moderate Learning Difficulties	MLD	321
Physical Difficulties	PD	76
Profound and Multiple Learning Difficulties	PMLD	27
Severe Learning Difficulties	SLD	310
Specific Learning Difficulties	SpecLD	51
Speech and Language Disorders	SD	27
Other ²	OTH	82
Total		1,239

1. Includes 'Grant Maintained Special', 'LEA Maintained Special', 'Non-Maintained Special', 'Independent School approved for SEN Pupils' and 'Other Independent Special School'

2. Schools classified as 'OTH' are catering for special needs outside of this scope (ie. Epilepsy or MSI); number fewer than 10, or were unable to be classified from the data available

3. Source of data: Special Education Directory 2004 and Edubase

1.2 Boarding provision

Table 1.2 below shows the percentage of schools with boarders for each type of special school. Tables in subsequent sections separately identify boarding and non-boarding schools.

Table 1.2: Special Schools by Boarding Provision¹

Special Needs Classification	Percentage of Schools with Boarders
Autism	41
Emotional and Behavioural Difficulties	40
Hearing Impairment	52
Hospital Schools	0
Moderate Learning Difficulties	9
Physical Difficulties	22
Profound and Multiple Learning Difficulties	22
Severe Learning Difficulties	7
Specific Learning Difficulties	43
Speech and Language Disorders	41
Other ²	26
All Special Schools	31

1. Schools are classified as Boarding if they have 1 or more pupils boarding

2. Source of data: Special Education Directory 2004 and Edubase

Overall, 31% of special schools offered boarding provision. The highest proportion of schools with boarders was in the HI category (52%).

2. BASIC CHARACTERISTICS

2.1 Pupils on roll

Tables 2.1.1 and 2.1.2 provide information that enables a comparison of numbers on roll by age range within schools of the same type. In Table 2.1.1, figures are shown for all pupils and for boys and girls separately. As an example, among MLD special schools, the average number of full time pupils aged 5 to 10 years was 41.

Table 2.1.1: Average Pupils on Roll by Age Range and Type of School

		AUTISM	EBD	HEARING	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	OTH
Boys and Girls	Full-Time Aged 0 to 19	72	45	74	91	111	73	47	75	74	78	70
	Full-Time Under 5	6	3	3	9	4	6	5	5	6	6	9
	Full-Time Aged 5 to 10	38	19	24	26	41	26	25	32	29	33	36
	Full-Time Aged 11 to 15	36	40	43	61	85	36	20	33	50	50	41
	Full-Time Aged 16 to 19	14	5	19	8	17	15	11	17	11	19	17
	Full-Time and Part-Time Aged 0 to 19	73	45	77	92	112	77	51	78	74	83	73
Boys	Full-Time Aged 0 to 19	56	41	43	45	75	43	31	48	59	58	48
	Full-Time Under 5	5	3	2	6	3	4	3	4	4	5	6
	Full-Time Aged 5 to 10	30	17	15	17	29	16	16	21	23	26	25
	Full-Time Aged 11 to 15	28	37	26	28	57	22	15	21	41	37	30
	Full-Time Aged 16 to 19	11	4	13	5	12	9	7	10	7	14	11
	Full-Time and Part-Time Aged 0 to 19	57	41	45	46	76	45	34	50	58	62	50
Girls	Full-Time Aged 0 to 19	16	8	32	46	36	30	17	27	19	20	25
	Full-Time Under 5	2	2	2	6	2	3	3	3	4	2	4
	Full-Time Aged 5 to 10	9	4	9	12	12	11	8	11	8	9	15
	Full-Time Aged 11 to 15	9	8	20	36	29	15	6	12	13	15	15
	Full-Time Aged 16 to 19	4	3	10	4	8	7	4	7	7	7	7
	Full-Time and Part-Time Aged 0 to 19	16	8	34	47	37	32	19	28	19	21	27

1. Averages include only those schools which have pupils in the appropriate age range

2. Averages for girls and boys may not sum to totals due to rounding

3. Example: For EBD schools where there are some pupils within the age range of 11 to 15 Full-Time (more than 20 schools) the average number of 11 to 15 Full-Time pupils is 40

4. Source of data: Annual Schools' Census, January 2004

Table 2.1.2 shows the national spread of pupils on roll again by school type and age range, represented by quartiles. This means that 25% of similar schools have pupil totals below the lower quartile, 50% above and below the median, and 25% above the upper quartile. As an example, an SLD school teaching 45 pupils in the 'full-time aged 5 to 10' age range would be above the upper quartile (40 pupils). That is, the school's pupils on roll figure in that age range would be in the top 25% of schools of the same type and age range. The table is therefore a simple method for indexing your school's size against schools of the same grouping and age range nationally.

Table 2.1.2: Pupil Totals in Special Schools by Age, Type; Median and Lower and Upper Quartiles

	AUTISM			EBD			HEARING			HOSPITAL			MLD		
	Lower Quartile	Median	Upper Quartile	Lower Quartile	Median	Upper Quartile	Lower Quartile	Median	Upper Quartile	Lower Quartile	Median	Upper Quartile	Lower Quartile	Median	Upper Quartile
Full-Time Aged 0 to 19	46	65	93	33	44	57	24	50	77	45	66	131	79	106	133
Full-Time Under 5	3	6	8	1	1	3	2	3	5	3	5	9	1	3	6
Full-Time Aged 5 to 10	19	32	46	5	15	33	7	15	34	14	25	41	23	35	53
Full-Time Aged 11 to 15	18	30	45	26	39	54	11	34	56	19	50	94	57	76	107
Full-Time Aged 16 to 19	8	12	20	1	3	7	5	11	21	1	6	13	2	13	23
FT and PT Aged 0 to 19	46	65	97	33	44	57	26	65	79	47	69	131	80	107	133

	PD			PMLD			SLD			SpecLD			SD		
	Lower Quartile	Median	Upper Quartile	Lower Quartile	Median	Upper Quartile	Lower Quartile	Median	Upper Quartile	Lower Quartile	Median	Upper Quartile	Lower Quartile	Median	Upper Quartile
Full-Time Aged 0 to 19	38	59	84	50	68	89	55	70	92	44	72	89	16	36	103
Full-Time Under 5	3	4	8	2	5	7	2	4	7	2	4	8	2	3	6
Full-Time Aged 5 to 10	14	26	35	16	31	41	20	29	40	9	27	44	6	28	49
Full-Time Aged 11 to 15	17	27	42	17	30	43	22	31	42	16	41	67	9	17	56
Full-Time Aged 16 to 19	7	11	18	6	14	23	10	15	21	3	11	30	6	12	22
FT and PT Aged 0 to 19	38	64	92	50	70	90	58	72	96	49	74	93	19	38	105

	All Special Schools		
	Lower Quartile	Median	Upper Quartile
Full-Time Aged 0 to 19	46	70	101
Full-Time Under 5	2	4	7
Full-Time Aged 5 to 10	16	29	43
Full-Time Aged 11 to 15	25	41	67
Full-Time Aged 16 to 19	6	13	21
FT and PT Aged 0 to 19	47	71	102

1. Medians and Lower and Upper Quartiles include only those schools which have pupils in the appropriate age range
2. The median is the point at which 50% of schools lie above or below, while the lower and upper quartiles are the points at which 25% of schools lie below and above respectively
3. Source of data: Annual Schools' Census, January 2004

2.2 Statemented pupils by LEA

Table 2.2.1 shows for each LEA, the number of statemented pupils taught in mainstream primary schools and the number of pupils of primary school age taught in all types of special school in that LEA.

The figures give a basic indication of the prevalence of special needs pupils (as measured by statements) in each LEA and how these are divided between maintained primaries and all types of special school. There are variations in classification procedures for special educational needs, and in statementing practices, between different LEAs, and there are many pupils with significant special educational needs who are not statemented. Not surprisingly, the relative proportion of statemented pupils taught in mainstream schools and in special schools therefore differs widely between LEAs.

