

**Performance Assessment
And
National Contextual Data
(PANDA)**

FOR

SPECIAL SCHOOLS



**OFFICE FOR STANDARDS
IN EDUCATION**

2003 DATA VERSION

MAY 2004

INTRODUCTION

PANDA INFORMATION FOR SPECIAL SCHOOLS

This is the sixth 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 your school's performance and your school specific information is not made available to the wider public. You may however wish to share it and the national data with your school management and staff, and we would encourage you to do so.

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 Autumn Package. Because of the scope and nature of education provided in special schools and the relatively low number of establishments of each type, we have not shown your data in direct comparison with national averages provided in the Autumn Package. 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 section 9 for more information.

The data given are for 2003 unless otherwise shown. Information is included for eleven types of special 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); and
Visual Impairment (VI).
Hospital Schools (HOSP) are also included as a separate grouping.

These category headings are the same as were used in the 2003 Annual school census and the 2002 PANDA for special schools.

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 visual or hearing impairments who have few other learning difficulties might be helpfully compared to mainstream schools.

The 2003 Annual Schools' Census, Special Education Directory 2003 and an extract from DfES Edubase data, formerly the Register of Educational Establishments (REE), have been used as sources of information on the different types of special school to enable calculation of national data for this document.

Our intention is to provide as complete a picture of your school's comparative performance, as it is possible to draw. **General enquiries about this document should be directed to the PANDA help line on 0207 421 6840 / 6633. Enquiries about the statistical analyses we have used should be directed to Ayaz Ali, also via the PANDA help line.** 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 2003

School Specific Information

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Based on information for the years 2001 to 2003 unless otherwise stated

SCHOOL DETAILS

URN: 999996
 School Name: An Anonymous School
 LEA Name: London
 LEA Number: 996
 DfES number: 9996
 Main Provision of SEN: Emotional and Behavioural Difficulties
 Type of Establishment: LEA Maintained

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

	2001	2002	2003
Visual Impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing Impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech and language disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional and behavioural difficulties	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Multi-sensory impairment (deaf/blind)		<input type="checkbox"/>	<input type="checkbox"/>
Physical difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moderate learning difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Severe learning difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Profound and multiple learning difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific learning difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	2001	2002	2003
<i>Boys</i>			
<i>Full Time Aged 0 to 4</i>	0	0	0
<i>Full Time Aged 5 to 10</i>	0	0	0
<i>Full Time Aged 11 to 15</i>	43	39	39
<i>Full Time Aged 16 to 19</i>	0	0	0
<i>Part Time</i>	0	0	0
<i>Girls</i>			
<i>Full Time Aged 0 to 4</i>	0	0	0
<i>Full Time Aged 5 to 10</i>	0	0	0
<i>Full Time Aged 11 to 15</i>	0	0	0
<i>Full Time Aged 16 to 19</i>	0	0	0
<i>Part Time</i>	0	0	0
Total Pupils on Roll	43	39	39

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

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Free School Meals

	2001	2002	2003
Pupils Known to be eligible			
up and including minimum school leaving age	27	30	29
above minimum school leaving age	0	0	0

Based on day pupils only

- indicates no data available

Ethnicity

	2001	2002	2003
Non-White Pupils	5	1	2
First language not / believed not to be English	N/A	1	1
English as an additional language*	0	N/A	N/A

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

*EAL is not comparable to first language, hence it is shown separately

Boarders

	2001	2002	2003
Number of Boarders	0	0	0

Staff

	2001	2002	2003
<u>Full-time and Part-time Teaching Staff</u>			
Head or acting Head	1	1	1
Other qualified teachers	8	7	10
Entitled to qualify by service	0	0	0
Not recognised as qualified	0	0	0
Graduate or registered teachers (including licensed and overseas trained teachers)	0	0	-
TOTAL	9	8	11
Full-Time Equivalent Qualified Teachers	9.00	8.00	9.00

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 term or more)
- * Ethnic Minority and Traveller Achievement Grant (EMTAG) teachers and teachers funded under the single Regeneration Budget

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 ITT course

Hours worked by non-teaching staff

Non-teaching assistants	162	150	173
Technicians	0	0	0
Minority ethnic pupils support staff	0	0	0
Admin / Clerical staff	30	35	35

The figures shown do not include:

- * any canteen staff, lunch time supervisors or premises related staff such as caretakers
- * any unpaid or voluntary work
- * Child care provision was 'under-reported', and therefore unavailable

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Based on information for the years 2001 to 2003 unless otherwise stated

ATTENDANCE

	2000/01	2001/02	2002/03
<i>Attendance Rate</i>	63.7	55.9	64.2
<i>Authorised Absence Rate</i>	12.3	28.1	22.7
<i>Unauthorised Absence Rate</i>	24.0	16.0	13.1

- indicates no data available

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 over and under 16 (i.e. compulsory school age).

Information is based on DfES School Performance Information: Absence Returns.
Please see section 5 of the National Contextual Data for comparative national figures.

INSPECTION EVIDENCE

Your school was inspected on 15/05/2000 to the New 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). Please refer to section 3.1 of the PANDA for further information.

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

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

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

the quality of education provided by the school was good;
the school's climate for learning was requiring some improvement;
the management and efficiency of the school were good.

Possible Grades

Very Good (V)
Good (G)
Some Improvement Required (S)
Substantial Improvement Required (U)

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School Specific Information

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KEY STAGE THREE

TEACHER ASSESSMENTS	A	D	W	1	2	3	4	5	6	7	8	EP	Total
English	0	0	0	0	0	0	0	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0	0	0	0	0	0	0	0
Science	0	0	0	0	0	0	0	0	0	0	0	0	0

TESTS	A	D	B	N	2	3	4	5	6	7	8	EP	Total
English	2	9	0	0	-	0	0	0	0	0	0	-	11
Mathematics	3	0	0	0	0	6	1	1	0	0	0	-	11
Science	3	0	0	0	1	4	2	1	0	0	0	-	11

DEFINITIONS OF LEVELS

- 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 have not yet achieved 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
- EP** represents pupils with exceptional performance

GCSE/GNVQ

	Boys	Girls	Both
Pupils Aged 15:	7	0	7
Pupils Acheiving 5 A*-C Grades:	0	0	0
Pupils Acheiving 5 A*-G Grades:	0	0	0
Pupils Acheiving 1 A*-G Grades:	2	0	2

Information here may be compared with the statistics in section 7.2 of the National Contextual Data.

NATIONAL CONTEXTUAL INFORMATION

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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 2003 and Edubase, the register of educational establishments.

There were 1282 special schools identified in total (of which, 1139 were maintained special schools). MLD and SLD schools are most numerous with 333 and 317 schools respectively. VI and HI schools are the least numerous with 10 and 21 schools.

Table 1.1: Special Schools¹ by Main Type of SEN Provision

Special Needs Classification	Special Needs CODE	Number of Schools
Autism	AUT	59
Emotional and Behavioural Difficulties	EBD	252
Hearing Impairment	HI	21
Hospital Schools	HOSP	24
Moderate Learning Difficulties	MLD	333
Physical Difficulties	PD	78
Profound and Multiple Learning Difficulties	PMLD	28
Severe Learning Difficulties	SLD	317
Specific Learning Difficulties	SpecLD	56
Speech and Language Disorders	SD	27
Visual Impairment	VI	10
Other ²	OTH	77
Total		1,282

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) or were unable to be classified from the data available

3. Source of data: Special Education Directory 2003 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	39
Emotional and Behavioural Difficulties	46
Hearing Impairment	57
Hospital Schools	0
Moderate Learning Difficulties	9
Physical Difficulties	24
Profound and Multiple Learning Difficulties	25
Severe Learning Difficulties	8
Specific Learning Difficulties	48
Speech and Language Disorders	41
Visual Impairment	50
Other ²	29
All Special Schools	23

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

2. Source of data: Special Education Directory 2003 and Edubase

Overall, 23% of special schools offered boarding provision. The highest proportion of schools with boarders was in the HI category (57%).

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 42.

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	VISUAL	OTH
Boys and Girls	Full-Time Aged 0 to 19	71	45	75	127	113	73	47	74	74	77	69	70
	Full-Time Under 5	6	3	5	6	4	7	5	6	6	6	4	9
	Full-Time Aged 5 to 10	39	18	23	26	42	27	25	32	28	33	19	35
	Full-Time Aged 11 to 15	36	39	44	93	84	37	19	32	54	48	35	43
	Full-Time Aged 16 to 19	14	5	20	18	15	13	10	16	11	19	21	14
	Full-Time and Part-Time Aged 0 to 19	72	45	77	128	113	77	51	77	74	82	70	74
Boys	Full-Time Aged 0 to 19	55	41	44	43	76	43	31	47	58	57	41	48
	Full-Time Under 5	5	3	3	4	3	4	3	4	5	5	3	6
	Full-Time Aged 5 to 10	30	17	14	15	30	16	16	21	22	26	13	24
	Full-Time Aged 11 to 15	27	37	25	28	57	23	15	20	43	35	24	29
	Full-Time Aged 16 to 19	11	4	12	6	10	8	5	9	8	14	14	10
	Full-Time and Part-Time Aged 0 to 19	56	41	45	44	77	45	33	49	58	61	42	50
Girls	Full-Time Aged 0 to 19	16	8	31	83	37	30	18	27	19	21	28	25
	Full-Time Under 5	2	1	2	3	2	3	3	3	3	3	2	4
	Full-Time Aged 5 to 10	9	4	10	12	13	12	9	11	7	8	7	14
	Full-Time Aged 11 to 15	9	8	19	66	29	14	6	12	14	16	15	16
	Full-Time Aged 16 to 19	3	3	10	15	8	6	5	7	5	7	9	6
	Full-Time and Part-Time Aged 0 to 19	16	8	32	84	37	31	20	29	20	21	28	27

1. Averages include only those schools which have pupils in the appropriate age range
2. Figures highlighted are based on less than 20 schools, these figures should be used with care
3. Averages for girls and boys may not sum to totals due to rounding
4. 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 39
5. Source of data: Annual Schools' Census, January 2003

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 (the 2003 Autumn Package, available from the DfES website, provides more background on this statistical technique). 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 (41 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	48	64	97	33	43	54	42	79	85	24	56	136	84	108	136
Full-Time Under 5	2	5	8	1	3	5	4	4	5	2	3	8	2	3	6
Full-Time Aged 5 to 10	21	33	47	4	12	31	11	25	34	7	13	36	24	39	57
Full-Time Aged 11 to 15	18	28	41	28	39	51	27	45	57	17	40	93	59	80	105
Full-Time Aged 16 to 19	9	12	19	1	4	7	7	12	20	4	6	11	1	10	21
FT and PT Aged 0 to 19	48	64	98	33	43	54	43	79	85	27	56	136	84	109	136

	PD			PMLD			SLD			SpecD			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	49	68	91	33	46	63	55	70	90	43	66	88	53	78	96
Full-Time Under 5	3	5	9	1	5	9	2	4	7	3	4	6	2	4	8
Full-Time Aged 5 to 10	17	27	34	9	22	41	21	30	41	15	26	37	10	25	51
Full-Time Aged 11 to 15	25	30	45	12	18	24	20	29	40	25	46	72	15	54	76
Full-Time Aged 16 to 19	6	12	18	5	7	11	9	14	20	4	7	18	5	19	28
FT and PT Aged 0 to 19	52	73	96	35	49	67	58	72	94	44	66	88	58	86	102

	VISUAL			All Special Schools		
	Lower Quartile	Median	Upper Quartile	Lower Quartile	Median	Upper Quartile
Full-Time Aged 0 to 19	42	65	93	46	69	102
Full-Time Under 5	2	4	7	2	4	7
Full-Time Aged 5 to 10	10	16	21	16	29	43
Full-Time Aged 11 to 15	16	42	47	25	41	67
Full-Time Aged 16 to 19	5	7	36	6	12	20
FT and PT Aged 0 to 19	45	66	93	47	71	104

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. Figures highlighted are based on less than 20 schools, these figures should therefore be used with care
4. Source of data: Annual Schools' Census, January 2003

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	365	98	78.8	Liverpool	383	597	39.1
Barnet	503	137	78.6	Luton	243	133	64.6
Barnsley	434	59	88.0	Manchester	378	659	36.5
Bath and North East Somerset	235	115	67.1	Merton	283	104	73.1
Bedfordshire	438	471	48.2	Middlesbrough	206	199	50.9
Bexley	430	214	66.8	Milton Keynes	341	231	59.6
Birmingham	1,761	1,434	55.1	Newcastle Upon Tyne	164	261	38.6
Blackburn with Darwen	241	101	70.5	Newham	376	26	93.5
Blackpool	164	126	56.6	Norfolk	1,364	402	77.2
Bolton	469	195	70.6	North East Lincolnshire	376	106	78.0
Bournemouth	98	78	55.7	North Lincolnshire	391	98	80.0
Bracknell Forest	178	69	72.1	North Somerset	263	104	71.7
Bradford	863	350	71.1	North Tyneside	231	289	44.4
Brent	313	238	56.8	North Yorkshire	800	319	71.5
Brighton and Hove	282	300	48.5	Northamptonshire	1,011	447	69.3
Bromley	660	162	80.3	Northumberland	404	216	65.2
Buckinghamshire	672	447	60.1	Nottinghamshire	209	336	38.3
Bury	349	93	79.0	Oldham	190	147	56.4
Calderdale	441	83	84.2	Oxfordshire	618	520	54.3
Cambridgeshire	873	421	67.5	Poole	112	189	37.2
Camden	231	207	52.7	Portsmouth	179	184	49.3
Cheshire	1,093	431	71.7	Reading	203	83	71.0
City of Bristol	511	369	58.1	Redbridge	330	218	60.2
City of Derby	434	198	68.7	Redcar and Cleveland	185	97	65.6
City of Nottingham	90	148	37.8	Richmond-Upon-Thames	235	60	79.7
City of Peterborough	310	108	74.2	Rochdale	308	240	56.2
City of Plymouth	447	327	57.8	Rotherham	609	294	67.4
City of York	224	114	66.3	Royal Borough of Windsor & Maidenhead	167	102	62.1
Cornwall	1,262	162	88.6	Rutland	72	2	97.3
Corporation Of London	3	0	100.0	Salford	242	219	52.5
Coventry	294	389	43.0	Sandwell	512	142	78.3
Croydon	309	257	54.6	Sefton	299	177	62.8
Cumbria	1,129	200	85.0	Sheffield	739	416	64.0
Darlington	162	93	63.5	Shropshire	418	110	79.2
Derbyshire	1,416	360	79.7	Slough	168	119	58.5
Devon	1,094	343	76.1	Solihull	244	162	60.1
Doncaster	506	314	61.7	Somerset	404	186	68.5
Dorset	471	257	64.7	South Gloucester	413	133	75.6
Dudley	319	350	47.7	South Tyneside	163	175	48.2
Durham	955	433	68.8	Southampton	94	162	36.7
Ealing	349	252	58.1	Southend-On-Sea	208	239	46.5
East Riding of Yorkshire	518	166	75.7	Southwark	516	216	70.5
East Sussex	576	434	57.0	St Helens	311	140	69.0
Enfield	362	235	60.6	Staffordshire	1,285	995	56.4
Essex	1,244	856	59.2	Stockport	383	218	63.7
Gateshead	202	168	54.6	Stockton on Tees	256	178	59.0
Gloucestershire	782	412	65.5	Stoke-on-Trent	357	267	57.2
Greenwich	413	196	67.8	Suffolk	1,062	381	73.6
Hackney	329	109	75.1	Sunderland	396	275	59.0
Halton	305	110	73.5	Surrey	1,657	950	63.6
Hammersmith & Fulham	273	112	70.9	Sutton	305	155	66.3
Hampshire	1,141	1,079	51.4	Swindon	210	164	56.1
Haringey	364	165	68.8	Tameside	303	171	63.9
Harrow	389	92	80.9	Telford and Wrekin	293	209	58.4
Hartlepool	126	72	63.6	The Medway Towns	495	198	71.4
Havering	333	128	72.2	Thurrock	195	98	66.6
Herefordshire	271	78	77.7	Torbay	303	106	74.1
Hertfordshire	916	996	47.9	Tower Hamlets	503	147	77.4
Hillingdon	359	288	55.5	Trafford	194	186	51.1
Hounslow	389	206	65.4	Wakefield	513	158	76.5
Isle of Wight	118	102	53.6	Walsall	336	217	60.8
Isles Of Scilly	5	0	100.0	Waltham Forest	311	329	48.6
Islington	215	116	65.0	Wandsworth	300	251	54.4
Kensington & Chelsea	119	46	72.1	Warrington	319	140	69.5
Kent	2,105	1,265	62.5	Warwickshire	680	417	62.0
Kingston Upon Hull	317	168	65.4	West Berkshire	239	224	51.6
Kingston-Upon-Thames	157	126	55.5	West Sussex	1,055	713	59.7
Kirklees	781	279	73.7	Westminster	206	66	75.7
Knowsley	174	283	38.1	Wigan	576	372	60.8
Lambeth	316	212	59.8	Wiltshire	614	141	81.3
Lancashire	2,146	997	68.3	Wirral	520	503	50.8
Leeds	1,155	350	76.7	Wokingham	247	133	65.0
Leicester City	449	347	56.4	Wolverhampton	229	264	46.5
Leicestershire	1,047	217	82.8	Worcestershire	449	544	45.2
Lewisham	319	264	54.7				
Lincolnshire	1,074	513	67.7	Total	71,320	40,119	64.0