Table 2.2.2 gives a similar analysis for statemented pupils in secondary schools and for pupils of secondary age in special schools.

Table 2.2.1: Statemented Pupils in Primary and Special Schools by LEA

LEA Name	Statemented Pupils in Maintained Primary Schools	Primary School Age Pupils in Special Schools ¹	SEN Pupils in Maintained Primary Schools ²	LEA Name	Statemented Pupils in Maintained Primary Schools	Primary School Age Pupils in Special Schools ¹	SEN Pupils in Maintained Primary Schools ²
	Number	Number	%		Number	Number	%
Barking & Dagenham	373	102	78.5	Liverpool	386	500	43.6
Barnet	460	138	76.9	Luton	224	133	62.7
Barnsley	337	60	84.9	Manchester	475	516	47.9
Bath and North East Somerset	243	104	70.0	Merton	309	108	74.1
Bedfordshire	418	434	49.1	Middlesbrough	218	184	54.2
Bexley	458	190	70.7	Milton Keynes	330	234	58.5
Birmingham	1,813	1,447	55.6	Newcastle Upon Tyne	164	244	40.2
Blackburn with Darwen	253	81	75.7	Newham	302	78	79.5
Blackpool	130	124	51.2	Norfolk	1,384	388	78.1
Bolton	398	184	68.4	North East Lincolnshire	375	113	76.8
Bournemouth	95	77	55.2	North Lincolnshire	399	96	80.6
Bracknell Forest	183	77	70.4	North Somerset	220	91	70.7
Bradford	739	368	66.9	North Tyneside	197	279	41.4
Brent	305	224	57.7	North Yorkshire	705	299	70.2
Brighton and Hove	269	284	48.6	Northamptonshire	1,098	441	71.3
Bromley	610	163	78.9	Northumberland	414	199	67.5
Buckinghamshire	675	415	61.9	Nottinghamshire	187	311	37.6
Bury	322	84	79.3	Oldham	170	149	53.3
Calderdale	430	75	85.1	Oxfordshire	672	500	57.3
Cambridgeshire	918	389	70.2	Poole	96	176	35.3
Camden	276	213	56.4	Portsmouth	185	188	49.6
Cheshire	1,077	420	71.9	Reading	186	78	70.5
City of Bristol	501	342	59.4	Redbridge	338	202	62.6
City of Derby	412	168	71.0	Redcar and Cleveland	195	103	65.4
City of Nottingham	79	138	36.4	Richmond-Upon-Thames	242	50	82.9
City of Peterborough	354	122	74.4	Rochdale	336	237	58.6
City of Plymouth	409	316	56.4	Rotherham	630	261	70.7
City of York	214	100	68.2	Royal Borough of Windsor & Maidenhead	172	90	65.6
Cornwall	1,229	155	88.8	Rutland	65	4	94.2
Corporation Of London	6	0	100.0	Salford	199	222	47.3
Coventry	254	386	39.7	Sandwell	427	125	77.4
Croydon	349	247	58.6	Sefton	265	165	61.6
Cumbria	1,065	190	84.9	Sheffield	719	396	64.5
Darlington	178	85	67.7	Shropshire	385	116	76.8
Derbyshire	1,313	335	79.7	Siough	171	109	61.1
Davon	1,085	342	76.0	Solihull	266	151	63.8
Doncaster	490	278	63.8	Somerset	349	168	67.5
Dorset	441	248	64.0	South Gloucester	412	134	75.5
Dudley	325	301	51.9	South Tyneside	185	180	50.7
Durham	839	426	66.3	Southampton	95	145	39.6
Ealing	353	241	59.4	Southend-On-Sea	220	231	48.8
East Riding of Yorkshire	524	166	75.9	Southwark	557	213	72.3
East Sussex	547	417	56.7	St Helens	270	118	69.6
Enfield	397	231	63.2	Staffordshire	1,201	922	56.6
Essex	1,295	811	61.5	Stockport	420	217	65.9
Gateshead	217	179	54.8	Stockton on Tees	251	171	59.5
Gloucestershire	727	387	65.3	Stoke-on-Trent	311	257	54.8
Greenwich	370	189	66.2	Suffolk	986	377	72.3
Hackney	341	98	77.7	Sunderland	397	246	61.7
Halton	291	125	70.0	Surrey	1,656	936	63.9
Hammersmith & Fulham	253	123	67.3	Suton	326	139	70.1
Hampshire	1,130	1,091	50.9	Swindon	184	153	54.6
Haringey	388	155	71.5	Tameside	280	175	61.5
Harrow	407	95	81.1	Telford and Wrekin	267	185	59.1
Hartlepool	115	72	61.5	The Medway Towns	431	217	66.5
Havering	318	123	72.1	Thurrock	246	101	70.9
Herefordshire	266	77	77.6	Torbay	345	127	73.1
Hertfordshire	965	970	49.9	Tower Hamlets	482	114	80.9
Hillingdon	335	274	56.0	Trafford	205	178	53.5
Hounslow	418	215	66.0	Wakefield	495	144	77.5
Isle of Wight	87	92	48.6	Walsall	325	205	61.3
Isles Of Scilly	5	0	100.0	Waltham Forest	343	315	52.1
Islington	225	119	65.4	Wandsworth	329	258	56.0
Kensington & Chelsea	124	43	74.3	Warrington	368	151	70.9
Kent	1,744	1,202	59.2	Warwickshire	642	404	61.4
Kingston Upon Hull	331	173	65.7	West Berkshire	249	212	54.0
Kingston-Upon-Thames	182	119	60.5	West Sussex	1,083	671	61.7
Kirklees	749	266	73.8	Westminster	207	84	76.4
Knowsley	154	259	37.3	Wigan	526	351	60.0
Lambeth	325	193	62.7	Wiltshire	579	158	78.6
Lancashire	2,322	985	70.2	Wirral	453	513	46.9
Leeds	933	342	73.2	Wokingham	283	122	69.9
Leicester City	413	329	55.7	Wolverhampton	231	289	44.4
Leicestershire	1,038	237	81.4	Worcestershire	554	494	52.9
Lewisham	320	257	55.5				
Lincolnshire	1,211	528	69.6	Total	69,994	38,804	64.5

1. Includes pupils of primary school age in all special schools, regardless of the age range they cater for.
2. Statemented pupils in maintained primary schools as a percentage of the total number (pupils in special schools + statemented pupils in maintained primary schools)
3. SEN: Special Educational Needs
4. Source of Data: Annual Schools' Census, January 2004