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 2003

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	321	78	80.5	Liverpool	519	793	39.6
Barnet	543	179	75.2	Luton	270	110	71.1
Barnsley	455	103	81.5	Manchester	512	738	41.0
Bath and North East Somerset	313	180	63.5	Merton	256	137	65.1
Bedfordshire	899	461	66.1	Middlesbrough	279	207	57.4
Bexley	333	195	63.1	Milton Keynes	285	314	47.6
Birmingham	1,432	1,851	43.6	Newcastle Upon Tyne	293	450	39.4
Blackburn with Darwen	264	239	52.5	Newham	660	45	93.6
Blackpool	257	150	63.1	Norfolk	1,169	530	68.8
Bolton	660	220	75.0	North East Lincolnshire	406	120	77.2
Bournemouth	65	124	34.4	North Lincolnshire	381	79	82.8
Bracknell Forest	136	65	67.7	North Somerset	353	143	71.2
Bradford	902	419	68.3	North Tyneside	274	343	44.4
Brent	416	156	72.7	North Yorkshire	981	433	69.4
Brighton and Hove	259	548	32.1	Northamptonshire	1,229	516	70.4
Bromley	558	292	65.6	Northumberland	780	318	71.0
Buckinghamshire	550	646	46.0	Nottinghamshire	235	504	31.8
Bury	384	149	72.0	Oldham	136	271	33.4
Calderdale	425	148	74.2	Oxfordshire	894	494	64.4
Cambridgeshire	976	438	69.0	Poole	105	141	42.7
Camden	336	200	62.7	Portsmouth	147	218	40.3
Cheshire	1,294	686	65.4	Reading	184	119	60.7
City of Bristol	617	413	59.9	Redbridge	308	220	58.3
City of Derby	463	275	62.7	Redcar and Cleveland	213	132	61.7
City of Nottingham	91	218	29.4	Richmond-Upon-Thames	250	89	73.7
City of Peterborough	363	229	61.3	Rochdale	299	267	52.8
City of Plymouth	443	354	55.6	Rotherham	475	371	56.1
City of York	227	147	60.7	Royal Borough of Windsor & Maidenhead	282	89	76.0
Cornwall	1,432	272	84.0	Rutland	76	0	100.0
Corporation Of London	0	0		Salford	251	320	44.0
Coventry	448	430	51.0	Sandwell	502	297	62.8
Croydon	251	282	47.1	Sefton	447	300	59.8
Cumbria	745	230	76.4	Sheffield	472	371	56.0
Darlington	141	116	54.9	Shropshire	673	151	81.7
Derbyshire	1,674	351	82.7	Slough	185	128	59.1
Devon	992	638	60.9	Solihull	233	205	53.2
Doncaster	645	336	65.7	Somerset	593	330	64.2
Dorset	685	262	72.3	South Gloucester	459	149	75.5
Dudley	288	307	48.4	South Tyneside	187	250	42.8
Durham	1,034	625	62.3	Southampton	79	230	25.6
Ealing	332	209	61.4	Southend-On-Sea	146	213	40.7
East Riding of Yorkshire	518	192	73.0	Southwark	369	291	55.9
East Sussex	623	642	49.2	St Helens	349	234	59.9
Enfield	421	223	65.4	Staffordshire	2,243	968	69.9
Essex	1,365	1,011	57.4	Stockport	371	341	52.1
Gateshead	222	210	51.4	Stockton on Tees	330	307	51.8
Gloucestershire	941	510	64.9	Stoke-on-Trent	527	249	67.9
Greenwich	493	282	63.6	Suffolk	1,529	391	79.6
Hackney	192	226	45.9	Sunderland	451	447	50.2
Halton	291	193	60.1	Surrey	1,268	1,405	47.4
Hammersmith & Fulham	177	147	54.6	Sutton	305	193	61.2
Hampshire	869	1,169	42.6	Swindon	231	239	49.1
Haringey	248	179	58.1	Tameside	446	174	71.9
Harrow	266	130	67.2	Telford and Wrekin	494	226	68.6
Hartlepool	141	79	64.1	The Medway Towns	511	230	69.0
Havering	421	96	81.4	Thurrock	161	116	58.1
Herefordshire	384	81	82.6	Torbay	221	170	56.5
Hertfordshire	1,031	1,128	47.8	Tower Hamlets	581	223	72.3
Hillingdon	448	333	57.4	Trafford	217	258	45.7
Hounslow	434	180	70.7	Wakefield	457	294	60.9
Isle of Wight	360	193	65.1	Walsall	554	258	68.2
Isles Of Scilly	0	0		Waltham Forest	349	285	55.0
Islington	259	128	66.9	Wandsworth	262	433	37.7
Kensington & Chelsea	90	76	54.2	Warrington	381	213	64.1
Kent	2,387	1,850	56.3	Warwickshire	899	521	63.3
Kingston Upon Hull	262	196	57.2	West Berkshire	264	339	43.8
Kingston-Upon-Thames	116	129	47.3	West Sussex	1,167	705	62.3
Kirklees	1,008	415	70.8	Westminster	239	76	75.9
Knowsley	312	317	49.6	Wigan	617	432	58.8
Lambeth	196	302	39.4	Wiltshire	589	311	65.4
Lancashire	2,344	1,161	66.9	Wirral	598	579	50.8
Leeds	1,597	627	71.8	Wokingham	271	172	61.2
Leicester City	630	553	53.3	Wolverhampton	408	304	57.3
Leicestershire	1,469	274	84.3	Worcestershire	704	722	49.4
Lewisham	383	253	60.2	Total	79,564	50,564	61.1
Lincolnshire	1,176	617	65.6				

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 2003

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	Visual Impairment	Other
AUTISM	70	3	1	8	1	3	7	0	5	0	3
EBD	1	94	0	2	0	0	0	1	0	0	1
HEARING	0	0	88	-	0	1	3	-	0	-	6
HOSPITAL	4	32	1	9	28	0	4	1	5	-	11
MLD	6	6	0	75	1	1	7	0	3	0	1
PD	2	1	0	1	80	5	3	0	2	2	4
PMLD	5	2	-	0	1	58	24	-	-	0	9
SLD	7	1	0	5	1	15	66	0	1	0	3
SpecLD	2	1	-	1	0	3	6	81	3	-	2
SD	6	1	1	4	9	3	7	2	66	0	2
VISUAL	0	0	0	5	1	1	5	-	0	85	-
OTH	11	4	0	12	2	10	21	0	6	0	28

- represents no schools

0 represents schools but less than 0.5 per cent

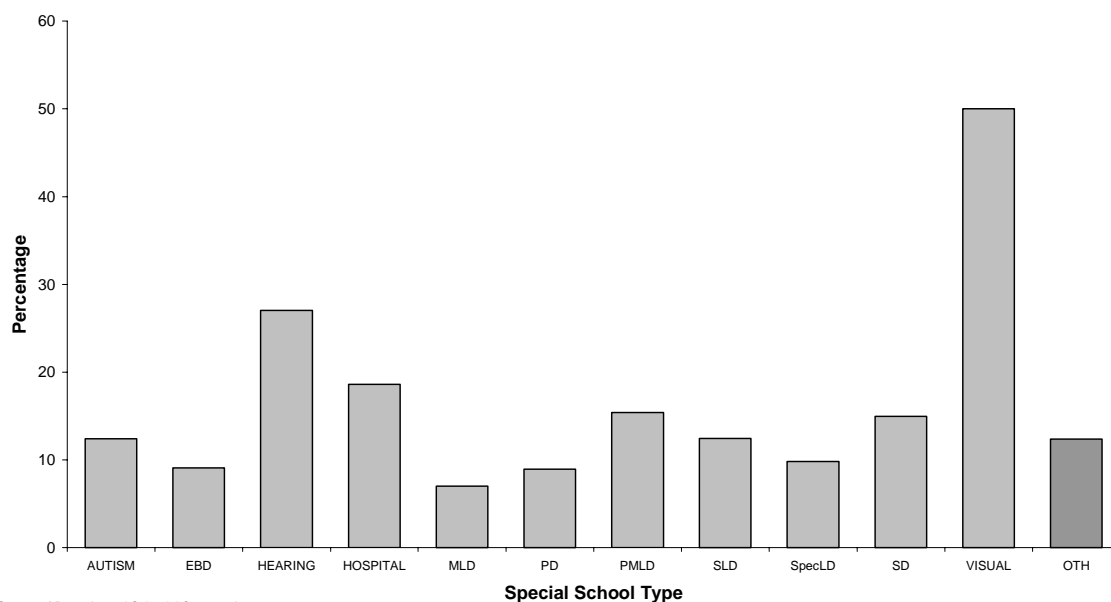
1. Source of data: HEADTEACHER'S FORMS for schools inspected from April 1997 to July 2003

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 and the Guidance section of the 2003 Autumn Package available from the DfES website) percentages of non-white pupils in each of the special school categories.

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



Source of Data: Annual Schools' Census, January 2003

Table 2.4.2: Percentage of Non-White Pupils

	AUTISM	EBD	HEARING	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	VISUAL	OTH
Number of Schools with Data	59	251	21	23	333	78	28	315	56	27	10	74
Mean	24.7	17.5	42.3	38.7	15.1	22.4	19.9	19.7	17.5	31.1	32.6	24.5
Lower Quartile	4.8	2.1	12.0	6.1	2.0	3.6	5.6	3.8	3.5	8.7	42.4	5.3
Median	12.4	9.1	27.1	18.6	7.0	8.9	15.4	12.5	9.8	14.9	50.0	12.4
Upper Quartile	38.8	28.0	57.7	32.6	21.4	37.5	37.2	29.6	24.7	39.8	100.0	36.9
Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.4	0.0
Maximum	76.9	100.0	100.0	61.6	100.0	100.0	65.4	100.0	80.3	100.0	100.0	100.0

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 2003

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.

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

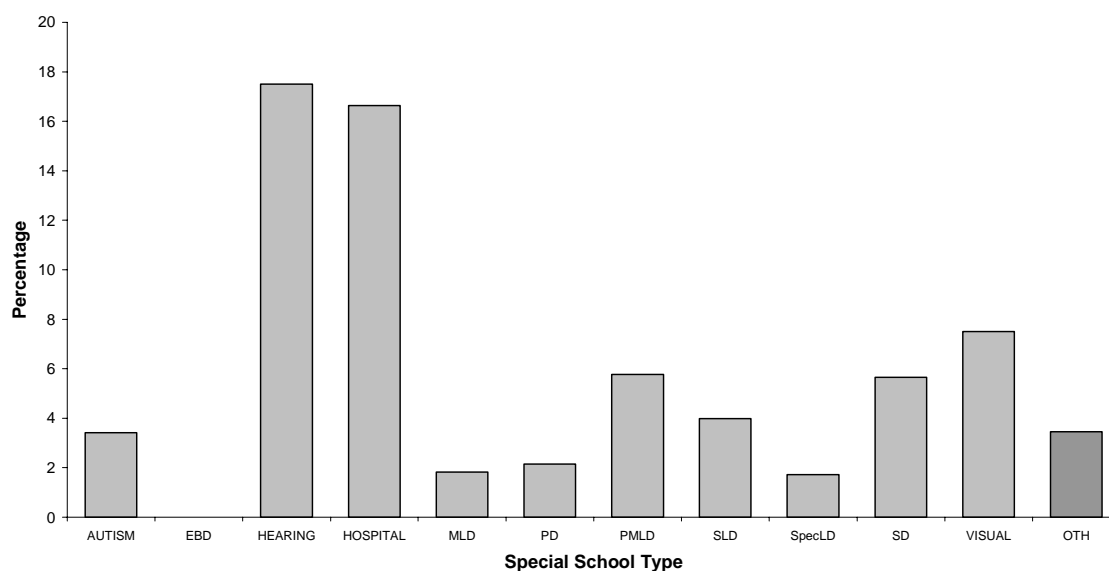


Table 2.4.4 then shows the upper and lower quartiles as well as the median and mean for each of the special school groupings.

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	VISUAL	OTH
Number of Schools with Data	59	251	21	23	333	78	28	315	56	27	10	74
Mean	6.4	2.5	35.2	6.0	7.3	9.7	12.7	11.4	4.5	5.3	14.0	14.1
Lower Quartile	0.2	0.0	8.0	4.7	0.0	0.0	0.0	0.0	0.0	0.0	1.5	0.0
Median	3.4	0.0	17.5	16.6	1.8	2.2	5.8	4.0	1.7	5.7	7.5	3.5
Upper Quartile	14.2	0.0	63.9	27.2	8.1	14.4	26.8	15.5	5.6	9.8	38.3	13.8
Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Maximum	48.2	100.0	100.0	57.5	100.0	100.0	65.4	100.0	52.1	20.2	50.0	66.9

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 2003

3. OVERVIEW OF INSPECTIONS

3.1 Composite grades

As well as writing the inspection report, inspectors also grade their judgements about different aspects of the school's provision against the criteria in the Ofsted framework for inspection. For each aspect, a judgement is made on a graded scale between 1 (excellent) and 7 (very poor). The aspects cover a wide range of findings at school and subject level, although since January 2000 fewer judgements have been made for those schools receiving 'short' inspections. We have combined judgements from the various key areas into composite grades. The tables below indicate which judgements from the current (from January 2000) and previous (pre-2000) frameworks are combined into each composite.

For the *current framework*, from January 2000, they include the areas shown below:

<u>Composite Grade</u>	<u>Composites in combination of these grades</u>
Quality of education	Teaching, learning, the quality and range of learning opportunities and the appropriate statutory curriculum in place - with greater weight given to teaching
School's climate	Behaviour, personal development and relationships, attendance, provision for personal development, procedures for child protection and pupils' welfare, pupils' attitudes and values
Management and efficiency	Leadership/management, effectiveness of the governing body, monitoring and evaluation of the school's performance, use of resources, application of best value principles and value for money provided by the school

For the *previous framework*, prior to January 2000, they include the areas shown below:

<u>Composite Grade</u>	<u>Composites in combination of these grades</u>
Quality of education	Grades at each Key Stage for teaching assessment and curriculum
School's climate	Behaviour, personal development, attendance, pupils' spiritual, moral, social and cultural development and support, guidance and pupils' welfare
Management and efficiency	Leadership, management, staffing, accommodation and learning resources, efficiency and value for money grades with more weight given to value for money.

Each composite grade can lie in one of four bands shown below. This banding system is used throughout the rest of section 3.

<u>Category</u>	<u>Explanation of category</u>
Very good	Some good grades but a substantial number of areas which were very good or excellent.
Good	Mainly good grades with some areas which were satisfactory or very good. Also schools with solely good grades across the board.
Some improvement required	Mainly satisfactory or better grades with some areas which were unsatisfactory. Also some schools with solely satisfactory grades across the board.
Substantial improvement required	Some satisfactory or better grades but a substantial number of areas which were unsatisfactory or poor.