Table 2.2.2: Statemented Pupils in Secondary and Special Schools by LEA

LEA Name	Statemented Pupils in Maintained Secondary Schools	Secondary School Age Pupils in Special Schools ¹	SEN Pupils in Maintained Secondary Schools ²	LEA Name	Statemented Pupils in Maintained Secondary Schools	Secondary School Age Pupils in Special Schools ¹	SEN Pupils in Maintained Secondary Schools ²
	Number	Number	%		Number	Number	%
Barking & Dagenham	335	83	80.1	Liverpool	524	792	39.8
Barnet	507	183	73.5	Luton	251	109	69.7
Barnsley	329	96	77.4	Manchester	552	728	43.1
Bath and North East Somerset	320	192	62.5	Merton	252	124	67.0
Bedfordshire	889	495	64.2	Middlesbrough	208	220	48.6
Bexley	363	222	62.1	Milton Keynes	268	306	46.7
Birmingham	1,573	1,923	45.0	Newcastle Upon Tyne	256	427	37.5
Blackburn with Darwen	214	226	48.6	Newham	591	66	90.0
Blackpool	221	150	59.6	Norfolk	1,203	542	68.9
Bolton	654	227	74.2	North East Lincolnshire	441	109	80.2
Bournemouth	86	123	41.1	North Lincolnshire	416	83	83.4
Bracknell Forest	122	81	60.1	North Somerset	310	148	67.7
Bradford	948	403	70.2	North Tyneside	284	326	46.6
Brent	392	182	68.3	North Yorkshire	931	437	68.1
Brighton and Hove	271	574	32.1	Northamptonshire	1,156	524	68.8
Bromley	564	310	64.5	Northumbria	797	302	72.5
Buckinghamshire	564	627	47.4	Nottinghamshire	233	532	30.5
Bury	382	154	71.3	Oldham	159	271	37.0
Calderdale	427	157	73.1	Oxfordshire	854	486	63.7
Cambridgeshire	993	419	70.3	Poole	73	154	32.2
Camden	318	206	60.5	Portsmouth	143	207	40.9
Cheshire	1,271	676	65.3	Reading	186	116	61.6
City of Bristol	468	423	52.5	Redditch	326	214	60.4
City of Derby	492	268	64.7	Redcar and Cleveland	219	120	64.6
City of Nottingham	100	230	30.3	Richmond-Upon-Thames	265	94	73.8
City of Peterborough	375	224	62.6	Rochdale	287	256	52.9
City of Plymouth	473	358	56.9	Rotherham	572	402	58.7
City of York	247	137	64.3	Royal Borough of Windsor & Maidenhead	303	86	77.9
Cornwall	1,446	270	84.3	Rutland	84	0	100.0
Corporation Of London	0	0	0.0	Salford	234	346	40.3
Coventry	422	427	49.7	Sandwell	519	298	63.5
Croydon	307	282	52.1	Saferon	394	274	59.0
Cumbria	734	238	75.5	Sheffield	496	398	55.5
Darlington	139	132	51.3	Shropshire	616	140	81.5
Derbyshire	1,663	350	82.6	Siough	158	137	53.6
Devon	929	607	60.5	Solihull	276	206	57.3
Doncaster	662	349	65.5	Somerset	535	321	62.5
Dorset	636	280	69.4	South Gloucester	409	145	73.8
Dudley	299	317	48.5	South Tyneside	178	240	42.6
Durham	966	622	60.8	Southampton	79	222	26.2
Ealing	328	217	60.2	Southend-On-Sea	163	217	42.9
East Riding of Yorkshire	526	203	72.2	Southwark	372	290	56.2
East Sussex	653	638	50.6	St Helens	338	228	59.7
Enfield	411	210	66.2	Staffordshire	2,190	971	69.3
Essex	1,385	1,022	57.5	Stockport	428	337	55.9
Gateshead	241	202	54.4	Stockton on Tees	324	308	51.3
Gloucestershire	985	509	65.9	Stoke-on-Trent	524	249	67.8
Greenwich	593	240	71.2	Suffolk	1,559	407	79.3
Hackney	171	240	41.6	Sunderland	472	442	51.6
Halton	278	193	59.0	Surrey	1,245	1,424	46.6
Hammersmith & Fulham	166	131	55.9	Sutton	323	205	61.2
Hampshire	847	1,178	41.8	Swindon	231	225	50.7
Haringey	295	169	63.6	Tameside	427	170	71.5
Harrow	264	141	65.2	Telford and Wrekin	482	230	67.7
Hatfield	146	69	67.9	The Medway Towns	515	277	65.0
Havering	380	99	79.3	Thurrock	206	124	62.4
Herefordshire	416	97	81.1	Torbay	234	170	57.9
Hertfordshire	920	1,153	44.4	Tower Hamlets	537	202	72.7
Hillingdon	463	324	58.8	Trafford	249	240	50.9
Hounslow	458	176	72.2	Wakefield	427	270	61.3
Isle of Wight	334	183	64.6	Walsall	538	277	66.0
Isles Of Scilly	0	0	0.0	Waltham Forest	370	284	56.6
Islington	231	120	65.8	Wandsworth	289	439	39.7
Kensington & Chelsea	85	77	52.5	Warrington	416	204	67.1
Kent	2,314	1,800	56.2	Warwickshire	891	539	62.3
Kingston Upon Hull	270	197	57.8	West Berkshire	272	325	45.6
Kingston-Upon-Thames	129	127	50.4	West Sussex	1,180	745	61.3
Kirkcaldy	937	406	69.8	Westminster	226	74	75.3
Knowsley	270	245	52.4	Wigan	696	412	62.8
Lambeth	206	312	39.8	Wiltshire	581	309	65.3
Lancashire	2,246	1,160	65.9	Wirral	612	594	50.7
Leeds	1,389	630	68.8	Wokingham	277	184	60.1
Leicester City	618	553	52.8	Wolverhampton	390	318	55.1
Leicestershire	1,422	290	83.1	Worcestershire	824	709	53.8
Lewisham	349	247	58.6				
Lincolnshire	1,245	650	65.7	Total	78,916	50,738	60.9

1. Includes pupils of secondary school age in all special schools, regardless of the range they cater for.
2. Statemented pupils in maintained secondary schools as a percentage of the total number (pupils in special schools + statemented pupils in maintained secondary schools)
3. SEN: Special Educational Needs
4. Source of data: Annual Schools' Census, January 2004

2.3 Pupils by special educational need

Table 2.3 shows the incidence of pupils with different special needs in each school type. The table clearly illustrates that the group in which a special school is placed (see section 1.1) does not fully define the needs of pupils for whom they cater. For example, schools with SLD as the main provision may also cater for pupils with other special needs – e.g. Profound and Multiple Learning Difficulties.

Table 2.3: Distribution of Pupils' SEN by Type of School

	Percentage of Pupils									
	Autistic	Emotional and Behavioural	Hearing Impairment	Moderate Learning	Physical	Profound and Multiple Learning	Severe Learning	Specific Learning	Speech Communication	Other
AUTISM	68	3	1	8	1	3	7	0	5	3
EBD	1	94	0	2	0	0	0	1	0	1
HEARING	0	0	88	-	0	1	3	-	0	6
MLD	7	6	0	74	1	1	7	1	3	1
PD	1	0	0	1	81	5	3	0	2	4
PMLD	5	2	-	0	1	58	24	-	-	9
SLD	7	1	0	5	1	15	66	0	1	3
SpecLD	3	0	-	1	0	4	7	79	3	3
SD	6	1	1	4	9	3	7	2	66	2
OTH	11	3	0	11	3	11	22	-	7	27

- represents no schools

0 represents schools but less than 0.5 per cent

1. Source of data: HEADTEACHER'S FORMS for schools inspected from April 1997 to July 2004

2.4 Ethnic composition and pupils whose first language is not / believed not to be English

Chart 2.4.1 draws on data from the Annual Schools' Census to give median (as explained in section 2.1) percentages of non-white pupils in each of the special school categories. It should be noted that "non-white pupils" includes returns from parents who preferred not give a response.

Table 2.4.2 gives the data underpinning Chart 2.4.1 but shows the upper and lower quartiles, and mean, as well as the median for each special school grouping.

Chart 2.4.1: Median Percentage of Non-White Pupils

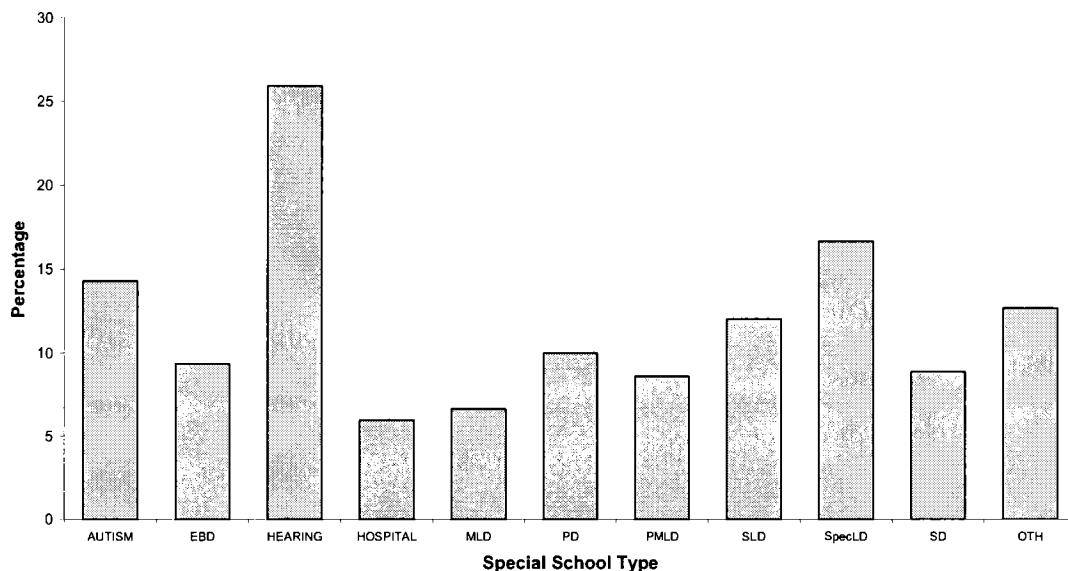


Table 2.4.2: Percentage of Non-White Pupils

	AUTISM	EBD	HEARING	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	OTH
Number of Schools with Data	56	247	21	21	323	76	27	309	50	27	74
Mean	22.2	15.9	27.7	24.6	13.9	17.3	21.2	19.3	15.8	24.6	24.8
Lower Quartile	4.5	2.7	13.8	3.1	2.1	3.6	2.9	4.4	6.3	6.1	4.8
Median	14.3	9.3	25.9	5.9	6.6	10.0	8.6	12.0	16.7	8.9	12.7
Upper Quartile	36.8	23.8	52.4	23.0	19.7	37.5	14.0	29.0	37.5	18.3	51.4
Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	0.0
Maximum	80.2	100.0	71.9	67.3	73.8	72.0	79.5	90.6	83.1	62.5	82.8

0.0 represents schools but less than 0.05 per cent

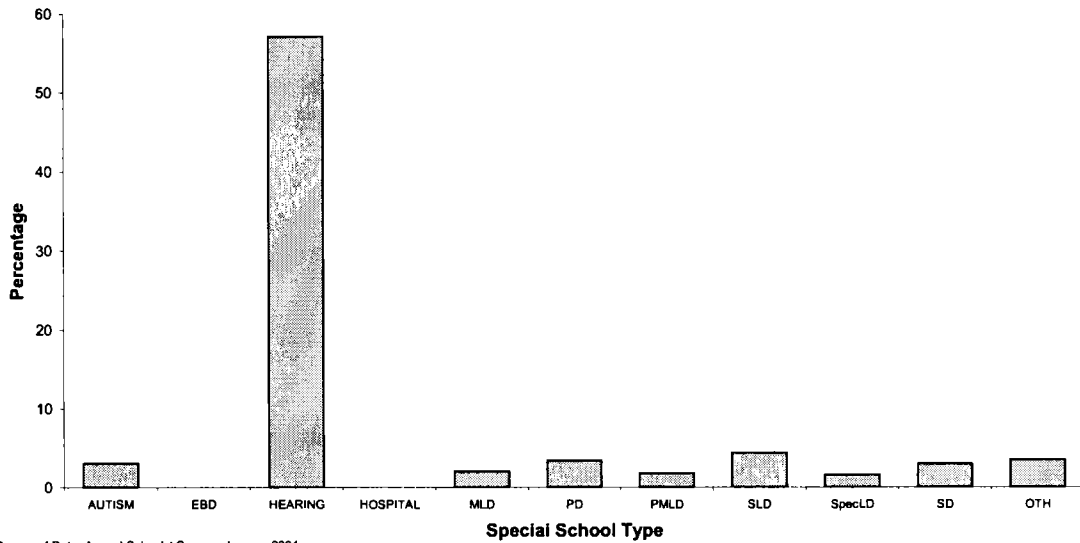
1. Percentage of Non-White pupils is calculated for compulsory school age and above pupils

2. The median is the point at which 50% of schools lie above or below, while the lower and upper quartiles are the points at which 25% of schools lie below and above respectively

3. Source of data: Annual Schools' Census, January 2004

Chart 2.4.3 gives a similar presentation but shows the median percentage of pupils whose first language is not/ believed not to be English. Table 2.4.4 then shows the upper and lower quartiles as well as the median and mean for each of the special school groupings.

Chart 2.4.3: Median Percentage of Pupils' First Language Is Not / Believed Not To Be English



Source of Data: Annual Schools' Census, January 2004

Table 2.4.4: Percentage of Pupils' First Language Is Not / Believed Not To Be English

	AUTISM	EBD	HEARING	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	OTH
Number of Schools with Data	56	247	21	21	323	76	27	309	50	27	74
Mean	6.7	2.1	34.6	0.6	7.1	9.7	11.4	11.1	4.2	4.8	13.6
Lower Quartile	0.0	0.0	12.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3
Median	3.0	0.0	57.1	0.0	2.0	3.4	1.8	4.3	1.6	3.0	3.5
Upper Quartile	10.9	1.9	64.9	5.7	9.0	25.7	8.0	13.8	9.2	8.5	28.8
Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Maximum	55.1	100.0	100.0	53.1	59.6	60.0	72.6	100.0	47.7	56.3	62.1

0.0 represents schools but less than 0.05 per cent

1. Percentage of Pupils' first language not / believed not to be English is calculated for compulsory school age and above pupils

2. The median is the point at which 50% of schools lie above or below, while the lower and upper quartiles are the points at which 25% of schools lie below and above respectively

3. Source of data: Annual Schools' Census, January 2004

3. ATTAINMENT

3.1 National Curriculum assessment

Tables 3.1.1 to 3.1.8 show national data for the outcomes of teacher assessments and tests at ages 7, 11 and 14 by special school grouping. This reflects the focus of information provided in PANDA Reports for mainstream schools. The national information may be used as a benchmark against which schools can compare their data on teacher assessments and tests while recognising that, as one would expect, there will be much variation between and within special school types. The data should though provide a useful focal point for debate and self-evaluation.

Most mainstream school pupils are expected to reach Level 2 at the end of Key Stage 1, level 4 at the end of Key Stage 2 and levels 5 or 6 at the end of Key Stage 3. You may wish to compare your pupils' attainment with national standards, although comparisons with performance among special schools in the same grouping may be more appropriate and more valid with respect to target setting.

The percentage attaining Level 2 or above (Key Stage One) in English TA was highest in Emotional and Behavioural schools at 23 per cent. The highest percentage in Mathematics, was in 35 per cent at Hearing Impairment schools. Emotional and Behavioural schools scored the highest in Science with 31 per cent. Naturally, there is wide variation in the levels of attainment of pupils across the different categories of special school.

No levels of achievement are given where pupils were either absent from the tests, exempt under statutory arrangements from all or part of the National Curriculum requirements, or failed to register a level *for other reasons* such as long term absence over the school year. Where pupils are shown as working towards a level, this indicates that assessments or test results were below level 1 for 7-year-olds, level 2 for 11-year-olds or level 2/3 for 14-year-olds.

Some schools with pupils with learning difficulties will inevitably not find the attainment figures as useful as others, especially where pupils are not achieving at the lowest "level" of attainment. "P-scales" are being more frequently used now by schools and may in future be incorporated in the PANDA for Special Schools to help give schools more relevant comparisons. This year, there are no Key Stage data available. Key Stage 2 test data are available, but there is no teacher assessment data. Finally, there are no Key Stage data available for Hospital schools, therefore, Hospitals are not shown in some tables.

More information is available in the DfES/QCA Report, *Supporting the Target Setting Process: Guidance for Effective Target Setting for Pupils with Special Educational Needs (revised March 2001, Ref. No. DfES 0065/2001)*. This report gives performance criteria for children working towards level 1 and within levels 1 and 2 in language and literacy, and below level 1 in mathematics.

The report can be downloaded free of charge from the DfES website.