The composite judgements can be mapped to an inspection report post-January 2000 as follows:

<u>Composite</u>	<u>Inspection report paragraphs</u>
Quality of education	Teaching and learning; other aspects of the school
School's climate	Pupils' attitudes and values; other aspects of learning
Management and efficiency	How well is the school led and managed

The composite judgements can be mapped to the previous inspection (pre-January 2000) report as follows:

<u>Composite</u>	<u>Inspection report paragraphs</u>
Quality of education	Teaching; the curriculum and assessment
School's climate	Attitudes, behaviour and personal development; attendance; pupils' spiritual, moral, social and cultural development; support, guidance and pupils' welfare
Management and efficiency	Management and efficiency of the school

The composites aim to provide a summary of the inspection report. They give a broad overview of the inspection report for comparison purposes, but they cannot replace or supersede the report itself. In order to gain a full picture of a school's strengths and weaknesses, it is important to look at the relevant paragraphs in the inspection report.

Comparison with schools in the same group using composite grades for schools inspected between April 1996 and July 2003

Table 3.1.1 below shows the national distribution of composite grades for each grouping of special school, and for special schools as a whole. The table is intended to enable you to compare your school's performance with other schools in the same grouping, using your school composites.

The table shows that overall, 61 per cent of all special schools provided a good or better quality of education; 66 per cent had a very good climate; and 3 per cent were judged as unsatisfactory in terms of management and efficiency.

The table also shows that there is some fluctuation, both between special school groups, and between composites within each group. That is, each grouping of school nationally has, as might be expected, a different pattern of strengths and weaknesses.

Table 3.1.1: Inspection Grades by Type of School

Schools Inspected between April 1996 and July 2003

Percentage of Schools

Inspection Grades	Very Good	Good	Some Improvement Required	Substantial Improvement Required
All Special Schools				
Quality of Education	22	49	22	7
The School's Climate	56	33	8	4
Management and Efficiency	38	33	21	8
Autism				
Quality of Education	23	45	27	5
The School's Climate	67	27	4	3
Management and Efficiency	39	42	11	8
Emotional and behavioural difficulties				
Quality of Education	11	40	33	16
The School's Climate	29	40	19	13
Management and Efficiency	27	33	23	16
Hearing impairment				
Quality of Education	26	53	18	3
The School's Climate	50	47	0	3
Management and Efficiency	29	35	26	9
Hospital schools				
Quality of Education	42	45	9	3
The School's Climate	70	27	3	0
Management and Efficiency	59	16	16	9
Moderate learning difficulties				
Quality of Education	23	52	20	5
The School's Climate	54	37	8	2
Management and Efficiency	38	35	22	6
Physical difficulties				
Quality of Education	32	54	11	3
The School's Climate	78	19	2	1
Management and Efficiency	50	26	21	3
Profound and multiple learning difficulties				
Quality of Education	18	48	30	4
The School's Climate	68	26	6	0
Management and Efficiency	33	24	37	6
Severe learning difficulties				
Quality of Education	23	51	20	6
The School's Climate	65	31	3	1
Management and Efficiency	39	34	19	9
Specific learning difficulties				
Quality of Education	22	49	22	8
The School's Climate	51	36	9	4
Management and Efficiency	40	29	23	8
Speech and language disorders				
Quality of Education	42	39	13	6
The School's Climate	77	19	3	0
Management and Efficiency	58	23	16	3
Visual impairment				
Quality of Education	35	47	18	0
The School's Climate	76	24	0	0
Management and Efficiency	24	41	35	0
Other				
Quality of Education	20	61	11	8
The School's Climate	66	25	10	0
Management and Efficiency	46	34	16	3

- represents no schools

0 represents schools but less than 0.5 per cent

1. Figures may not sum to 100 due to rounding

2. Some figures have been revised since last year due to more recent data, and validation checks.

3. Source of data: Ofsted

3.2 Individual school grades

Section 3.1 mentioned that composites are based on sets of judgements. This section provides more detail on the judgements combined to make the composites. The judgements have been based on grades given by inspectors only since January 2000 (the current framework) covering both full and short inspections.

Full inspections provide a full range of grades, similar to those in previous years. Short inspections, however, provide only summary grades and no subject grades.

The summary grades for all special schools provide a national picture of strengths and weaknesses across a wider range of criteria. The more detailed grades obtained from full inspections can also be used to compare relative strengths; however, these grades do not provide nationally representative figures because they do not include those schools having short inspections. The latter would be expected, in the main, to have better grades.

Tables 3.2.1 to 3.2.4 show for this school's type of provision, and for all schools, the percentage of schools receiving very good, good, satisfactory and unsatisfactory judgements against each of the criteria.

Sample sizes

Inspection data in this section are taken from schools inspected under the new framework between January 2000 and July 2003. We have used all available information in order to increase the size of the sample as far as possible. Nevertheless, some of the tables showing judgements for your school's main SEN provision may be based on small numbers of schools, and care should be taken when using these data to inform self-evaluation and target setting.

Schools included within tables in this section

Since the grades in this section are drawn from inspections taking place over a relatively short period, the availability of data for the different categories of school will depend on the timing of inspections. Where sample sizes for a school category are very small, these are not included, simply because the data are likely to be statistically unreliable.

Table 3.2.1: Summary of Inspection Grades

Main Type of SEN: All Special Schools

Schools Inspected Under Framework since January 2000

Percentage of Schools

		Very Good	Good	Some Improvement Required	Substantial Improvement Required
How well are pupils and students taught?					
3A	Teaching				
	Under Five	52	40	7	1
	Key Stage 1	37	54	7	1
	Key Stage 2	32	57	8	3
	Key Stage 3	26	55	13	6
	Key Stage 4	31	53	11	5
	Post-16	40	50	7	3
	School	29	57	10	5
3B	Learning				
	Under Five	50	41	8	1
	Key Stage 1	34	57	8	1
	Key Stage 2	28	61	9	3
	Key Stage 3	24	55	15	6
	Key Stage 4	27	56	12	5
	Post-16	38	52	8	2
	School	25	59	11	5
How high are the standards?					
2B	How well pupils achieve				
	Under Five	45	44	9	2
	Key Stage 1	26	57	15	2
	Key Stage 2	22	60	15	4
	Key Stage 3	19	55	21	6
	Key Stage 4	21	54	18	6
	Post-16	30	52	15	3
	School	21	56	17	5
2C	Attitudes to the school	62	30	6	2
2D	Behaviour, including the incidence of exclusions	49	37	9	5
2E	Personal development and relationships	62	26	8	3
2F	Attendance	20	31	32	17
How good are curricular and other opportunities?					
4A	The quality and range of learning opportunities				
	Under Five	48	40	11	2
	Key Stage 1	27	46	23	3
	Key Stage 2	24	47	25	5
	Key Stage 3	20	41	31	9
	Key Stage 4	24	39	28	9
	Post-16	40	33	22	5
	School	22	44	26	8
4B	Appropriate statutory curriculum in place				
	Under Five	25	31	42	2
	Key Stage 1	16	27	53	4
	Key Stage 2	14	29	52	5
	Key Stage 3	12	22	50	17
	Key Stage 4	14	23	50	14
	Post-16	20	25	49	6
	School	13	24	50	13
4C	Provision personal, including SMSC development	49	37	10	3

- represents no schools

0 represents less than 0.5 per cent of schools

1. Figures may not sum to 100 due to rounding

2. The grades in bold are common to both full and short inspections

3. Source of data: Ofsted

Table 3.2.1: Summary of Inspection Grades

Main Type of SEN: All Special Schools

Schools Inspected Under Framework since January 2000

Percentage of Schools

		Very Good	Good	Some Improvement Required	Substantial Improvement Required
How well are pupils and students taught?					
3A	Teaching				
	Under Five	52	40	7	1
	Key Stage 1	37	54	7	1
	Key Stage 2	32	57	8	3
	Key Stage 3	26	55	13	6
	Key Stage 4	31	53	11	5
	Post-16	40	50	7	3
	School	29	57	10	5
3B	Learning				
	Under Five	50	41	8	1
	Key Stage 1	34	57	8	1
	Key Stage 2	28	61	9	3
	Key Stage 3	24	55	15	6
	Key Stage 4	27	56	12	5
	Post-16	38	52	8	2
	School	25	59	11	5
How high are the standards?					
2B	How well pupils achieve				
	Under Five	45	44	9	2
	Key Stage 1	26	57	15	2
	Key Stage 2	22	60	15	4
	Key Stage 3	19	55	21	6
	Key Stage 4	21	54	18	6
	Post-16	30	52	15	3
	School	21	56	17	5
2C	Attitudes to the school	62	30	6	2
2D	Behaviour, including the incidence of exclusions	49	37	9	5
2E	Personal development and relationships	62	26	8	3
2F	Attendance	20	31	32	17
How good are curricular and other opportunities?					
4A	The quality and range of learning opportunities				
	Under Five	48	40	11	2
	Key Stage 1	27	46	23	3
	Key Stage 2	24	47	25	5
	Key Stage 3	20	41	31	9
	Key Stage 4	24	39	28	9
	Post-16	40	33	22	5
	School	22	44	26	8
4B	Appropriate statutory curriculum in place				
	Under Five	25	31	42	2
	Key Stage 1	16	27	53	4
	Key Stage 2	14	29	52	5
	Key Stage 3	12	22	50	17
	Key Stage 4	14	23	50	14
	Post-16	20	25	49	6
	School	13	24	50	13
4C	Provision personal, including SMSC development	49	37	10	3

- represents no schools

0 represents less than 0.5 per cent of schools

1. Figures may not sum to 100 due to rounding

2. The grades in bold are common to both full and short inspections

3. Source of data: Ofsted

Table 3.2.2: Summary of Inspection Grades, Full Inspections Only

Main Type of SEN: All Special Schools

Schools Inspected Under Framework since January 2000

Percentage of Schools

		Very Good	Good	Some Improvement Required	Substantial Improvement Required
How well are pupils and students taught?					
3A Teaching	Under Five	47	43	10	1
	Key Stage 1	29	60	8	2
	Key Stage 2	24	62	10	4
	Key Stage 3	19	59	16	7
	Key Stage 4	22	59	13	6
	Post-16	31	56	9	4
	School	20	62	12	6
3.1 Teachers, knowledge and understanding	Under Five	56	32	10	2
	Key Stage 1	34	51	13	1
	Key Stage 2	27	55	16	2
	Key Stage 3	25	52	18	5
	Key Stage 4	30	50	16	4
	Post-16	39	50	8	3
	School	26	54	16	4
3.2 Teaching of basic skills	Under Five	53	37	9	1
	Key Stage 1	36	53	10	2
	Key Stage 2	28	56	14	3
	Key Stage 3	18	52	23	6
	Key Stage 4	22	50	23	6
	Post-16	29	56	12	3
	School	21	54	21	5
3.3 Effectiveness of teachers' planning	Under Five	46	39	13	1
	Key Stage 1	35	44	19	2
	Key Stage 2	28	46	22	4
	Key Stage 3	21	45	26	8
	Key Stage 4	24	45	25	6
	Post-16	33	45	16	5
	School	23	48	23	6
3.4 Teachers' expectations	Under Five	50	37	11	2
	Key Stage 1	37	50	11	3
	Key Stage 2	32	51	14	4
	Key Stage 3	25	47	21	7
	Key Stage 4	28	47	19	6
	Post-16	43	40	14	4
	School	28	49	17	6
3.5 Effectiveness of teaching methods	Under Five	50	38	10	2
	Key Stage 1	33	54	11	2
	Key Stage 2	30	54	14	2
	Key Stage 3	21	52	20	6
	Key Stage 4	25	52	18	5
	Post-16	36	51	10	3
	School	24	54	17	5
3.6 Management of pupils	Under Five	69	22	6	2
	Key Stage 1	58	33	8	1
	Key Stage 2	50	38	10	2
	Key Stage 3	44	35	13	8
	Key Stage 4	46	40	8	5
	Post-16	63	31	6	0
	School	46	39	9	6

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3. Source of data: Ofsted

Table 3.2.2 contd: Summary of Inspection Grades, Full Inspections Only

Main Type of SEN: All Special Schools

Schools Inspected Under Framework since January 2000

Percentage of Schools

			Very Good	Good	Some Improvement Required	Substantial Improvement Required
How well are pupils and students taught? continued						
3.7	Use of time, support staff and resources	Under Five	55	35	8	1
		Key Stage 1	40	45	14	1
		Key Stage 2	33	48	16	3
		Key Stage 3	28	45	21	6
		Key Stage 4	29	46	20	5
		Post-16	42	45	11	3
		School	29	48	17	5
3.8	Quality and use of ongoing assessment	Under Five	42	37	18	3
		Key Stage 1	21	43	30	6
		Key Stage 2	15	44	30	11
		Key Stage 3	13	38	35	14
		Key Stage 4	15	40	33	12
		Post-16	22	50	23	5
		School	13	42	32	13
3.9	Use of homework	Under Five	19	36	43	1
		Key Stage 1	8	25	61	7
		Key Stage 2	7	25	60	8
		Key Stage 3	5	19	58	17
		Key Stage 4	5	20	58	17
		Post-16	7	21	64	8
		School	6	21	59	15
3B Learning		Under Five	45	44	10	1
		Key Stage 1	25	63	10	2
		Key Stage 2	20	66	11	3
		Key Stage 3	16	59	18	7
		Key Stage 4	19	60	15	6
		Post-16	31	57	10	2
		School	17	64	13	6
3.10	Acquisition of skills, knowledge and understanding	Under Five	46	43	9	2
		Key Stage 1	25	61	12	2
		Key Stage 2	19	64	13	3
		Key Stage 3	15	59	18	7
		Key Stage 4	19	58	17	6
		Post-16	24	61	13	2
		School	16	62	16	6
3.11	Pupils' intellectual, physical or creative effort	Under Five	56	36	7	1
		Key Stage 1	44	47	8	1
		Key Stage 2	40	47	12	2
		Key Stage 3	32	44	18	5
		Key Stage 4	34	46	15	4
		Post-16	46	45	9	0
		School	34	49	13	4
3.12	Productivity and pace of working	Under Five	40	46	13	1
		Key Stage 1	23	62	14	2
		Key Stage 2	18	61	18	3
		Key Stage 3	17	51	25	7
		Key Stage 4	19	53	22	6
		Post-16	25	58	15	2
		School	16	57	21	5

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3. Source of data: Ofsted

Table 3.2.2 contd: Summary of Inspection Grades, Full Inspections Only

Main Type of SEN: All Special Schools

Schools Inspected Under Framework since January 2000

Percentage of Schools

		Very Good	Good	Some Improvement Required	Substantial Improvement Required
How well are pupils and students taught? continued					
3.13	Pupils' interest, concentration and independence				
	Under Five	48	42	9	0
	Key Stage 1	36	53	10	1
	Key Stage 2	31	53	14	2
	Key Stage 3	26	48	19	7
	Key Stage 4	31	47	18	5
	Post-16	46	43	10	0
	School	29	50	17	4
3.14	Pupils' own knowledge of their learning				
	Under Five	18	41	37	4
	Key Stage 1	10	46	40	4
	Key Stage 2	10	46	39	5
	Key Stage 3	10	41	40	9
	Key Stage 4	16	45	31	8
	Post-16	19	53	25	3
	School	12	45	35	8
3.15.	How well pupils with SEN learn				
	Under Five	44	44	11	1
	Key Stage 1	24	56	17	3
	Key Stage 2	19	57	19	4
	Key Stage 3	15	53	23	9
	Key Stage 4	19	54	20	7
	Post-16	23	59	15	3
	School	16	56	20	7
3.16	How well pupils with EAL learn				
	Under Five	44	39	14	3
	Key Stage 1	24	56	19	1
	Key Stage 2	18	60	21	1
	Key Stage 3	18	59	18	4
	Key Stage 4	23	59	15	4
	Post-16	32	48	18	2
	School	18	59	19	4
How high are the standards?					
2A	Standards of work seen				
	Under Five	1	2	1	96
	Key Stage 1	-	4	1	95
	Key Stage 2	0	4	1	95
	Key Stage 3	0	3	2	95
	Key Stage 4	0	3	2	95
	Post-16	0	2	0	97
	School	0	3	2	94
2B	How well pupils achieve				
	Under Five	38	48	12	2
	Key Stage 1	15	64	18	3
	Key Stage 2	13	64	18	5
	Key Stage 3	10	58	25	7
	Key Stage 4	12	58	22	7
	Post-16	20	58	18	4
	School	11	61	21	6
2.1	Attainment in English				
	Under Five	1	2	2	95
	Key Stage 1	1	3	2	95
	Key Stage 2	1	2	1	96
	Key Stage 3	0	3	1	96
	Key Stage 4	0	4	1	95
	School	1	3	1	96

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2. The grades in bold are common to both full and short inspections