Table 3.1.1: 2004 English Teacher Assessment at Key Stage One (Age 7)

		Percentage of Pupils Achieving Each Level								
		X	A	D	W	1	2	3	2+	3+
ENGLISH										
	All special schools	13	-	-	77	7	3	0	3	0
	Autism	18	-	-	70	6	1	0	1	0
	Emotional and behavioural difficulties	5	-	-	31	44	23	0	23	0
	Hearing impairment	0	-	-	33	44	21	0	21	0
	Moderate learning difficulties	5	-	-	84	7	2	0	2	0
	Physical difficulties	12	-	-	79	13	5	1	5	1
	Profound and multiple learning difficulties	24	-	-	65	2	0	0	0	0
	Severe learning difficulties	32	-	-	77	3	0	0	0	0
	Specific learning difficulties	30	-	-	73	5	2	0	2	0
	Speech and language disorders	0	-	-	80	11	9	0	9	0
Reading										
	All special schools	-	0	12	76	8	2	0	3	0
	Autism	-	0	17	73	6	2	0	3	0
	Emotional and behavioural difficulties	-	0	5	35	32	18	2	20	2
	Hearing impairment	-	0	0	33	47	18	0	18	0
	Moderate learning difficulties	-	0	5	81	9	2	0	3	0
	Physical difficulties	-	1	11	75	16	4	1	7	1
	Profound and multiple learning difficulties	-	0	24	67	2	0	0	0	0
	Severe learning difficulties	-	0	32	77	3	0	0	1	0
	Specific learning difficulties	-	0	30	70	8	2	0	3	0
	Speech and language disorders	-	0	0	74	16	8	1	10	1
Speaking and Listening										
	All special schools	-	0	12	74	9	3	0	3	0
	Autism	-	0	17	72	8	1	0	1	0
	Emotional and behavioural difficulties	-	0	5	26	39	21	1	22	1
	Hearing impairment	-	0	7	39	35	24	0	24	0
	Moderate learning difficulties	-	0	5	80	11	3	0	3	0
	Physical difficulties	-	1	11	74	15	8	1	9	1
	Profound and multiple learning difficulties	-	0	24	67	2	0	0	0	0
	Severe learning difficulties	-	0	32	77	3	0	0	0	0
	Specific learning difficulties	-	0	30	68	8	5	0	5	0
	Speech and language disorders	-	0	0	70	23	7	0	7	0
Writing										
	All special schools	-	0	13	79	6	1	0	2	0
	Autism	-	0	17	78	3	0	0	0	0
	Emotional and behavioural difficulties	-	0	5	49	26	13	0	13	0
	Hearing impairment	-	0	0	39	51	8	0	8	0
	Moderate learning difficulties	-	0	5	86	6	1	0	1	0
	Physical difficulties	-	1	11	80	12	3	0	5	0
	Profound and multiple learning difficulties	-	0	24	67	2	0	0	0	0
	Severe learning difficulties	-	0	32	78	2	0	0	0	0
	Specific learning difficulties	-	0	30	71	8	2	0	2	0
	Speech and language disorders	-	0	0	82	11	7	0	7	0

- represents no pupils
- 0 represents less than 0.5% of pupils
- X represents pupils who were unable to be assessed
- A represents pupils who were not assessed due to absence
- D represents pupils who have been disapplied under section 364/365 of the 1996 Education Act
- W represents pupils who were "working towards" Level 1, but have not yet achieved the standards needed for Level 1

1. Figures may not sum to 100 due to rounding

2. Source of data: DfES

Table 3.1.2: 2004 Mathematics Teacher Assessment at Key Stage One (Age 7)

		Percentage of Pupils Achieving Each Level								
		X	A	D	W	1	2	3	2+	3+
MATHEMATICS										
	All special schools	11	-	-	72	12	3	0	3	0
	Autism	18	-	-	71	9	1	0	2	0
	Emotional and behavioural difficulties	2	-	-	29	33	23	1	23	1
	Hearing impairment	4	-	-	22	31	35	0	35	0
	Moderate learning difficulties	6	-	-	74	17	2	0	2	0
	Physical difficulties	2	-	-	73	17	5	0	5	0
	Profound and multiple learning difficulties	32	-	-	68	0	0	0	0	0
	Severe learning difficulties	16	-	-	76	4	0	0	0	0
	Specific learning difficulties	18	-	-	59	15	4	0	4	0
	Speech and language disorders	0	-	-	67	22	8	1	9	1
Number and Algebra										
	All special schools	-	0	13	71	11	4	0	4	0
	Autism	-	0	23	67	7	2	1	2	1
	Emotional and behavioural difficulties	-	1	1	31	34	32	1	33	1
	Hearing impairment	-	3	3	26	26	44	0	44	0
	Moderate learning difficulties	-	1	6	73	16	3	0	3	0
	Physical difficulties	-	0	2	75	16	6	0	6	0
	Profound and multiple learning difficulties	-	0	33	67	0	0	0	0	0
	Severe learning difficulties	-	0	20	76	4	0	0	0	0
	Specific learning difficulties	-	0	20	63	13	4	0	4	0
	Speech and language disorders	-	0	0	62	26	11	2	12	2
Shape, Space and Measure										
	All special schools	-	0	13	74	10	3	0	3	0
	Autism	-	0	23	67	8	1	0	1	0
	Emotional and behavioural difficulties	-	1	1	31	41	24	2	26	2
	Hearing impairment	-	3	3	26	38	31	0	31	0
	Moderate learning difficulties	-	1	6	79	12	2	0	2	0
	Physical difficulties	-	0	2	77	14	7	0	7	0
	Profound and multiple learning difficulties	-	0	33	67	0	0	0	0	0
	Severe learning difficulties	-	0	20	76	4	0	0	0	0
	Specific learning difficulties	-	0	20	63	13	4	0	4	0
	Speech and language disorders	-	0	0	70	18	11	2	12	2
Using and Applying										
	All special schools	-	0	13	76	8	3	0	3	0
	Autism	-	0	23	69	6	1	0	1	0
	Emotional and behavioural difficulties	-	1	1	48	23	26	0	26	0
	Hearing impairment	-	3	3	28	41	26	0	26	0
	Moderate learning difficulties	-	1	6	82	9	2	0	2	0
	Physical difficulties	-	0	2	78	14	6	0	6	0
	Profound and multiple learning difficulties	-	0	33	67	0	0	0	0	0
	Severe learning difficulties	-	0	20	76	3	0	0	0	0
	Specific learning difficulties	-	0	20	63	13	4	0	4	0
	Speech and language disorders	-	0	0	71	17	11	2	12	2

- represents no pupils
- 0 represents less than 0.5% of pupils
- X represents pupils who were unable to be assessed
- A represents pupils who were not assessed due to absence
- D represents pupils who have been disapplied under section 364/365 of the 1996 Education Act
- W represents pupils who were "working towards" Level 1, but have not yet achieved the standards needed for Level 1

1. Figures may not sum to 100 due to rounding
 2. Source of data: DFES

Table 3.1.3: 2004 Science Teacher Assessment at Key Stage One (Age 7)