3. Source of data: Ofsted

Table 3.2.2 contd: Summary of Inspection Grades, Full Inspections Only

Main Type of SEN: All Special Schools

Schools Inspected Under Framework since January 2000

Percentage of Schools

		Very Good	Good	Some Improvement Required	Substantial Improvement Required
How high are the standards? continued					
2.2	Attainment in mathematics				
	Under Five	2	1	2	95
	Key Stage 1	1	2	2	95
	Key Stage 2	1	2	2	95
	Key Stage 3	1	2	2	95
	Key Stage 4	1	3	1	94
	School	1	2	2	94
2.3	Attainment in science				
	Key Stage 1	1	2	1	96
	Key Stage 2	1	2	1	96
	Key Stage 3	1	2	2	95
	Key Stage 4	2	1	3	94
	School	1	2	2	95
2.4	Progress made by pupils with SEN				
	Under Five	37	49	10	3
	Key Stage 1	20	57	19	5
	Key Stage 2	16	57	21	6
	Key Stage 3	12	54	26	8
	Key Stage 4	14	53	26	8
	Post-16	19	58	20	3
	School	13	55	24	8
2.5	Progress made by pupils with EAL				
	Under Five	32	49	16	3
	Key Stage 1	19	56	23	2
	Key Stage 2	14	60	24	2
	Key Stage 3	13	58	23	5
	Key Stage 4	17	58	19	6
	Post-16	19	57	21	3
	School	14	59	22	6
2.6	Progress made by gifted and talented pupils				
	Under Five	25	50	25	0
	Key Stage 1	42	42	8	8
	Key Stage 2	35	41	12	12
	Key Stage 3	23	41	23	14
	Key Stage 4	21	50	17	13
	Post-16	0	60	20	20
	School	27	45	15	12
2C	Attitudes to the school	54	35	8	3
2D	Behaviour, including the incidence of exclusions	42	42	11	6
2E	Personal development and relationships	55	31	10	4
2F	Attendance	16	31	34	19
2.7	Enthusiasm for school	56	32	9	3
2.8	Interest and involvement in activities	48	41	9	3
2.9	Behaviour	41	42	11	6
2.10	Absence of oppressive behaviour, including bullying, sexism and racism	49	27	17	6

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3. Source of data: Ofsted

Table 3.2.2 contd: Summary of Inspection Grades, Full Inspections Only

Main Type of SEN: All Special Schools

Schools Inspected Under Framework since January 2000

Percentage of Schools

			Very Good	Good	Some Improvement Required	Substantial Improvement Required
How high are the standards? continued						
2.11	Pupils' understanding of the impact of their actions on others		29	46	21	4
2.12	Respect for feelings, values and beliefs		37	42	15	5
2.13	Initiative and personal responsibility		30	41	22	6
2.14	Relationships		68	20	9	3
How good are curricular and other opportunities?						
4A	The quality and range of learning opportunities					
		Under Five	43	42	13	2
		Key Stage 1	18	51	27	5
		Key Stage 2	15	50	29	6
		Key Stage 3	12	42	36	11
		Key Stage 4	16	42	32	10
		Post-16	29	39	27	5
		School	14	46	31	10
4B	Appropriate statutory curriculum in place					
		Under Five	20	31	46	3
		Key Stage 1	10	27	59	4
		Key Stage 2	8	29	57	6
		Key Stage 3	6	20	53	20
		Key Stage 4	8	22	53	16
		Post-16	14	26	53	7
		School	7	23	54	16
4.1	Breadth, balance and relevance of the whole curriculum					
		Under Five	38	44	15	3
		Key Stage 1	14	47	32	7
		Key Stage 2	11	48	33	8
		Key Stage 3	9	39	39	12
		Key Stage 4	12	41	35	11
		Post-16	24	41	29	6
		School	10	43	36	11
4.2	Provision for pupils with special educational needs					
		Under Five	42	42	15	1
		Key Stage 1	23	49	24	5
		Key Stage 2	18	50	27	5
		Key Stage 3	15	40	36	9
		Key Stage 4	16	42	33	9
		Post-16	25	46	26	4
		School	16	45	31	8
4.3	Effectiveness of strategies for teaching literacy skills		19	49	25	7
4.4	Effectiveness of strategies for teaching numeracy skills		14	50	30	7
4.5	Provision for extra-curricular activities		32	34	28	6
4.6	Equality of access and opportunity		24	35	33	8
4.7	Provision for personal, social and health education		37	41	18	5
4.8	Careers and vocational education (SEC only)		35	40	21	3
4.9	Contribution of the community to pupils' learning		41	41	16	2

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3. Source of data: Ofsted

Table 3.2.2 contd: Summary of Inspection Grades, Full Inspections Only

Main Type of SEN: All Special Schools

Schools Inspected Under Framework since January 2000

Percentage of Schools

	Very Good	Good	Some Improvement Required	Substantial Improvement Required
How good are curricular and other opportunities? continued				
4.10 Constructiveness of relationships with partner institutions	36	38	22	3
4C Provision personal, including SMSC development	44	40	13	4
4.11 Provision for pupils' spiritual development	29	34	28	9
4.12 Provision for pupils' moral development	56	34	8	3
4.13 Provision for pupils' social development	62	27	8	3
4.14 Provision for pupils' cultural development	32	40	22	6
How well does the school care for its pupils and students?				
5A Procedures for child protection and ensuring pupils' welfare	42	34	20	5
5B Monitoring of pupils' academic performance and personal development	20	37	33	11
5C Educational and personal support and guidance for pupils	32	45	19	5
5.1 Procedures for monitoring and improving attendance	29	42	22	8
5.2 Procedures for monitoring and promoting good behaviour	52	31	12	5
5.3 Procedures for monitoring and eliminating oppressive behaviour	49	32	14	5
5.4 Procedures for assessing pupils' attainment and progress	17	36	33	14
5.5 Use of assessment information to guide curricular planning	12	29	34	26
5.6 Procedures for monitoring and supporting pupils' academic progress	16	33	35	15
5.7 Procedures for monitoring and supporting pupils' personal development	42	39	15	5
5.8 Day/residential provision (where relevant or as outlined in statements of SEN)	26	33	35	6
How well does the school work in partnership with parents?				
6A Parents' views of the school	54	36	9	1
6B The effectiveness of the school's links with parents	37	40	19	5
6C The impact of parents' involvement on the work of the school	17	35	38	11
6.1 The quality of information provided for parents, particularly about pupils' progress	29	37	28	6
6.2 Contribution of parents to children's learning at school and at home	15	36	40	9

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2. The grades in bold are common to both full and short inspections

3. Source of data: Ofsted

Table 3.2.2 contd: Summary of Inspection Grades, Full Inspections Only

Main Type of SEN: All Special Schools

Schools Inspected Under Framework since January 2000

Percentage of Schools

	Very Good	Good	Some Improvement Required	Substantial Improvement Required
How well is the school led and managed?				
7A The leadership and management of the head teacher and key staff	36	36	18	9
7B The effectiveness of the governing body in fulfilling its responsibilities	18	36	33	12
7C Monitoring and evaluation of the schools' performance and taking effective action	21	35	28	16
7D Strategic use of resources, including specific grant and other funding	25	42	26	7
7E The extent to which the principles of best value are applied	20	35	37	8
7F Adequacy of staffing, accommodation and learning resources	7	36	45	11
7.1 Leadership ensures clear educational direction	45	30	17	8
7.2 Reflection of the school's aims and values in its work	44	35	14	6
7.3 Delegation and the contribution of staff with management responsibilities	21	34	29	15
7.4 Effectiveness of governing body in fulfilling statutory duties	17	35	34	14
7.5 Governors' role in shaping the direction of the school	18	36	34	13
7.6 Governors' understanding of the strengths and weaknesses of the school	22	36	29	12
7.7 The monitoring, evaluation and development of teaching	21	36	27	15
7.8 The school's strategy for appraisal and performance management	21	37	33	9
7.9 The appropriateness of the school's priorities for development	31	41	21	7
7.10 The action taken to meet the school's targets	29	40	21	11
7.11 Shared commitment to improvement and capacity to succeed	43	34	16	7
7.12 Induction of staff new to the school and effectiveness of provision, or potential, for training of new teachers	25	36	29	10
7.13 Educational priorities are supported through the school's financial planning	31	38	22	9

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3. Source of data: Ofsted

Table 3.2.2 contd: Summary of Inspection Grades, Full Inspections Only

Main Type of SEN: All Special Schools

Schools Inspected Under Framework since January 2000

Percentage of Schools

	Very Good	Good	Some Improvement Required	Substantial Improvement Required
How well is the school led and managed? continued				
7.14 Effectiveness of the school's use of new technology	15	37	40	8
7.15 Specific grant is used effectively for its designated purpose(s)	28	45	24	2
7.16 Match of teachers and support staff to the demands of the curriculum	19	40	32	9
7.17 Adequacy of accommodation	12	26	38	24
7.18 Adequacy of learning resources	6	42	45	7
What sort of school is it?				
1A The school's socio-economic circumstances	-	2	27	71
1B Pupils' attainment on entry	-	-	1	99
1D Improvement since last inspection	28	39	22	11
1C Overall effectiveness of the school	22	47	23	8
1E Value for money provided by the school	22	43	26	10
1F Cost effectiveness of post 16 provision (schools with sixth forms only)	-	-	-	-

- represents no schools

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1. Figures may not sum to 100 due to rounding

2. The grades in bold are common to both full and short inspections

3. Source of data: Ofsted

Table 3.2.3: Summary of Inspection Grades

Main Type of SEN: EBD

Schools Inspected Under Framework since January 2000

Percentage of Schools

		Very Good	Good	Some Improvement Required	Substantial Improvement Required
How well are pupils and students taught?					
3A	Teaching				
	Under Five	100	-	-	-
	Key Stage 1	27	55	5	14
	Key Stage 2	24	50	17	9
	Key Stage 3	11	48	26	15
	Key Stage 4	14	48	26	13
	Post-16	25	50	25	-
	School	13	48	26	13
3B	Learning				
	Under Five	100	-	-	-
	Key Stage 1	18	59	9	14
	Key Stage 2	17	60	14	9
	Key Stage 3	8	48	29	16
	Key Stage 4	9	50	27	14
	Post-16	25	50	25	-
	School	9	52	26	14
How high are the standards?					
2A	Standards of work seen				
	Under Five	-	-	-	100
	Key Stage 1	-	9	-	91
	Key Stage 2	-	4	-	96
	Key Stage 3	-	2	3	96
	Key Stage 4	-	2	2	96
	Post-16	-	-	-	100
	School	-	3	1	96
2B	How well pupils achieve				
	Under Five	100	-	-	-
	Key Stage 1	18	59	9	14
	Key Stage 2	17	56	17	10
	Key Stage 3	9	40	35	17
	Key Stage 4	10	45	29	17
	Post-16	20	60	20	-
	School	11	47	28	14
2C	Attitudes to the school	26	43	21	11
2D	Behaviour, including the incidence of exclusions	18	41	22	18
2E	Personal development and relationships	31	35	21	13
2F	Attendance	15	22	22	41
How good are curricular and other opportunities?					
4A	The quality and range of learning opportunities				
	Under Five	100	-	-	-
	Key Stage 1	23	45	23	9
	Key Stage 2	23	37	29	11
	Key Stage 3	15	27	34	24
	Key Stage 4	15	29	32	23
	Post-16	40	20	20	20
	School	16	31	31	22
4B	Appropriate statutory curriculum in place				
	Under Five	-	100	-	-
	Key Stage 1	5	32	59	5
	Key Stage 2	6	28	54	12
	Key Stage 3	5	10	47	38
	Key Stage 4	6	11	52	31
	Post-16	25	25	50	-
	School	7	15	48	30
4C	Provision personal, including SMSC development	29	35	24	12

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2. The grades in bold are common to both full and short inspections

3. Source of data: Ofsted

Table 3.2.3 contd: Summary of Inspection Grades

Main Type of SEN: EBD

Schools Inspected Under Framework since January 2000

Percentage of Schools

	Very Good	Good	Some Improvement Required	Substantial Improvement Required
How well does the school care for its pupils and students?				
5A Procedures for child protection and ensuring pupils' welfare	38	30	21	11
How well does the school work in partnership with parents?				
6A Parents' views of the school	37	43	17	2
How well is the school led and managed?				
7A The leadership and management of the head teacher and key staff	30	35	18	16
7B The effectiveness of the governing body in fulfilling its responsibilities	18	31	32	19
7C Monitoring and evaluation of the schools' performance and taking effective action	16	37	25	22
7D Strategic use of resources, including specific grant and other funding	20	39	29	12
7E The extent to which the principles of best value are applied	17	29	38	16
What sort of school is it?				
1A The school's socio-economic circumstances	0	1	7	93
1B Pupils' attainment on entry	0	0	1	99
1D Improvement since last inspection	23	32	26	19
1C Overall effectiveness of the school	20	34	27	19
1E Value for money provided by the school	21	27	30	23

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1. Figures may not sum to 100 due to rounding

2. The grades in bold are common to both full and short inspections

3. Source of data: Ofsted

Table 3.2.4: Summary of Inspection Grades, Full Inspections Only

Main Type of SEN: EBD

Schools Inspected Under Framework since January 2000

Percentage of Schools

		Very Good	Good	Some Improvement Required	Substantial Improvement Required
How well are pupils and students taught?					
3A Teaching	Under Five	100	-	-	-
	Key Stage 1	17	61	6	17
	Key Stage 2	19	53	19	10
	Key Stage 3	8	49	28	16
	Key Stage 4	9	51	27	13
	Post-16	-	50	50	-
	School	10	50	27	14
3.1 Teachers, knowledge and understanding	Under Five	100	-	-	-
	Key Stage 1	39	28	17	17
	Key Stage 2	25	60	29	3
	Key Stage 3	16	41	34	10
	Key Stage 4	17	45	29	8
	Post-16	-	50	50	-
	School	16	43	31	10
3.2 Teaching of basic skills	Under Five	100	-	-	-
	Key Stage 1	28	44	22	6
	Key Stage 2	19	56	20	5
	Key Stage 3	7	40	36	17
	Key Stage 4	8	39	34	18
	Post-16	-	50	50	-
	School	8	42	34	15
3.3 Effectiveness of teachers' planning	Under Five	100	-	-	-
	Key Stage 1	22	50	22	6
	Key Stage 2	19	47	24	10
	Key Stage 3	10	40	33	17
	Key Stage 4	11	40	34	14
	Post-16	50	-	-	-
	School	11	43	31	14
3.4 Teachers' expectations	Under Five	100	-	-	-
	Key Stage 1	33	39	11	17
	Key Stage 2	27	42	22	8
	Key Stage 3	12	39	33	17
	Key Stage 4	13	42	32	12
	Post-16	-	50	50	-
	School	14	38	34	14
3.5 Effectiveness of teaching methods	Under Five	100	-	-	-
	Key Stage 1	17	61	6	17
	Key Stage 2	24	47	22	7
	Key Stage 3	9	37	38	17
	Key Stage 4	11	40	36	12
	Post-16	-	50	50	-
	School	12	38	38	12
3.6 Management of pupils	Under Five	100	-	-	-
	Key Stage 1	50	28	11	11
	Key Stage 2	32	47	15	5
	Key Stage 3	26	36	15	23
	Key Stage 4	27	40	16	16
	Post-16	50	50	-	-
	School	29	38	17	16

- represents no schools

0 represents less than 0.5 per cent of schools

1. Figures may not sum to 100 due to rounding

2. The grades in bold are common to both full and short inspections

3. Source of data: Ofsted

Table 3.2.4 contd: Summary of Inspection Grades, Full Inspections Only

Main Type of SEN: EBD

Schools Inspected Under Framework since January 2000

Percentage of Schools

		Very Good	Good	Some Improvement Required	Substantial Improvement Required
How well are pupils and students taught? continued					
3.7	Use of time, support staff and resources				
	Under Five	100	-	-	-
	Key Stage 1	33	39	22	6
	Key Stage 2	19	46	29	7
	Key Stage 3	17	37	32	15
	Key Stage 4	18	38	30	13
	Post-16	50	-	50	-
	School	15	42	30	13
3.8	Quality and use of ongoing assessment				
	Under Five	100	-	-	-
	Key Stage 1	11	22	50	17
	Key Stage 2	8	31	37	24
	Key Stage 3	8	21	44	27
	Key Stage 4	8	24	41	26
	Post-16	-	50	-	50
	School	7	22	43	27
3.9	Use of homework				
	Under Five	100	-	-	-
	Key Stage 1	6	-	76	18
	Key Stage 2	4	16	65	16
	Key Stage 3	1	10	52	37
	Key Stage 4	1	10	52	37
	Post-16	-	-	100	-
	School	2	10	56	32
3B	Learning				
	Under Five	100	-	-	-
	Key Stage 1	11	61	11	17
	Key Stage 2	14	61	15	10
	Key Stage 3	5	48	31	17
	Key Stage 4	5	53	28	14
	Post-16	-	50	50	-
	School	6	52	27	15
3.10	Acquisition of skills, knowledge and understanding				
	Under Five	100	-	-	-
	Key Stage 1	22	56	11	11
	Key Stage 2	17	54	20	8
	Key Stage 3	5	47	33	16
	Key Stage 4	7	49	30	13
	Post-16	-	50	50	-
	School	7	50	30	14
3.11	Pupils' intellectual, physical or creative effort				
	Under Five	100	-	-	-
	Key Stage 1	22	44	22	11
	Key Stage 2	25	41	29	5
	Key Stage 3	13	39	36	13
	Key Stage 4	14	41	32	12
	Post-16	-	100	-	-
	School	12	46	30	12
3.12	Productivity and pace of working				
	Under Five	100	-	-	-
	Key Stage 1	11	56	17	17
	Key Stage 2	10	54	29	7
	Key Stage 3	5	32	46	17
	Key Stage 4	5	36	43	15
	Post-16	-	50	50	-
	School	6	39	42	14

- represents no schools

0 represents less than 0.5 per cent of schools

1. Figures may not sum to 100 due to rounding

2. The grades in bold are common to both full and short inspections

3. Source of data: Ofsted

Table 3.2.4 contd: Summary of Inspection Grades, Full Inspections Only

Main Type of SEN: EBD

Schools Inspected Under Framework since January 2000

Percentage of Schools

		Very Good	Good	Some Improvement Required	Substantial Improvement Required
How well are pupils and students taught? continued					
3.13	Pupils' interest, concentration and independence	Under Five	100	-	-
		Key Stage 1	33	33	22
		Key Stage 2	8	56	31
		Key Stage 3	6	36	38
		Key Stage 4	8	38	37
		Post-16	-	50	50
		School	6	44	37
3.14	Pupils' own knowledge of their learning	Under Five	100	-	-
		Key Stage 1	11	33	39
		Key Stage 2	10	34	40
		Key Stage 3	5	28	44
		Key Stage 4	8	35	36
		Post-16	50	-	-
		School	8	32	40
3.15.	How well pupils with SEN learn	Under Five	100	-	-
		Key Stage 1	6	61	22
		Key Stage 2	13	54	25
		Key Stage 3	9	40	33
		Key Stage 4	9	44	29
		Post-16	-	50	50
		School	8	45	32
3.16	How well pupils with EAL learn	Under Five	-	-	-
		Key Stage 1	-	75	25
		Key Stage 2	-	71	29
		Key Stage 3	13	25	25
		Key Stage 4	14	43	14
		Post-16	-	-	-
		School	8	46	23
How high are the standards?					
2A	Standards of work seen	Under Five	-	-	-
		Key Stage 1	-	11	-
		Key Stage 2	-	5	-
		Key Stage 3	-	2	2
		Key Stage 4	-	2	1
		Post-16	-	-	-
		School	-	3	1
2B	How well pupils achieve	Under Five	100	-	-
		Key Stage 1	6	67	11
		Key Stage 2	8	61	19
		Key Stage 3	4	41	38
		Key Stage 4	4	47	31
		Post-16	-	67	33
		School	5	50	30
2.1	Attainment in English	Under Five	-	-	-
		Key Stage 1	-	-	6
		Key Stage 2	-	2	-
		Key Stage 3	-	5	3
		Key Stage 4	-	7	-
		School	-	5	1

- represents no schools

0 represents less than 0.5 per cent of schools

1. Figures may not sum to 100 due to rounding

2. The grades in bold are common to both full and short inspections

3. Source of data: Ofsted

Table 3.2.4 contd: Summary of Inspection Grades, Full Inspections Only

Main Type of SEN: EBD

Schools Inspected Under Framework since January 2000

Percentage of Schools

		Very Good	Good	Some Improvement Required	Substantial Improvement Required
How high are the standards? continued					
2.2	Attainment in mathematics				
	Under Five	-	-	-	100
	Key Stage 1	-	-	6	94
	Key Stage 2	-	2	3	95
	Key Stage 3	1	5	4	90
	Key Stage 4	1	5	4	90
	School	1	4	4	91
2.3	Attainment in science				
	Key Stage 1	-	5	-	95
	Key Stage 2	-	2	3	95
	Key Stage 3	2	4	3	91
	Key Stage 4	4	1	6	89
	School	-	4	4	92
2.4	Progress made by pupils with SEN				
	Under Five	100	-	-	-
	Key Stage 1	6	53	24	18
	Key Stage 2	10	53	24	12
	Key Stage 3	6	38	37	18
	Key Stage 4	6	40	38	16
	Post-16	-	50	50	-
	School	6	43	35	16
2.5	Progress made by pupils with EAL				
	Under Five	-	-	-	-
	Key Stage 1	-	100	-	-
	Key Stage 2	-	86	14	-
	Key Stage 3	13	38	25	25
	Key Stage 4	13	38	25	25
	Post-16	-	-	-	0
	School	15	54	15	15
2.6	Progress made by gifted and talented pupils				
	Under Five	100	-	-	-
	Key Stage 1	100	-	-	-
	Key Stage 2	33	-	33	33
	Key Stage 3	11	33	33	22
	Key Stage 4	11	33	33	22
	Post-16	-	-	-	-
	School	20	30	30	20
2C	Attitudes to the school	22	43	24	11
2D	Behaviour, including the incidence of exclusions	15	42	23	20
2E	Personal development and relationships	27	37	22	14
2F	Attendance	13	23	22	42
2.7	Enthusiasm for school	22	41	25	12
2.8	Interest and involvement in activities	15	52	26	8
2.9	Behaviour	16	42	23	19
2.10	Absence of oppressive behaviour, including bullying, sexism and racism	17	26	37	20

- represents no schools

0 represents less than 0.5 per cent of schools

1. Figures may not sum to 100 due to rounding

2. The grades in bold are common to both full and short inspections

3. Source of data: Ofsted

Table 3.2.4 contd: Summary of Inspection Grades, Full Inspections Only

Main Type of SEN: EBD

Schools Inspected Under Framework since January 2000

Percentage of Schools

		Very Good	Good	Some Improvement Required	Substantial Improvement Required
How high are the standards? continued					
2.11	Pupils' understanding of the impact of their actions on others	18	35	32	15
2.12	Respect for feelings, values and beliefs	11	39	31	19
2.13	Initiative and personal responsibility	9	33	39	19
2.14	Relationships	39	27	23	10
How good are curricular and other opportunities?					
4A	The quality and range of learning opportunities				
	Under Five	100	-	-	-
	Key Stage 1	17	44	28	11
	Key Stage 2	15	39	32	14
	Key Stage 3	11	27	37	25
	Key Stage 4	10	30	36	24
	Post-16	67	-	33	-
	School	10	33	34	23
4B	Appropriate statutory curriculum in place				
	Under Five	-	100	-	-
	Key Stage 1	6	22	67	6
	Key Stage 2	4	22	59	15
	Key Stage 3	3	6	48	42
	Key Stage 4	4	7	54	34
	Post-16	50	-	50	-
	School	5	11	51	33
4.1	Breadth, balance and relevance of the whole curriculum				
	Under Five	-	100	-	-
	Key Stage 1	6	50	33	11
	Key Stage 2	8	42	32	17
	Key Stage 3	8	25	40	27
	Key Stage 4	8	27	40	25
	Post-16	67	-	-	33
	School	7	30	40	23
4.2	Provision for pupils with special educational needs				
	Under Five	100	-	-	-
	Key Stage 1	11	61	17	11
	Key Stage 2	7	53	28	12
	Key Stage 3	8	28	42	21
	Key Stage 4	8	28	41	23
	Post-16	33	33	33	-
	School	8	35	38	19
4.3	Effectiveness of strategies for teaching literacy skills	5	42	36	17
4.4	Effectiveness of strategies for teaching numeracy skills	6	38	38	18
4.5	Provision for extra-curricular activities	32	30	25	14
4.6	Equality of access and opportunity	14	36	37	14
4.7	Provision for personal, social and health education	26	34	26	14
4.8	Careers and vocational education (SEC only)	23	38	34	5
4.9	Contribution of the community to pupils' learning	18	43	32	6

- represents no schools

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2. The grades in bold are common to both full and short inspections

3. Source of data: Ofsted

Table 3.2.4 contd: Summary of Inspection Grades, Full Inspections Only

Main Type of SEN: EBD

Schools Inspected Under Framework since January 2000

Percentage of Schools

	Very Good	Good	Some Improvement Required	Substantial Improvement Required
How good are curricular and other opportunities? continued				
4.10 Constructiveness of relationships with partner institutions	18	34	39	10
4C Provision personal, including SMSC development	25	38	25	13
4.11 Provision for pupils' spiritual development	14	27	35	24
4.12 Provision for pupils' moral development	38	38	14	9
4.13 Provision for pupils' social development	41	35	14	10
4.14 Provision for pupils' cultural development	11	34	37	18
How well does the school care for its pupils and students?				
5A Procedures for child protection and ensuring pupils' welfare	34	32	23	11
5B Monitoring of pupils' academic performance and personal development	10	32	35	22
5C Educational and personal support and guidance for pupils	21	40	26	14
5.1 Procedures for monitoring and improving attendance	25	38	24	14
5.2 Procedures for monitoring and promoting good behaviour	38	33	14	14
5.3 Procedures for monitoring and eliminating oppressive behaviour	33	37	17	14
5.4 Procedures for assessing pupils' attainment and progress	7	30	39	24
5.5 Use of assessment information to guide curricular planning	4	17	38	41
5.6 Procedures for monitoring and supporting pupils' academic progress	9	21	43	27
5.7 Procedures for monitoring and supporting pupils' personal development	32	39	18	10
5.8 Day/residential provision (where relevant or as outlined in statements of SEN)	30	23	38	9
How well does the school work in partnership with parents?				
6A Parents' views of the school	34	46	17	2
6B The effectiveness of the school's links with parents	25	33	35	7
6C The impact of parents' involvement on the work of the school	3	19	50	28
6.1 The quality of information provided for parents, particularly about pupils' progress	19	30	40	11
6.2 Contribution of parents to children's learning at school and at home	3	14	60	23

- represents no schools

0 represents less than 0.5 per cent of schools

1. Figures may not sum to 100 due to rounding

2. The grades in bold are common to both full and short inspections

3. Source of data: Ofsted

Table 3.2.4 contd: Summary of Inspection Grades, Full Inspections Only

Main Type of SEN: EBD

Schools Inspected Under Framework since January 2000

Percentage of Schools

	Very Good	Good	Some Improvement Required	Substantial Improvement Required
How well is the school led and managed?				
7A The leadership and management of the head teacher and key staff	26	38	19	17
7B The effectiveness of the governing body in fulfilling its responsibilities	16	29	34	21
7C Monitoring and evaluation of the schools' performance and taking effective action	13	38	26	23
7D Strategic use of resources, including specific grant and other funding	15	41	30	14
7E The extent to which the principles of best value are applied	12	30	40	18
7F Adequacy of staffing, accommodation and learning resources	7	32	43	18
7.1 Leadership ensures clear educational direction	37	26	22	15
7.2 Reflection of the school's aims and values in its work	37	32	16	15
7.3 Delegation and the contribution of staff with management responsibilities	17	31	28	24
7.4 Effectiveness of governing body in fulfilling statutory duties	13	28	37	22
7.5 Governors' role in shaping the direction of the school	16	32	35	18
7.6 Governors' understanding of the strengths and weaknesses of the school	18	36	23	23
7.7 The monitoring, evaluation and development of teaching	12	34	30	24
7.8 The school's strategy for appraisal and performance management	19	27	40	15
7.9 The appropriateness of the school's priorities for development	22	43	20	15
7.10 The action taken to meet the school's targets	20	37	27	16
7.11 Shared commitment to improvement and capacity to succeed	34	34	18	14
7.12 Induction of staff new to the school and effectiveness of provision, or potential, for training of new teachers	15	36	31	18
7.13 Educational priorities are supported through the school's financial planning	19	37	31	13

- represents no schools

0 represents less than 0.5 per cent of schools

1. Figures may not sum to 100 due to rounding

2. The grades in bold are common to both full and short inspections

3. Source of data: Ofsted

Table 3.2.4 contd: Summary of Inspection Grades, Full Inspections Only

Main Type of SEN: EBD

Schools Inspected Under Framework since January 2000

Percentage of Schools

	Very Good	Good	Some Improvement Required	Substantial Improvement Required
How well is the school led and managed? continued				
7.14 Effectiveness of the school's use of new technology	14	31	41	14
7.15 Specific grant is used effectively for its designated purpose(s)	13	47	33	7
7.16 Match of teachers and support staff to the demands of the curriculum	13	30	39	18
7.17 Adequacy of accommodation	14	28	36	22
7.18 Adequacy of learning resources	4	33	50	13
What sort of school is it?				
1A The school's socio-economic circumstances	-	-	6	94
1B Pupils' attainment on entry	-	-	1	99
1D Improvement since last inspection	20	31	28	21
1C Overall effectiveness of the school	15	36	29	20
1E Value for money provided by the school	15	30	31	24
1F Cost effectiveness of post 16 provision (schools with sixth forms only)	-	-	-	-

- represents no schools

0 represents less than 0.5 per cent of schools

1. Figures may not sum to 100 due to rounding

2. The grades in bold are common to both full and short inspections

3. Source of data: Ofsted

4. EXCLUSIONS

Unfortunately we are unable to include analysis of exclusion data from the 2003 Annual Schools Census in this report.

Tables 4.1 to 4.3 show exclusion figures that have been derived from information collected during the DfES Annual Schools' Census. The figures are for 1999/2000.

Table 4.1: Exclusions by Gender

Special Needs Classification	Total Number of Exclusions	Number of Schools Where Exclusions Occurred	Exclusions 1999/00 as a Percentage ¹ of Pupils on Roll		
			Boys	Girls	Boys and Girls
Autism	4	4	0.09	0.08	0.08
Emotional and behavioural difficulties	179	95	1.45	1.01	1.40
Hearing impairment	8	7	0.49	0.21	0.37
Hospital schools	-	-	-	-	-
Moderate learning difficulties	120	85	0.49	0.06	0.35
Physical difficulties	5	4	0.10	0.04	0.07
Profound and multiple learning difficulties	-	-	-	-	-
Severe learning difficulties	22	22	0.12	0.04	0.09
Specific learning difficulties	2	1	0.11	-	0.09
Speech and language disorders	3	3	0.15	-	0.11
Visual impairment	1	1	-	0.18	0.07
All Special Schools	356	233	0.48	0.09	0.36

- represents no percentage / pupils / schools

1. Percentages based on 2000 Number on Roll figures

2. Source of data: DfES Exclusions 1999/00 data on Annual Schools' Census, January 2001

Table 4.1 shows permanent exclusions by gender for each grouping of special school. It shows that girls are less likely to be excluded in general and that overall, boys were excluded more than five times as often as girls.

Table 4.2: Exclusions by Age

Special Needs Classification	Number of Total Excluded by Age			
	Age 4 to 7	Age 8 to 11	Age 12 to 15	Age 16+
Autism	-	1	3	-
Emotional and behavioural difficulties	-	27	148	4
Hearing impairment	-	-	6	2
Hospital schools	-	-	-	-
Moderate learning difficulties	1	23	91	5
Physical difficulties	-	2	3	-
Profound and multiple learning difficulties	-	-	-	-
Severe learning difficulties	1	3	12	6
Specific learning difficulties	-	-	2	-
Speech and language disorders	-	1	2	-
Visual impairment	-	-	1	-
All Special Schools	3	61	274	18

- represents no pupils

1. Source of data: DfES Exclusions 1999/00 data on Annual Schools' Census, January 2001

Table 4.2 shows the number of permanent exclusions, by age range, for each grouping of special school. The majority of exclusions occur in the 12 to 15 age range.