	Percentage of Pupils Achieving Each Level								
	X	A	D	W	1	2	3	2+	3+
SCIENCE									
All special schools	13	-	-	76	8	3	0	3	0
Autism	18	-	-	72	8	1	0	1	0
Emotional and behavioural difficulties	13	-	-	25	31	31	0	31	0
Hearing impairment	2	-	-	35	47	16	0	16	0
Moderate learning difficulties	6	-	-	83	8	2	0	2	0
Physical difficulties	2	-	-	77	15	6	0	6	0
Profound and multiple learning difficulties	32	-	-	68	0	0	0	0	0
Severe learning difficulties	20	-	-	78	2	0	0	0	0
Specific learning difficulties	22	-	-	65	13	0	0	0	0
Speech and language disorders	5	-	-	67	20	8	0	8	0
Experimental and Investigative Science									
All special schools	-	0	12	77	8	2	0	3	0
Autism	-	0	18	75	6	1	0	1	0
Emotional and behavioural difficulties	-	2	11	25	39	23	0	23	0
Hearing impairment	-	0	2	49	41	8	0	8	0
Moderate learning difficulties	-	1	6	84	7	2	0	2	0
Physical difficulties	-	0	2	80	13	5	0	6	0
Profound and multiple learning difficulties	-	0	32	68	0	0	0	0	0
Severe learning difficulties	-	0	20	78	2	0	0	0	0
Specific learning difficulties	-	1	18	65	13	0	3	3	3
Speech and language disorders	-	0	5	70	18	7	0	7	0
Life Processes and Living Things									
All special schools	-	0	12	73	10	4	0	4	0
Autism	-	0	18	65	14	2	0	2	0
Emotional and behavioural difficulties	-	2	11	25	22	40	0	40	0
Hearing impairment	-	0	2	33	37	29	0	29	0
Moderate learning difficulties	-	1	6	78	12	3	0	3	0
Physical difficulties	-	0	2	76	16	6	0	6	0
Profound and multiple learning difficulties	-	0	32	68	0	0	0	0	0
Severe learning difficulties	-	0	20	77	3	0	0	0	0
Specific learning difficulties	-	1	18	65	13	0	3	3	3
Speech and language disorders	-	0	5	63	23	10	0	10	0
Materials and their Properties									
All special schools	-	0	12	76	8	3	0	4	0
Autism	-	0	18	73	6	2	0	2	0
Emotional and behavioural difficulties	-	2	11	25	24	38	0	38	0
Hearing impairment	-	0	2	33	39	22	4	27	4
Moderate learning difficulties	-	1	6	83	9	2	0	2	0
Physical difficulties	-	0	2	77	15	6	0	6	0
Profound and multiple learning difficulties	-	0	32	68	0	0	0	0	0
Severe learning difficulties	-	0	20	78	2	0	0	0	0
Specific learning difficulties	-	4	18	65	13	0	0	0	0
Speech and language disorders	-	0	5	67	20	8	0	8	0
Physical Processes									
All special schools	-	0	12	76	8	3	0	3	0
Autism	-	0	18	72	8	1	0	1	0
Emotional and behavioural difficulties	-	2	11	25	33	30	0	30	0
Hearing impairment	-	0	2	35	45	18	0	18	0
Moderate learning difficulties	-	1	6	84	8	1	0	1	0
Physical difficulties	-	0	2	77	15	5	0	5	0
Profound and multiple learning difficulties	-	0	32	68	0	0	0	0	0
Severe learning difficulties	-	0	20	78	2	0	0	0	0
Specific learning difficulties	-	4	18	65	13	0	0	0	0
Speech and language disorders	-	0	5	66	22	8	0	8	0

- represents no pupils
- 0 represents less than 0.5% of pupils
- X represents pupils who were unable to be assessed
- A represents pupils who were not assessed due to absence
- D represents pupils who have been disapplied under section 364/365 of the 1996 Education Act
- W represents pupils who were "working towards" Level 1, but have not yet achieved the standards needed for Level 1

1. Figures may not sum to 100 due to rounding

2. Source of data: DFES

Table 3.1.4: 2004 Tests/Tasks at Key Stage One (Age 7)

		Percentage of Pupils Achieving Each Level										
		A	D	W	1	2C	2B	2A	3	2+	2B+	3+
READING												
	All special schools	0	27	62	7	2	1	1	0	4	2	0
	Autism	0	36	54	8	2	0	1	1	3	1	1
	Emotional and behavioural difficulties	1	6	32	32	12	4	10	2	28	16	2
	Hearing impairment	0	13	36	21	23	5	3	0	31	8	0
	Moderate learning difficulties	1	12	76	8	2	1	0	0	4	1	0
	Physical difficulties	0	13	68	13	2	1	2	1	6	4	1
	Profound and multiple learning difficulties	0	37	63	0	0	0	0	0	0	0	0
	Severe learning difficulties	0	43	54	2	0	0	0	0	0	0	0
	Specific learning difficulties	0	20	71	8	1	1	0	0	2	1	0
	Speech and language disorders	0	0	70	14	9	2	5	2	17	8	2
WRITING												
	All special schools	0	27	66	5	1	0	0	0	2	1	0
	Autism	0	38	59	2	0	1	0	0	1	1	0
	Emotional and behavioural difficulties	1	4	56	29	8	1	1	0	10	2	0
	Hearing impairment	0	15	38	36	10	0	0	0	10	0	0
	Moderate learning difficulties	1	13	81	5	1	0	0	0	1	0	0
	Physical difficulties	0	14	77	6	1	1	1	0	3	2	0
	Profound and multiple learning difficulties	0	37	63	0	0	0	0	0	0	0	0
	Severe learning difficulties	0	44	55	1	0	0	0	0	0	0	0
	Specific learning difficulties	0	20	74	3	3	0	0	0	3	0	0
	Speech and language disorders	0	0	82	11	6	2	0	0	8	2	0
MATHEMATICS												
	All special schools	0	27	59	9	2	1	1	0	5	2	0
	Autism	0	38	54	5	2	0	1	0	3	1	0
	Emotional and behavioural difficulties	1	3	44	18	15	10	6	2	33	18	2
	Hearing impairment	0	13	21	26	21	13	8	0	41	21	0
	Moderate learning difficulties	1	13	67	14	3	1	1	0	5	2	0
	Physical difficulties	0	13	68	11	4	2	1	1	7	3	1
	Profound and multiple learning difficulties	0	37	63	0	0	0	0	0	0	0	0
	Severe learning difficulties	0	43	53	3	0	0	0	0	0	0	0
	Specific learning difficulties	0	20	60	15	0	4	1	0	5	5	0
	Speech and language disorders	0	0	64	24	5	5	2	2	12	8	2

- represents no pupils

0 represents less than 0.5% of pupils

A represents pupils who were not assessed due to absence

D represents pupils who have been disapplied under section 364/365 of the 1996 Education Act

W represents pupils who were "working towards" Level 1, but have not yet achieved the standards needed for Level 1

1. Figures may not sum to 100 due to rounding

2. Source of data: DfES

Table 3.1.5: 2004 Tests at Key Stage Two (Age 11)

		Percentage of Pupils Achieving Each Level										
		A	D	B	N	2	3	4	5	4+	5+	
ENGLISH												
	All special schools	2	0	85	3	1	5	3	0	3	0	
	Autism	0	0	89	3	0	5	3	0	3	0	
	Emotional and behavioural difficulties	9	1	38	12	4	23	13	0	13	0	
	Hearing impairment	2	2	74	0	2	12	9	0	9	0	
	Hospital schools	20	0	0	0	0	20	40	20	60	20	
	Moderate learning difficulties	1	0	94	3	1	2	1	0	1	0	
	Physical difficulties	0	0	87	2	2	6	3	0	3	0	
	Profound and multiple learning difficulties	1	0	97	0	0	1	1	0	1	0	
	Severe learning difficulties	0	0	99	0	0	0	0	0	0	0	
	Specific learning difficulties	3	0	57	5	5	17	13	1	14	1	
	Speech and language disorders	2	2	80	5	1	5	5	0	5	0	
MATHEMATICS												
	All special schools	2	0	82	4	1	8	3	0	4	0	
	Autism	0	0	88	1	1	7	2	0	2	0	
	Emotional and behavioural difficulties	9	1	24	10	4	36	14	2	16	2	
	Hearing impairment	0	2	64	0	2	19	12	2	14	2	
	Hospital schools	20	0	0	0	0	20	20	40	60	40	
	Moderate learning difficulties	1	0	90	4	0	3	1	0	1	0	
	Physical difficulties	0	0	86	2	1	8	3	1	3	1	
	Profound and multiple learning difficulties	0	0	100	0	0	0	0	0	0	0	
	Severe learning difficulties	0	0	99	0	0	1	0	0	0	0	
	Specific learning difficulties	3	0	50	8	3	20	15	1	16	1	
	Speech and language disorders	1	1	70	7	3	14	2	1	3	1	
SCIENCE												
	All special schools	2	0	72	3	2	11	8	1	9	1	
	Autism	1	0	81	4	0	5	7	1	8	1	
	Emotional and behavioural difficulties	9	1	14	4	4	32	32	4	36	4	
	Hearing impairment	2	2	58	0	0	17	17	4	21	4	
	Hospital schools	20	0	0	0	0	0	60	20	80	20	
	Moderate learning difficulties	2	0	73	5	3	12	4	0	5	0	
	Physical difficulties	1	0	79	1	2	8	9	1	10	1	
	Profound and multiple learning difficulties	0	0	96	1	0	3	0	0	0	0	
	Severe learning difficulties	0	0	98	0	0	1	0	0	0	0	
	Specific learning difficulties	3	0	44	4	1	17	24	7	31	7	
	Speech and language disorders	1	0	63	5	2	19	7	1	9	1	