Table 4.3: Incidence of Permanent Exclusions by Type of School

Percentage of schools

Type of Special School	Occurrence						
	0	1	2	3	4	5	6 or more
AUTISM	94	6	-	-	-	-	-
EBD	64	17	12	3	2	1	0
HEARING	73	23	4	-	-	-	-
HOSPITAL	100	-	-	-	-	-	-
MLD	72	20	5	2	0	0	-
PD	96	3	1	-	-	-	-
PMLD	100	-	-	-	-	-	-
SLD	94	6	-	-	-	-	-
SpecLD	96	-	4	-	-	-	-
SD	91	9	-	-	-	-	-
VISUAL	94	6	-	-	-	-	-
All Special Schools	81	12	4	1	1	0	0

- represents no schools

0 represents schools but less than 0.5 per cent

1. Source of data: DfEs Exclusions 1999/00 data on Annual Schools' Census, January 2001

As can be seen from Table 4.3 over four fifths of special schools made no permanent exclusions during 1999/2000; just over one tenth of schools permanently excluded one pupil and under one tenth excluded 2 or more pupils over the same period.

5. ATTENDANCE

The following tables provide a detailed national picture of attendance in special schools, together with levels of authorised and unauthorised absence.

The tables allow schools to compare their attendance levels against national levels for schools in the same grouping, and against schools overall. The figures in this section are based on information collected by the DfES for School Performance Tables. The tables show only the types of SEN provision where ten or more schools' data is available.

Table 5.1: Attendance and Authorised & Unauthorised Absence in All Special Schools by Main Type of SEN Provision¹

	Year 2002 / 2003											
	AUTISM	EBD	HEARING	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	VISUAL	All Special Schools
Percentage of half days where pupils were in attendance	92.3	81.1	92.6	-	90.0	89.0	88.3	90.7	89.3	92.1	89.1	89.4
Percentage of half days missed due to authorised absence	6.9	11.2	6.2	-	8.2	10.5	11.0	8.7	8.7	6.9	10.6	8.7
Percentage of half days missed due to unauthorised absence	0.8	7.7	1.2	-	1.8	0.4	0.7	0.5	2.0	1.1	0.3	1.9
Average number of half days missed by pupils who were absent with authorisation	22.6	33.6	20.2	-	26.4	32.6	33.7	28.1	27.1	22.1	32.2	27.7
Average number of half days missed by pupils who were absent without authorisation	16.4	36.5	12.1	-	18.9	13.3	18.1	12.8	22.7	16.4	8.2	21.9

1. Source of data: School Performance Information: Absence Return 2002/2003, DfES

Table 5.1 shows national figures for pupil attendance, authorised and unauthorised absence by each school grouping and for all special schools.

Table 5.2: Attendance and Authorised & Unauthorised Absence in Boarding Schools by Main Type of SEN Provision¹

	AUTISM	EBD	HEARING	HOSPITAL	MLD	PD	SLD	SpecLD	SD	All Special Schools
Percentage of half days where pupils were in attendance	94.0	80.8	94.0	-	90.2	89.7	91.1	87.1	93.6	88.1
Percentage of half days missed due to authorised absence	5.3	10.5	5.6	-	8.2	9.9	8.6	10.3	6.4	8.9
Percentage of half days missed due to unauthorised absence	0.7	8.7	0.4	-	1.7	0.4	0.2	2.5	0.0	3.0
Average number of half days missed by pupils who were absent with authorisation	19.0	33.7	18.6	-	26.4	31.3	28.2	32.7	19.9	28.8
Average number of half days missed by pupils who were absent without authorisation	17.0	43.3	7.0	-	20.0	12.9	16.3	27.8	4.0	30.8

1. Source of data: School Performance Information: Absence Return 2002/2003, DfES

Table 5.2 shows national figures for pupil attendance, authorised and unauthorised absence by each school grouping and for all special schools with boarding provision.

Table 5.3: Attendance and Authorised & Unauthorised Absence in Non-Boarding Schools by Main Type of SEN Provision¹

	AUTISM	EBD	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	All Special Schools
Percentage of half days where pupils were in attendance	91.8	81.2	-	90.0	88.9	88.9	90.7	90.6	91.6	89.5
Percentage of half days missed due to authorised absence	7.4	11.5	-	8.2	10.7	10.7	8.8	7.7	7.0	8.7
Percentage of half days missed due to unauthorised absence	0.8	7.3	-	1.8	0.4	0.5	0.5	1.7	1.4	1.7
Average number of half days missed by pupils who were absent with authorisation	23.6	33.5	-	26.4	32.9	32.6	28.0	23.8	22.9	27.6
Average number of half days missed by pupils who were absent without authorisation	16.2	34.0	-	18.8	13.4	14.3	12.8	19.4	16.9	20.6

1. Source of data: School Performance Information: Absence Return 2002/2003, DfES

Table 5.3 shows national figures for pupil attendance, authorised and unauthorised absence by each school grouping and for all special schools without boarding provision.

These three tables indicate that average attendances are close to 90 per cent. In non-boarding schools, authorised absence ranges between 7.0 and 11.5 percent, while unauthorised absence ranges between 0.4 and 7.3 per cent.

6. THE CURRICULUM

6.1 Length of taught week

This section displays the length of the taught week for pupils aged 7, 11, 14 and 15 at the start of the academic year in special schools. Based on information collected on the Headteacher's Forms for schools inspected between April 1997 and July 2003, Tables 6.1.1 to 6.1.4 show, for each age bracket, by school type, the percentage of schools providing taught weeks across a range of hours per week.

Table 6.1.1: The Length of the Taught Week for 7 year old Pupils by Type of School

Number of Hours per Week	Percentage of Schools											
	AUTISM	EBD	HEARING	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	VISUAL	All Special Schools
Below 20	4	2	-	-	6	2	24	6	38	-	-	6
20	-	7	-	-	1	9	5	3	-	9	-	3
21	7	7	-	-	8	15	5	4	-	-	-	6
22	29	20	50	50	25	26	10	14	13	18	-	20
23	14	30	33	50	34	28	10	23	13	27	71	28
24	25	23	-	-	22	15	5	21	13	9	14	19
25	11	5	17	-	3	-	24	12	-	18	14	8
26	4	2	-	-	2	-	10	12	-	18	-	6
27	4	-	-	-	-	2	5	2	25	-	-	2
More than 27	4	5	-	-	1	2	5	4	-	-	-	3
TOTAL	100	100	100	100	100	100	100	100	100	100	100	100
21 or more	96	91	100	100	94	89	71	91	63	91	100	91
22 or more	89	84	100	100	86	74	67	88	63	91	100	85

- represents no schools

0 represents some schools but less than 0.5 per cent

1. Source of data: HEADTEACHER'S FORMS for schools inspected from April 1997 to July 2003

Table 6.1.2: The Length of the Taught Week for 11 year old Pupils by Type of School

Number of Hours per Week	Percentage of Schools											
	AUTISM	EBD	HEARING	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	VISUAL	All Special Schools
Below 20	-	1	-	-	5	2	18	4	16	-	-	4
20	-	2	-	-	-	2	4	0	5	8	-	1
21	3	7	-	10	5	11	7	5	-	-	-	5
22	21	8	-	40	16	11	11	8	-	8	-	12
23	14	29	43	40	32	41	7	19	26	23	38	26
24	38	37	43	10	36	23	7	30	21	23	50	32
25	10	10	-	-	4	2	21	13	16	23	13	9
26	7	3	14	-	2	2	18	14	5	15	-	7
27	3	1	-	-	-	2	4	1	11	-	-	1
More than 27	3	2	-	-	0	2	4	4	-	-	-	2
TOTAL	100	100	100	100	100	100	100	100	100	100	100	100
23 or more	76	82	100	50	75	73	61	82	79	85	100	77
24 or more	62	54	57	10	43	32	54	63	53	62	63	51

- represents no schools

0 represents some schools but less than 0.5 per cent

1. Source of data: HEADTEACHER'S FORMS for schools inspected from April 1997 to July 2003

Table 6.1.3: The Length of the Taught Week for 14 year old Pupils by Type of School

Number of Hours per Week	Percentage of Schools											All Special Schools
	AUTISM	EBD	HEARING	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	VISUAL	
Below 20	-	3	-	6	3	2	5	8	10	-	-	4
20	-	1	-	6	-	2	-	1	5	-	-	1
21	-	4	-	13	2	7	-	1	-	-	-	2
22	-	7	-	25	7	10	5	5	-	13	-	6
23	20	19	-	38	21	22	16	16	19	25	33	20
24	30	34	25	6	45	29	16	24	33	13	33	34
25	15	22	50	-	18	17	21	22	14	25	33	19
26	20	6	25	6	4	5	32	18	5	25	-	10
27	10	2	-	-	-	2	-	2	14	-	-	2
More than 27	5	2	-	-	-	2	5	4	-	-	-	2
TOTAL	100	100	100	100	100	100	100	100	100	100	100	100
23 or more	100	85	100	50	89	78	89	85	86	88	100	87
24 or more	80	66	100	13	68	56	74	70	67	63	67	67

- represents no schools

0 represents some schools but less than 0.5 per cent

1. Source of data: HEADTEACHER'S FORMS for schools inspected from April 1997 to July 2003

Table 6.1.4: The Length of the Taught Week for 15 year old Pupils by Type of School

Number of Hours per Week	Percentage of Schools											All Special Schools
	AUTISM	EBD	HEARING	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	VISUAL	
Below 20	-	4	-	-	3	2	6	7	13	-	-	4
20	-	1	-	8	-	2	-	1	6	-	-	1
21	-	3	-	17	1	7	-	2	-	-	-	2
22	-	7	-	33	6	7	6	6	-	-	-	6
23	22	16	-	25	21	20	6	14	19	17	33	18
24	28	32	25	8	43	34	18	22	38	17	33	33
25	17	28	50	-	21	17	24	23	19	33	33	22
26	28	6	25	8	4	5	35	18	-	33	-	10
27	6	2	-	-	0	2	-	3	6	-	-	2
More than 27	-	2	-	-	-	2	6	4	-	-	-	2
TOTAL	100	100	100	100	100	100	100	100	100	100	100	100
23 or more	100	86	100	42	90	80	88	85	81	100	100	87
24 or more	78	70	100	17	68	61	82	71	63	83	67	69

- represents no schools

0 represents some schools but less than 0.5 per cent

1. Source of data: HEADTEACHER'S FORMS for schools inspected from April 1997 to July 2003

7. ATTAINMENT

7.1 National Curriculum assessment

Tables 7.1.1 to 7.1.8 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 Visual Impairment schools at 33 per cent, and the highest percentage in Mathematics, also at 33 per cent. EBD schools scored the highest in Science with 32 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, no Key Stage data are 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 7.1.1: 2003 English Teacher Assessment at Key Stage One (Age 7)

		Percentage of Pupils Achieving Each Level									
		X	A	D	W	1	2	3	4	2+	3+
ENGLISH	All Special Schools	17	-	-	73	8	2	0	0	2	0
	Autism	18	-	-	74	6	2	0	0	2	0
	Emotional and behavioural difficulties	5	-	-	43	31	19	2	0	21	2
	Hearing impairment	0	-	-	41	50	9	0	0	9	0
	Moderate learning difficulties	5	-	-	83	11	1	0	0	1	0
	Physical difficulties	12	-	-	69	12	6	1	0	6	1
	Profound and multiple learning difficulties	24	-	-	74	1	0	0	0	0	0
	Severe learning difficulties	32	-	-	66	1	0	0	0	0	0
	Specific learning difficulties	30	-	-	63	5	1	0	0	1	0
	Speech and language disorders	0	-	-	75	21	4	0	0	4	0
	Visual impairment	33	-	-	17	17	33	0	0	33	0
Reading	All Special Schools	-	0	17	72	9	3	0	0	3	0
	Autism	-	0	17	73	7	1	1	0	3	1
	Emotional and behavioural difficulties	-	0	5	45	28	20	2	1	23	3
	Hearing impairment	-	0	0	36	52	11	0	0	11	0
	Moderate learning difficulties	-	0	5	81	11	3	0	0	3	0
	Physical difficulties	-	1	11	69	13	6	1	0	7	1
	Profound and multiple learning difficulties	-	0	24	74	1	0	0	0	0	0
	Severe learning difficulties	-	0	32	65	2	0	0	0	0	0
	Specific learning difficulties	-	0	30	63	5	1	0	0	1	0
	Speech and language disorders	-	0	0	72	21	7	0	0	7	0
	Visual impairment	-	0	33	17	17	33	0	0	33	0
Speaking and Listening	All Special Schools	-	0	17	69	10	3	0	0	3	0
	Autism	-	0	17	71	8	3	0	0	3	0
	Emotional and behavioural difficulties	-	0	5	31	33	25	5	1	31	6
	Hearing impairment	-	0	7	41	45	7	0	0	7	0
	Moderate learning difficulties	-	0	5	78	15	2	0	0	2	0
	Physical difficulties	-	1	11	65	15	7	1	0	8	1
	Profound and multiple learning difficulties	-	0	24	74	1	0	0	0	0	0
	Severe learning difficulties	-	0	32	65	2	0	0	0	0	0
	Specific learning difficulties	-	0	30	58	10	3	0	0	3	0
	Speech and language disorders	-	0	0	71	25	4	0	0	4	0
	Visual impairment	-	0	33	8	25	33	0	0	33	0
Writing	All Special Schools	-	0	17	75	6	1	0	0	1	0
	Autism	-	0	17	76	5	2	0	0	2	0
	Emotional and behavioural difficulties	-	0	5	49	31	15	1	0	16	1
	Hearing impairment	-	0	0	52	41	7	0	0	7	0
	Moderate learning difficulties	-	0	5	87	7	1	0	0	1	0
	Physical difficulties	-	1	11	73	12	3	0	0	3	0
	Profound and multiple learning difficulties	-	0	24	74	1	0	0	0	0	0
	Severe learning difficulties	-	0	32	67	1	0	0	0	0	0
	Specific learning difficulties	-	0	30	64	4	1	0	0	1	0
	Speech and language disorders	-	0	0	77	23	0	0	0	0	0
	Visual impairment	-	0	33	25	8	33	0	0	33	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 7.1.2: 2003 Mathematics Teacher Assessment at Key Stage One (Age 7)

		Percentage of Pupils Achieving Each Level									
		X	A	D	W	1	2	3	4	2+	3+
MATHEMATICS	All Special Schools	17	-	-	68	12	4	0	0	4	0
	Autism	18	-	-	66	14	3	0	0	3	0
	Emotional and behavioural difficulties	5	-	-	26	35	30	4	0	34	4
	Hearing impairment	0	-	-	23	34	43	0	0	43	0
	Moderate learning difficulties	5	-	-	75	18	3	0	0	3	0
	Physical difficulties	12	-	-	66	16	6	0	0	6	0
	Profound and multiple learning difficulties	24	-	-	74	1	0	0	0	0	0
	Severe learning difficulties	32	-	-	65	3	0	0	0	0	0
	Specific learning difficulties	30	-	-	58	10	3	0	0	3	0
	Speech and language disorders	0	-	-	65	31	4	0	0	4	0
	Visual impairment	33	-	-	8	25	33	0	0	33	0
Number and Algebra	All Special Schools	-	0	17	68	12	4	0	0	4	0
	Autism	-	0	17	66	14	3	0	0	3	0
	Emotional and behavioural difficulties	-	0	5	26	33	32	4	0	36	4
	Hearing impairment	-	0	0	23	34	43	0	0	43	0
	Moderate learning difficulties	-	0	5	75	18	3	0	0	3	0
	Physical difficulties	-	1	11	66	16	6	0	0	6	0
	Profound and multiple learning difficulties	-	0	24	74	1	0	0	0	0	0
	Severe learning difficulties	-	0	32	65	3	0	0	0	0	0
	Specific learning difficulties	-	0	30	58	10	3	0	0	3	0
	Speech and language disorders	-	0	0	65	31	4	0	0	4	0
	Visual impairment	-	0	33	8	25	33	0	0	33	0
Shape, Space and Measure	All Special Schools	-	0	17	69	11	3	0	0	3	0
	Autism	-	0	17	72	8	1	0	0	2	0
	Emotional and behavioural difficulties	-	0	5	27	43	24	2	0	26	2
	Hearing impairment	-	0	0	23	55	23	0	0	23	0
	Moderate learning difficulties	-	0	5	77	15	2	0	0	2	0
	Physical difficulties	-	1	11	65	17	6	0	0	6	0
	Profound and multiple learning difficulties	-	0	24	74	1	0	0	0	0	0
	Severe learning difficulties	-	0	32	65	2	0	0	0	0	0
	Specific learning difficulties	-	0	30	58	11	1	0	0	1	0
	Speech and language disorders	-	0	0	69	27	4	0	0	4	0
	Visual impairment	-	0	33	17	17	33	0	0	33	0
Using and Applying	All Special Schools	-	0	17	71	9	3	0	0	3	0
	Autism	-	0	17	75	6	2	0	0	2	0
	Emotional and behavioural difficulties	-	0	5	33	31	29	2	0	31	2
	Hearing impairment	-	0	0	23	64	14	0	0	14	0
	Moderate learning difficulties	-	0	5	81	12	2	0	0	2	0
	Physical difficulties	-	1	11	67	15	5	0	0	5	0
	Profound and multiple learning difficulties	-	0	24	74	1	0	0	0	0	0
	Severe learning difficulties	-	0	32	66	2	0	0	0	0	0
	Specific learning difficulties	-	0	30	55	14	1	0	0	1	0
	Speech and language disorders	-	0	0	72	24	4	0	0	4	0
	Visual impairment	-	0	33	17	25	25	0	0	25	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 7.1.3: 2003 Science Teacher Assessment at Key Stage One (Age 7)

		Percentage of Pupils Achieving Each Level									
		X	A	D	W	1	2	3	4	2+	3+
SCIENCE	All Special Schools	17	-	-	70	10	2	0	0	3	0
	Autism	18	-	-	72	10	0	0	0	0	0
	Emotional and behavioural difficulties	6	-	-	28	32	31	2	0	34	2
	Hearing impairment	0	-	-	25	66	9	0	0	9	0
	Moderate learning difficulties	5	-	-	79	14	1	0	0	1	0
	Physical difficulties	12	-	-	66	17	5	1	0	6	1
	Profound and multiple learning difficulties	24	-	-	76	0	0	0	0	0	0
	Severe learning difficulties	32	-	-	66	1	0	0	0	0	0
	Specific learning difficulties	30	-	-	52	15	3	0	0	3	0
	Speech and language disorders	0	-	-	68	29	3	0	0	3	0
	Visual impairment	33	-	-	8	33	25	0	0	25	0
Experimental and Investigative Science	All Special Schools	-	0	17	71	10	2	0	0	2	0
	Autism	-	0	17	73	9	0	0	0	0	0
	Emotional and behavioural difficulties	-	2	5	31	31	29	2	0	31	2
	Hearing impairment	-	0	0	27	66	7	0	0	7	0
	Moderate learning difficulties	-	0	5	81	13	1	0	0	1	0
	Physical difficulties	-	1	11	66	16	4	1	0	5	1
	Profound and multiple learning difficulties	-	0	24	76	0	0	0	0	0	0
	Severe learning difficulties	-	0	32	67	1	0	0	0	0	0
	Specific learning difficulties	-	0	30	52	15	3	0	0	3	0
	Speech and language disorders	-	0	0	69	28	3	0	0	3	0
	Visual impairment	-	0	33	8	33	25	0	0	25	0
Life Processes and Living Things	All Special Schools	-	0	17	68	11	4	0	0	4	0
	Autism	-	0	17	69	11	2	0	0	2	0
	Emotional and behavioural difficulties	-	2	5	24	28	39	3	0	42	3
	Hearing impairment	-	0	0	27	36	36	0	0	36	0
	Moderate learning difficulties	-	0	5	75	18	2	0	0	2	0
	Physical difficulties	-	1	11	64	18	5	1	0	6	1
	Profound and multiple learning difficulties	-	0	24	74	1	0	0	0	0	0
	Severe learning difficulties	-	0	32	66	2	0	0	0	0	0
	Specific learning difficulties	-	0	30	51	18	1	0	0	1	0
	Speech and language disorders	-	0	0	64	33	3	0	0	3	0
	Visual impairment	-	0	33	8	33	25	0	0	25	0
Materials and their Properties	All Special Schools	-	0	17	70	9	3	0	0	4	0
	Autism	-	0	17	71	9	3	0	0	3	0
	Emotional and behavioural difficulties	-	2	5	27	30	31	6	0	37	6
	Hearing impairment	-	0	0	27	34	39	0	0	39	0
	Moderate learning difficulties	-	0	5	80	12	3	0	0	3	0
	Physical difficulties	-	1	11	67	15	5	1	0	6	1
	Profound and multiple learning difficulties	-	0	24	76	0	0	0	0	0	0
	Severe learning difficulties	-	0	32	67	1	0	0	0	0	0
	Specific learning difficulties	-	0	30	56	10	4	0	0	4	0
	Speech and language disorders	-	0	0	65	32	3	0	0	3	0
	Visual impairment	-	0	33	17	17	33	0	0	33	0
Physical Processes	All Special Schools	-	0	17	70	10	2	0	0	2	0
	Autism	-	0	17	71	11	0	0	0	0	0
	Emotional and behavioural difficulties	-	2	5	24	36	30	2	0	32	2
	Hearing impairment	-	0	0	27	68	5	0	0	5	0
	Moderate learning difficulties	-	0	5	80	14	1	0	0	1	0
	Physical difficulties	-	1	11	67	15	5	1	0	6	1
	Profound and multiple learning difficulties	-	0	24	76	0	0	0	0	0	0
	Severe learning difficulties	-	0	32	67	1	0	0	0	0	0
	Specific learning difficulties	-	0	30	56	12	1	0	0	1	0
	Speech and language disorders	-	0	0	68	29	3	0	0	3	0
	Visual impairment	-	0	33	8	33	25	0	0	25	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 7.1.4: 2003 Tests/Tasks at Key Stage One (Age 7)

		Percentage of Pupils Achieving Each Level											AVPTS	
		A	D	W	1	2C	2B	2A	3	4	2+	2B+		3+
READING	All Special Schools	1	27	62	7	2	1	1	0	-	3	2	0	4
	Autism	1	28	62	5	2	1	0	0	-	4	2	0	4
	Emotional and behavioural difficulties	0	5	39	34	10	3	6	2	-	22	12	2	8
	Hearing impairment	0	16	27	50	5	0	2	0	-	7	2	0	7
	Moderate learning difficulties	1	10	75	10	2	1	1	0	-	4	1	0	4
	Physical difficulties	0	22	62	10	1	2	2	0	-	6	5	0	5
	Profound and multiple learning difficulties	0	47	52	1	0	0	0	0	-	0	0	0	3
	Severe learning difficulties	0	46	51	2	0	0	0	0	-	0	0	0	3
	Specific learning difficulties	0	30	67	1	1	0	0	0	-	1	0	0	3
	Speech and language disorders	1	1	72	15	7	4	0	0	-	11	4	0	5
	Visual impairment	0	33	25	8	17	0	17	0	-	33	17	0	10
WRITING	All Special Schools	1	28	66	4	1	0	0	0	-	2	1	0	5
	Autism	1	33	63	2	1	0	0	0	-	1	0	0	5
	Emotional and behavioural difficulties	1	5	61	18	10	2	1	2	-	15	5	2	8
	Hearing impairment	0	16	45	25	11	0	2	0	-	14	2	0	7
	Moderate learning difficulties	1	12	82	3	1	0	0	0	-	1	0	0	4
	Physical difficulties	0	23	66	7	3	1	0	0	-	3	1	0	5
	Profound and multiple learning difficulties	0	42	57	0	1	0	0	0	-	1	0	0	3
	Severe learning difficulties	0	46	53	1	0	0	0	0	-	0	0	0	3
	Specific learning difficulties	1	30	66	3	0	0	0	0	-	0	0	0	4
	Speech and language disorders	1	1	80	15	3	0	0	0	-	3	0	0	5
	Visual impairment	0	33	17	17	8	25	0	0	-	33	25	0	12
MATHEMATICS	All Special Schools	1	28	58	9	2	1	1	0	-	4	2	0	4
	Autism	1	32	56	8	2	0	0	0	-	3	1	0	4
	Emotional and behavioural difficulties	2	6	28	33	12	4	12	5	-	32	20	5	10
	Hearing impairment	0	14	14	36	25	9	2	0	-	36	11	0	10
	Moderate learning difficulties	1	12	71	12	2	1	1	0	-	4	2	0	4
	Physical difficulties	0	27	53	12	5	2	2	0	-	8	3	0	5
	Profound and multiple learning difficulties	0	42	57	1	0	0	0	0	-	0	0	0	3
	Severe learning difficulties	0	47	50	2	0	0	0	0	-	0	0	0	3
	Specific learning difficulties	0	30	55	14	0	0	1	0	-	1	1	0	4
	Speech and language disorders	1	1	67	21	7	0	3	0	-	9	3	0	5
	Visual impairment	0	33	25	8	17	8	8	0	-	33	17	0	10

- 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

AVPTS represents the Average Points Score

1. Figures may not sum to 100 due to rounding

2. Source of data: DFES

Table 7.1.5: 2003 Teacher Assessment at Key Stage Two (Age 11)

		Percentage of Pupils Achieving Each Level										
		A	D	W	1	2	3	4	5	6	4+	5+
ENGLISH	All Special Schools	0	3	38	25	23	8	2	0	0	3	0
	Autism	0	1	56	20	17	5	1	0	0	1	0
	Emotional and behavioural difficulties	1	0	4	14	36	35	9	1	0	10	1
	Hearing impairment	1	1	11	34	36	12	5	0	0	5	0
	Hospital schools	0	0	0	100	0	0	0	0	0	0	0
	Moderate learning difficulties	0	0	26	39	30	4	0	0	0	0	0
	Physical difficulties	1	2	40	20	22	10	5	0	0	5	0
	Profound and multiple learning difficulties	0	16	67	8	5	4	0	0	0	0	0
	Severe learning difficulties	0	11	75	11	3	1	0	0	0	0	0
	Specific learning difficulties	1	6	27	14	20	19	12	0	0	12	0
	Speech and language disorders	0	0	22	28	40	6	3	0	0	3	0
	Visual impairment	0	0	7	33	13	17	23	7	0	30	7
	MATHEMATICS	All Special Schools	0	3	36	24	23	10	4	0	0	4
Autism		0	1	54	18	19	7	0	0	0	0	0
Emotional and behavioural difficulties		1	0	3	9	28	42	16	1	0	17	1
Hearing impairment		1	1	9	17	38	19	14	0	0	14	0
Hospital schools		0	0	0	100	0	0	0	0	0	0	0
Moderate learning difficulties		0	0	24	38	32	5	0	0	0	0	0
Physical difficulties		1	2	37	21	24	9	5	1	0	6	1
Profound and multiple learning difficulties		0	16	69	5	8	1	0	0	0	0	0
Severe learning difficulties		0	11	74	11	4	0	0	0	0	0	0
Specific learning difficulties		1	6	26	10	24	19	12	2	0	14	2
Speech and language disorders		0	0	21	28	31	14	5	1	0	6	1
Visual impairment		0	0	7	20	20	23	23	7	0	30	7
SCIENCE		All Special Schools	0	3	36	20	22	14	5	1	0	6
	Autism	0	1	55	13	20	9	2	0	0	2	0
	Emotional and behavioural difficulties	1	0	2	7	21	47	19	2	0	21	2
	Hearing impairment	1	1	8	20	38	19	12	1	0	13	1
	Hospital schools	0	0	0	0	100	0	0	0	0	0	0
	Moderate learning difficulties	0	0	23	31	33	10	2	0	0	3	0
	Physical difficulties	1	2	35	19	22	14	6	1	0	7	1
	Profound and multiple learning difficulties	0	16	68	4	5	7	0	0	0	0	0
	Severe learning difficulties	0	11	75	9	4	2	0	0	0	0	0
	Specific learning difficulties	1	6	26	5	17	23	19	3	0	22	3
	Speech and language disorders	0	0	15	22	33	22	7	1	0	8	1
	Visual impairment	0	0	13	23	13	7	37	7	0	43	7

- 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 7.1.6: 2003 Tests at Key Stage Two (Age 11)

		Percentage of Pupils Achieving Each Level											
		A	D	B	N	2	3	4	5	6	4+	5+	AVPTS
ENGLISH	All Special Schools	2	26	58	4	1	6	2	0	0	3	0	16
	Autism	0	37	55	2	1	5	0	0	0	0	0	15
	Emotional and behavioural difficulties	8	6	32	13	4	24	11	1	0	12	1	18
	Hearing impairment	1	6	78	1	1	9	4	0	0	4	0	16
	Hospital schools	0	0	0	0	100	0	0	0	0	0	0	15
	Moderate learning difficulties	1	17	75	4	1	2	0	0	0	0	0	15
	Physical difficulties	2	12	71	3	1	7	4	1	0	5	1	16
	Profound and multiple learning difficulties	0	61	36	0	0	1	2	0	0	2	0	16
	Severe learning difficulties	0	54	45	1	0	0	0	0	0	0	0	15
	Specific learning difficulties	4	22	36	8	3	18	9	0	0	10	0	18
	Speech and language disorders	1	5	75	9	1	7	3	0	0	3	0	16
	Visual impairment	0	13	34	3	6	3	22	19	0	41	19	22
	MATHEMATICS	All Special Schools	2	24	57	5	1	7	3	1	0	4	1
Autism		0	37	57	1	1	4	1	0	0	1	0	16
Emotional and behavioural difficulties		9	3	22	11	5	32	16	2	0	18	2	20
Hearing impairment		1	3	63	2	0	20	9	1	0	10	1	18
Hospital schools		0	0	0	100	0	0	0	0	0	0	0	15
Moderate learning difficulties		1	15	74	6	1	3	1	0	0	1	0	15
Physical difficulties		2	13	69	3	1	7	4	1	0	5	1	16
Profound and multiple learning difficulties		0	61	38	0	0	1	0	0	0	0	0	15
Severe learning difficulties		0	53	46	1	0	0	0	0	0	0	0	15
Specific learning difficulties		4	23	28	10	2	19	12	2	0	14	2	19
Speech and language disorders		2	3	67	9	3	10	5	1	0	7	1	17
Visual impairment		0	13	38	6	0	16	22	6	0	28	6	20
SCIENCE		All Special Schools	2	24	48	2	1	13	9	1	0	10	1
	Autism	1	37	44	4	2	9	4	0	0	4	0	17
	Emotional and behavioural difficulties	8	4	11	4	3	37	30	4	0	34	4	22
	Hearing impairment	1	3	55	2	0	19	18	1	0	19	1	19
	Hospital schools	0	0	0	0	0	50	50	0	0	50	0	24
	Moderate learning difficulties	2	13	61	3	2	13	5	0	0	5	0	17
	Physical difficulties	2	12	63	2	1	9	10	2	0	12	2	17
	Profound and multiple learning difficulties	0	61	33	0	0	1	5	0	0	5	0	17
	Severe learning difficulties	0	53	45	0	0	1	1	0	0	1	0	15
	Specific learning difficulties	2	22	22	4	0	19	27	4	0	31	4	22
	Speech and language disorders	1	3	52	0	0	25	18	1	0	19	1	19
	Visual impairment	3	13	34	0	3	9	16	22	0	38	22	23

- 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

AVPTS represents the Average Points Score

1. Figures may not sum to 100 due to rounding

2. Source of data: DFES

Table 7.1.7: 2003 Teacher Assessment at Key Stage Three (Age 14)