- represents no pupils
- 0 represents less than 0.5% of pupils
- A represents pupils who were not assessed due to absence
- D represents pupils who have been disapplied under section 364/365 of the 1996 Education Act
- B represents pupils who were assessed by Teacher Assessment only
- N represents pupils who took the statutory tests but failed to register a level

1. Figures may not sum to 100 due to rounding
2. Source of data: DFES

Table 3.1.6: Number of Schools Participating in Key Stage Test/Tasks and Teacher Assessments

	Teacher Assessments			Tests/Tasks		
	KS1	KS2	KS3	KS1	KS2	KS3
Autism	22	n/a	n/a	22	30	n/a
Emotional and behavioural difficulties	30	n/a	n/a	31	104	n/a
Moderate learning difficulties	138	n/a	n/a	138	238	n/a
Physical difficulties	41	n/a	n/a	41	62	n/a
Profound and multiple learning difficulties	12	n/a	n/a	12	17	n/a
Severe learning difficulties	174	n/a	n/a	174	256	n/a
Specific learning difficulties	13	n/a	n/a	13	25	n/a
All Special Schools	471	n/a	n/a	472	805	n/a

1. Source of data: DFES
 2. Data is not shown where less than 10 schools participated
- n/a indicates not available

3.2 GCSE results

Table 3.2 shows the percentage of pupils, nationally, achieving five or more A*-C grades, five or more A*-G grades and one or more A*-G grades, as well as Average Total Points Scores for all pupils, boys and girls, by special school grouping.

The average total points score per pupil on roll is the most comprehensive single measure of pupils' total GCSE attainment. It is taken from the DfES's pupil-based national database of GCSE/GNVQ results. Further information can be found in the Glossary of the secondary schools PANDA.

Table 3.2: 2004 GCSE and all equivalent Grades by Type of Special School

		AUTISM	EBD	HEARING	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	All Special Schools
Number of Schools with Data		39	188	17	14	270	63	17	266	33	17	924
Percentage 5+ A* - C Grades	Boys and Girls	1	1	14	12	0	2	0	0	12	4	46
	Boys	1	1	13	13	0	3	0	0	14	3	47
	Girls	0	1	16	11	0	1	0	0	3	5	37
Percentage 5+ A* - G Grades	Boys and Girls	1	15	28	56	1	13	6	0	43	18	181
	Boys	1	15	22	33	2	13	8	0	46	17	157
	Girls	1	16	36	80	1	12	0	0	25	20	192
Percentage 1+ A* - G Grades	Boys and Girls	12	57	59	110	30	32	13	3	61	53	432
	Boys	12	58	57	78	31	32	20	3	65	56	412
	Girls	12	54	62	143	29	33	0	4	38	47	421
GCSE Average Total Points Score	Boys and Girls	22	70	128	177	54	67	24	4	131	99	776
	Boys	22	70	115	121	54	71	35	5	140	101	733
	Girls	24	72	145	234	55	62	1	3	80	94	770

- represents no pupils

0.0 represents less than 0.5% of pupils

1. Source of data: DfES

4. MANAGEMENT AND EFFICIENCY OF THE SCHOOL

4.1 Pupil Teacher Ratios

The Pupil / Teacher Ratio (PTR) of a school is calculated as the ratio of the number of pupils to the number of full-time equivalent qualified teachers. The calculation excludes staff and pupils in designated nursery units or classes. The tables in this section are based on analyses of information from the Annual Schools' Census (2004).

Chart 4.1.1 shows median PTR by school group. There is a substantial variation between different categories, ranging from Hearing schools with a median of 4.7 to MLD schools with a median of 8.0.

Table 4.1.2 presents national PTR quartiles by school group. The table allows schools to assess their PTR in relation to other schools.

Chart 4.1.1: Median Pupil Teacher Ratio

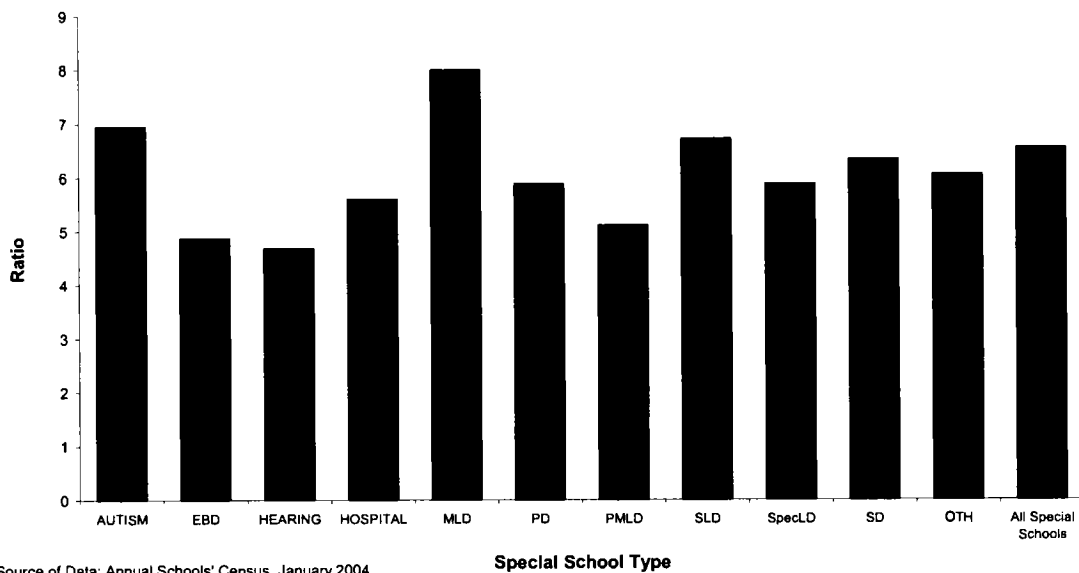


Table 4.1.2: Pupil Teacher Ratio

	AUTISM	EBD	HEARING	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	OTH	All Special Schools
Mean	6.5	4.9	4.6	6.8	8.0	6.1	5.8	6.8	5.9	6.3	6.4	6.7
Lower Quartile	5.1	4.0	4.5	3.0	7.1	5.2	5.1	5.9	5.0	5.8	5.4	5.4
Median	7.0	4.9	4.7	5.6	8.0	5.9	5.1	6.7	5.9	6.3	6.1	6.6
Upper Quartile	7.8	5.9	5.5	9.3	9.0	6.5	5.1	7.6	6.7	7.0	7.4	7.9

1. Pupil Teacher Ratios are calculated for Full-Time Equivalent pupils
2. The median is the point at which 50% of schools lie above or below, while the lower and upper quartiles are the points at which 25% of schools lie below and above respectively
3. Source of data: Annual Schools' Census, January 2004

4.2 Education Support Staff

Information about the number of education support staff, and their aggregate hours of work, appears at Section 6 of your Annual Schools' Census (January 2004). Some comparative national data are offered at Tables 4.2.1 to 4.2.3. These show the average number of hours worked per pupil by type of education support staff for each special school grouping. The number of hours worked by support staff is not comparable to previous years' data, as the information was recorded in different categories. Figures are given as hours per pupil per week.

Table 4.2.1: Educational Support Staff, All Special Schools

Hours per pupil per week^{1,2}

	AUTISM	EBD	HEARING	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	OTH	All Special Schools
Non-Teaching Assistants³	8.4	5.5	8.2	1.7	4.8	9.3	9.5	9.6	4.9	5.6	7.6	6.7
Child Care⁴	0.7	1.8	2.4	0.0	0.2	1.6	1.9	0.4	0.9	1.2	0.5	0.6
Minority Ethnic Pupils Support Staff	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
<i>Bilingual Assistants</i>	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<i>Other</i>	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Matrons / Nurses / Medical Staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Librarians	0.0	0.1	0.3	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.0	0.1
Technicians⁵	0.1	0.2	0.4	0.0	0.1	0.3	0.3	0.1	0.1	0.2	0.1	0.1
Other	1.1	1.2	1.2	0.2	0.7	1.6	0.8	1.4	1.1	0.9	1.0	1.0
All Education Support Staff	10.3	8.8	12.6	2.0	5.8	12.9	12.7	11.6	7.1	8.0	9.3	8.6

- represents no hours

0.0 represents less than 0.05 hours per pupil

1. Hours are not included for any unpaid or voluntary work, any canteen staff, lunch time supervisors or premises related staff such as caretakers

2. Includes hours worked by Part-Time staff

3. Includes Welfare, learning mentors (employed at the school)

4. Boarding schools only

5. Includes Laboratory Assistants, Design Technology Assistants, Home Economics Assistants, Craft Technicians, and IT Technicians

6. Source of data: Annual Schools' Census, January 2004

Table 4.2.1 shows figures for all special schools; Tables 4.2.2 and 4.2.3 show figures for boarding and non-boarding schools respectively. Levels of educational support staff (Table 4.2.1) are highest in PD schools (averaging 12.9 hours per pupil per week) followed by PMLD schools (averaging 12.7 hours) while hospital schools employ only 2.0 hours of educational support per pupil per week

Table 4.2.2: Educational Support Staff, Boarding Schools

Hours per pupil per week^{1,2}

	AUTISM	EBD	HEARING	MLD	PD	PMLD	SLD	SpecLD	SD	OTH	All Special Schools
Non-Teaching Assistants³	7.9	5.2	8.0	6.4	10.1	6.8	9.9	3.0	5.5	6.8	6.6
Child Care⁴	1.5	3.9	3.3	1.1	5.0	8.6	4.0	1.6	2.4	1.2	2.8
Minority Ethnic Pupils Support Staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<i>Bilingual Assistants</i>	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<i>Other</i>	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Matrons / Nurses / Medical Staff	0.0	0.2	0.8	0.2	2.7	1.3	0.6	0.2	1.5	0.8	0.7
Librarians	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Technicians⁵	0.1	0.2	0.4	0.1	0.6	0.9	0.0	0.1	0.3	0.2	0.2
Other	1.1	1.2	1.2	1.1	1.8	0.1	1.0	0.6	1.2	1.0	1.1
All Education Support Staff	10.6	10.8	13.8	8.9	20.4	17.7	15.6	5.5	11.0	10.1	11.4

- represents no hours

0.0 represents less than 0.05 hours per pupil

1. Hours are not included for any unpaid or voluntary work, any canteen staff, lunch time supervisors or premises related staff such as caretakers

2. Includes hours worked by Part-Time staff

3. Includes Welfare, learning mentors (employed at the school)

4. Boarding schools only

5. Includes Laboratory Assistants, Design Technology Assistants, Home Economics Assistants, Craft Technicians, and IT Technicians

6. Source of data: Annual Schools' Census, January 2004

Table 4.2.3: Educational Support Staff, Non-Boarding Schools

Hours per pupil per week ^{1,4}

	AUTISM	EBD	HEARING	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	OTH	All Special Schools
Non-Teaching Assistants³	8.7	5.7	9.0	1.7	4.6	8.9	10.2	9.6	7.0	5.7	7.8	6.8
Child Care⁴	0.3	0.1	0.0	0.0	0.1	0.4	0.2	0.2	0.2	0.1	0.4	0.2
Minority Ethnic Pupils Support Staff	0.0	0.0	0.2	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
<i>Bilingual Assistants</i>	0.0	0.0	0.2	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
<i>Other</i>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Matrons / Nurses / Medical Staff	0.1	0.0	0.0	0.0	0.0	0.7	0.4	0.2	0.4	0.1	0.4	0.2
Librarians	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Technicians⁵	0.1	0.1	0.4	0.0	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1
Other	1.0	1.2	1.1	0.2	0.6	1.6	1.0	1.4	1.7	0.6	1.0	1.0
All Education Support Staff	10.3	7.2	10.9	2.0	5.6	11.8	12.2	11.6	9.5	6.7	9.7	8.3

- represents no hours

0.0 represents less than 0.05 hours per pupil

1. Hours are not included for any unpaid or voluntary work, any canteen staff, lunch time supervisors or premises related staff such as caretakers

2. Includes hours worked by Part-Time staff

3. Includes Welfare, learning mentors (employed at the school)

4. Boarding schools only

5. Includes Laboratory Assistants, Design Technology Assistants, Home Economics Assistants, Craft Technicians, and IT Technicians

6. Source of data: Annual Schools' Census, January 2004

Tables 4.2.2 and 4.2.3 indicate a distinct difference between the average number of hours worked by educational support staff in boarding and non-boarding schools. Non-boarding schools have less childcare provision. These differences reflect the extra attention provided for boarding school pupils after normal teaching hours.

4.3 Administrative and clerical staff

Information on the number of administrative and clerical support staff and their aggregate hours of work also appears at Section 6 of the Annual Schools' Census (January 2004). Some comparative national data based on this information are displayed in Table 4.4.

Table 4.3: Average Hours Worked by Administration and Clerical Staff

Hours per pupil per week ¹

	AUTISM	EBD	HEARING	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	OTH	All Special Schools
Boarding Schools	0.8	1.5	2.1	-	1.0	1.7	2.5	0.9	0.7	1.4	1.5	1.3
Non-Boarding Schools	0.9	1.3	1.5	0.8	0.7	0.9	1.0	0.9	0.8	0.7	0.9	0.8

- represents no hours

1. Includes hours worked by Part-Time staff

2. Source of data: Annual Schools' Census, January 2004

The table clearly shows variations between boarding and non-boarding schools, and between the different special school categories within each group. For example, among non-boarding schools, the use of administrative and clerical staff is lowest in MLD and SD schools, and highest in Hearing schools.

5. FURTHER INFORMATION

- The introduction to this document makes mention of the PANDA reports that Ofsted produces for primary and secondary schools. There are many key differences between those documents and the PANDA for special schools. However there are also similarities in the approaches adopted with these documents.
- Anonymised versions of PANDA reports are available from our website: www.ofsted.gov.uk. Of particular interest will be the Glossary section at the back of the reports, which explains in some detail the terms 'quartile', 'mean' and 'median', and how these and other statistical concepts are applied to the National Contextual Data.
- Further detail on these subjects can also be found in the Autumn Package (2004 version) under the Guidance Section. This is available from the DfES's standards website: www.standards.dfes.gov.uk/performance.
- The 2004 National Summary Data Report (NSDR) containing national data relating to primary schools can be found on the website under 'Publications'. Earlier versions, relating to secondary schools are also available. The information in the NSDR covers broadly the same ground as the National Contextual Data here.
- The DfES's Autumn Package helpline (0207 925 6989) is available to you should you require further technical knowledge, background or detail on the data presented in the Autumn Package.
- If you experience any problems accessing your PANDA online, please contact the RAI Helpdesk on 020 7421 6633. Should you require further information or detail on the data in your PANDA, please contact 020 7421 6840. Please have your Unique Reference Number (printed at the beginning of your School Specific Information) to hand if you call the helpline.

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