		Percentage of Pupils Achieving Each Level													
		A	D	W	1	2	3	4	5	6	7	8	EP	5+	6+
ENGLISH	All Special Schools	2	2	19	17	32	18	7	3	1	0	0	0	4	2
	Autism	1	0	25	14	36	20	3	2	0	0	0	0	2	0
	Emotional and behavioural difficulties	7	1	1	6	25	34	20	6	1	0	0	0	6	1
	Hearing impairment	1	0	11	16	24	15	23	6	4	1	0	0	11	5
	Hospital schools	0	0	0	0	1	3	17	29	33	17	0	0	79	50
	Moderate learning difficulties	1	1	9	23	46	17	2	0	0	0	0	0	0	0
	Physical difficulties	2	0	19	17	24	23	10	4	1	0	0	0	5	1
	Profound and multiple learning difficulties	0	0	56	10	11	11	2	5	5	0	0	0	10	5
	Severe learning difficulties	0	8	68	14	7	2	0	0	0	0	0	0	0	0
	Specific learning difficulties	1	11	11	12	20	21	15	6	1	0	0	0	7	1
	Speech and language disorders	1	1	5	17	35	24	14	4	0	0	0	0	4	0
	Visual impairment	2	0	5	3	17	17	21	23	12	2	0	0	36	14
MATHEMATICS	All Special Schools	2	2	18	13	26	23	11	4	1	1	0	0	6	2
	Autism	1	0	24	11	38	18	6	4	0	0	0	0	4	0
	Emotional and behavioural difficulties	7	0	1	3	12	35	29	12	2	0	0	0	14	2
	Hearing impairment	1	0	7	10	14	27	22	12	4	4	0	0	20	8
	Hospital schools	0	0	0	0	3	6	16	22	26	17	10	0	75	53
	Moderate learning difficulties	1	0	8	18	40	27	6	0	0	0	0	0	1	0
	Physical difficulties	1	0	16	19	25	23	11	4	1	0	0	0	5	1
	Profound and multiple learning difficulties	0	0	57	5	0	10	16	11	0	0	0	0	11	0
	Severe learning difficulties	0	8	68	14	8	2	0	0	0	0	0	0	0	0
	Specific learning difficulties	2	7	9	7	17	21	21	13	3	1	0	0	17	4
	Speech and language disorders	1	1	2	5	24	35	21	8	4	0	0	0	12	4
	Visual impairment	2	0	5	5	18	18	21	24	6	2	0	0	32	8
SCIENCE	All Special Schools	2	2	17	10	23	27	13	5	1	0	0	0	6	2
	Autism	1	1	21	12	27	24	12	3	0	0	0	0	3	0
	Emotional and behavioural difficulties	8	1	1	3	11	33	31	11	1	0	0	0	12	2
	Hearing impairment	1	0	12	3	24	22	8	6	1	0	0	0	15	6
	Hospital schools	1	0	0	0	1	7	16	38	31	5	0	0	75	37
	Moderate learning difficulties	1	1	7	13	35	34	9	1	0	0	0	0	1	0
	Physical difficulties	2	0	14	14	20	29	13	6	0	0	0	0	7	0
	Profound and multiple learning difficulties	0	0	57	5	0	8	15	13	2	0	0	0	15	2
	Severe learning difficulties	0	8	69	10	9	3	1	0	0	0	0	0	0	0
	Specific learning difficulties	2	7	8	8	11	18	25	17	4	0	0	0	22	4
	Speech and language disorders	1	1	1	6	18	38	26	10	1	0	0	0	11	1
	Visual impairment	2	0	5	6	17	29	15	11	15	2	0	0	27	17

- 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 7.1.8: 2003 Tests at Key Stage Three (Age 14)

		Percentage of Pupils Achieving Each Level														AVPTS
		A	D	B	N	2	3	4	5	6	7	8	EP	5+	6+	AVPTS
ENGLISH	All Special Schools	6	26	53	4	-	2	4	2	1	1	0	0	4	2	22
	Autism	1	35	58	0	-	1	1	2	1	0	0	0	4	1	22
	Emotional and behavioural difficulties	26	7	28	13	-	6	14	5	1	0	0	0	6	1	23
	Hearing impairment	2	19	35	3	-	5	19	10	4	0	0	0	14	4	24
	Hospital schools	7	0	1	4	-	2	7	21	34	24	0	0	79	58	37
	Moderate learning difficulties	2	24	67	3	-	1	2	1	0	0	0	0	1	0	21
	Physical difficulties	4	5	73	3	-	3	6	6	0	0	0	0	6	0	22
	Profound and multiple learning difficulties	0	36	51	0	-	1	3	5	0	0	0	0	5	0	21
	Severe learning difficulties	0	55	45	0	-	0	0	0	0	0	0	0	0	0	21
	Specific learning difficulties	8	25	42	4	-	3	9	6	2	0	0	0	8	2	23
	Speech and language disorders	4	9	64	1	-	3	9	5	2	0	0	0	6	2	22
	Visual impairment	16	25	29	2	-	2	11	11	2	0	0	0	13	2	24
MATHEMATICS	All Special Schools	7	15	33	8	3	18	10	4	1	1	0	0	6	2	20
	Autism	2	32	36	7	2	11	7	3	1	0	0	0	4	1	18
	Emotional and behavioural difficulties	23	2	6	4	3	23	23	12	3	0	0	0	14	3	24
	Hearing impairment	4	1	26	3	3	28	15	9	6	5	0	0	20	11	24
	Hospital schools	6	0	1	1	0	5	13	18	25	21	0	0	74	56	37
	Moderate learning difficulties	5	7	40	14	5	22	7	1	0	0	0	0	1	0	18
	Physical difficulties	3	4	53	6	2	15	11	4	1	0	0	0	6	2	19
	Profound and multiple learning difficulties	7	14	52	0	0	8	10	4	4	0	0	0	8	4	19
	Severe learning difficulties	0	54	44	0	0	1	0	0	0	0	0	0	0	0	15
	Specific learning difficulties	10	5	18	6	2	24	21	11	3	1	0	0	14	4	23
	Speech and language disorders	4	9	16	4	5	26	26	8	2	1	0	0	11	3	23
	Visual impairment	3	17	22	5	0	13	14	21	6	0	0	0	27	6	25
SCIENCE	All Special Schools	8	14	29	6	4	20	12	4	2	0	0	0	7	2	20
	Autism	3	32	32	4	2	16	6	2	2	0	0	0	4	2	19
	Emotional and behavioural difficulties	25	2	7	5	3	21	25	9	2	0	0	0	11	2	24
	Hearing impairment	4	0	29	5	7	25	17	5	6	2	0	0	13	8	22
	Hospital schools	4	0	0	1	0	7	12	27	31	16	0	0	74	48	35
	Moderate learning difficulties	7	6	32	10	6	27	10	2	0	0	0	0	2	0	19
	Physical difficulties	5	5	44	4	2	18	14	6	3	0	0	0	8	3	20
	Profound and multiple learning difficulties	4	14	50	1	0	4	9	14	0	0	0	0	14	0	19
	Severe learning difficulties	0	55	42	0	0	2	0	0	0	0	0	0	0	0	15
	Specific learning difficulties	7	5	17	6	3	17	23	15	7	0	0	0	22	7	24
	Speech and language disorders	3	9	14	5	3	30	24	9	4	0	0	0	13	4	23
	Visual impairment	5	17	17	1	1	15	17	10	12	0	0	0	22	12	24

- 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
- AVPTS represents the Average Points Score

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

Table 7.1.9: Number of Schools Participating in Key Stage Test/Tasks and Teacher Assessments

	Teacher Assessments			Tests/Tasks		
	KS1	KS2	KS3	KS1	KS2	KS3
Autism	27	27	23	27	32	26
Emotional and behavioural difficulties	38	100	153	38	115	172
Hearing impairment	12	14	14	12	15	14
Hospital schools	0	1	6	0	1	8
Moderate learning difficulties	192	232	262	192	255	267
Physical difficulties	60	60	58	60	65	58
Profound and multiple learning difficulties	18	16	11	18	19	13
Severe learning difficulties	230	224	206	230	260	258
Specific learning difficulties	14	29	28	14	32	32
Speech and language disorders	12	18	14	12	21	16
Visual impairment	5	4	6	5	5	6
All Special Schools	640	757	811	640	856	905

- represents no schools

1. Source of data: DfES

Table 7.1.10: Percentage of Schools Participating in Key Stage Test/Tasks and Teacher Assessments

	Percentage of Schools						
	Number of Schools	Teacher Assessments			Tests/Tasks		
		KS1	KS2	KS3	KS1	KS2	KS3
Autism	59	46	46	39	46	54	44
Emotional and behavioural difficulties	252	15	40	61	15	46	68
Hearing impairment	21	57	67	67	57	71	67
Hospital schools	24	0	4	25	0	4	33
Moderate learning difficulties	323	59	72	81	59	79	83
Physical difficulties	78	77	77	74	77	83	74
Profound and multiple learning difficulties	27	67	59	41	67	70	48
Severe learning difficulties	311	74	72	66	74	84	83
Specific learning difficulties	54	26	54	52	26	59	59
Speech and language disorders	27	44	67	52	44	78	59
Visual impairment	10	50	40	60	50	50	60
All Special Schools	1263	47	54	56	47	62	62

- represents no schools

1. Source of data: DfES, data not available for all special schools (1282)

7.2 GCSE results

Table 7.2 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.

Table 7.2: 2003 GCSE Grades by Type of Special School

		AUTISM	EBD	HEARING	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	VISUAL	All Special Schools
Number of Schools with Data		43	206	18	17	278	67	19	278	39	17	8	1044
Percentage 5+ A* - C Grades	Boys and Girls	0	1	12	56	0	3	0	0	8	1	13	2
	Boys	0	1	12	8	0	4	0	0	8	1	11	1
	Girls	0	0	12	65	0	3	0	0	7	0	16	4
Percentage 5+ A* - G Grades	Boys and Girls	2	13	34	80	1	13	15	0	35	17	46	8
	Boys	1	14	30	32	1	13	20	0	38	18	46	8
	Girls	4	8	38	89	1	12	0	0	21	13	48	9
Percentage 1+ A* - G Grades	Boys and Girls	13	54	60	100	28	35	24	2	51	56	62	32
	Boys	13	54	59	100	28	39	32	3	55	58	63	33
	Girls	11	54	61	99	28	29	0	2	38	52	60	30
GCSE Average Total Points Score	Boys and Girls	1	5	13	45	1	5	4	0	10	6	17	4
	Boys	1	5	12	15	1	6	5	0	11	7	17	3
	Girls	1	4	13	51	1	5	0	0	7	5	17	5

- represents no pupils

0.0 represents less than 0.5% of pupils

1. Source of data: DfES

8. MANAGEMENT AND EFFICIENCY OF THE SCHOOL

8.1 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 (2003).

Chart 8.1.1: Median Pupil Teacher Ratio

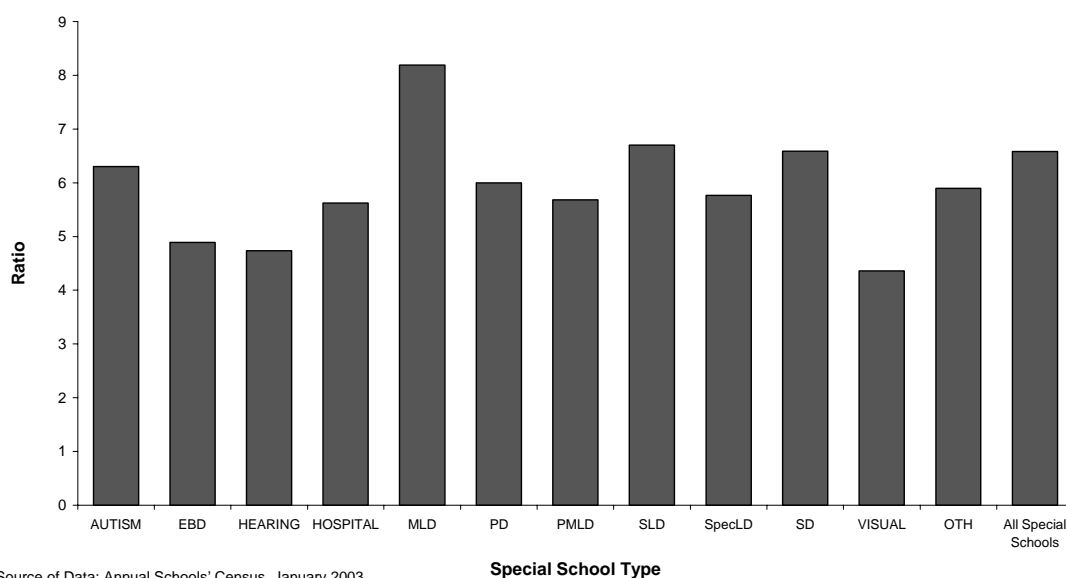


Chart 8.1.1 shows median PTR by school group. There is a substantial variation between different categories, ranging from Visual schools with a median of 4.4 to MLD schools with a median of 8.2.

Table 8.1.2: Pupil Teacher Ratio

	AUTISM	EBD	HEARING	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	VISUAL	OTH	All Special Schools
Mean	6.5	4.9	4.6	8.8	8.1	6.1	5.9	6.8	5.9	6.2	4.0	6.3	6.8
Lower Quartile	5.1	4.4	4.4	4.3	7.1	5.5	5.0	6.0	5.0	6.0	3.5	5.2	5.4
Median	6.3	4.9	4.7	5.6	8.2	6.0	5.7	6.7	5.8	6.6	4.4	5.9	6.6
Upper Quartile	7.8	5.6	5.3	9.2	9.3	6.7	6.4	7.4	6.6	7.2	4.6	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 2003

Table 8.1.2 presents national PTR quartiles by school group. The table allows schools to assess their PTR in relation to other schools.

8.2 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 2003). Some comparative national data are offered at Tables 8.2.1 to 8.2.3. 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 8.2.1: Educational Support Staff, All Special Schools

Hours per pupil per week ^{1,2}

	AUTISM	EBD	HEARING	HOSPITAL	MILD	PD	PMLD	SLD	SpecLD	SD	VISUAL	OTH	All Special Schools
Non-Teaching Assistants³	7.6	6.0	7.3	1.2	4.4	9.8	10.1	9.2	6.2	5.5	9.8	7.4	6.5
Minority Ethnic Pupils Support Staff													
<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	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	0.0
Matrons / Nurses / Medical Staff	0.1	0.1	0.5	0.0	0.0	1.0	0.6	0.3	0.3	0.8	1.7	0.3	0.2
Librarians	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Technicians⁵	0.1	0.1	0.3	0.1	0.1	0.3	0.2	0.1	0.1	0.2	0.5	0.1	0.1
All Education Support Staff	7.7	6.4	8.3	1.3	4.6	11.3	11.0	9.6	8.3	7.1	12.1	7.9	7.0

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

5. Source of data: Annual Schools' Census, January 2003

Table 8.2.1 shows figures for all special schools; Tables 8.2.2 and 8.2.3 show figures for boarding and non-boarding schools respectively.

Table 8.2.2: Educational Support Staff, Boarding Schools

Hours per pupil per week ^{1,2}

	AUTISM	EBD	HEARING	HOSPITAL	MILD	PD	SLD	SpecLD	SD	OTH	All Special Schools
Non-Teaching Assistants³	7.5	6.6	7.2	-	6.3	11.9	9.9	6.0	5.3	7.2	7.3
Minority Ethnic Pupils Support Staff											
<i>Bilingual Assistants</i>	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
Matrons / Nurses / Medical Staff	0.0	0.2	0.8	-	0.2	2.4	0.1	0.2	1.5	0.3	0.5
Librarians	0.0	0.0	0.0	-	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Technicians⁵	0.1	0.1	0.3	-	0.1	0.5	0.0	0.1	0.3	0.2	0.2
All Education Support Staff	7.8	7.2	8.4	-	6.8	15.3	11.6	9.6	8.4	7.9	8.8

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

5. Source of data: Annual Schools' Census, January 2003

Table 8.2.3: Educational Support Staff, Non-Boarding Schools

Hours per pupil per week^{1,2}

	AUTISM	EBD	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	OTH	All Special Schools
Non-Teaching Assistants³	7.6	5.5	1.2	4.2	9.1	10.7	9.1	6.5	5.7	7.4	6.3
Minority Ethnic Pupils Support Staff											
<i>Bilingual Assistants</i>	0.0	0.0	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	0.1	0.0	0.0	0.0	0.0	0.0
Matrons / Nurses / Medical Staff	0.1	0.0	0.0	0.0	0.5	0.4	0.3	0.4	0.2	0.3	0.1
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	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1
All Education Support Staff	7.7	5.7	1.3	4.4	9.8	11.3	9.5	7.0	6.0	7.9	6.6

- 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 2003

Tables 8.2.2 and 8.2.3 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.

8.3 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 2003). Some comparative national data based on this information are displayed in Table 8.3.

Table 8.3: Average Hours Worked by Administration and Clerical Staff

Hours per pupil per week¹

	AUTISM	EBD	HEARING	HOSPITAL	MLD	PD	PMLD	SLD	SpecLD	SD	OTH	All Special Schools
Boarding Schools	0.7	1.4	2.0	-	1.0	1.5	1.9	0.8	0.9	1.3	1.4	1.2
Non-Boarding Schools	0.8	1.2	1.2	0.6	0.7	0.9	0.9	0.8	0.7	0.7	0.8	0.8

- represents no hours

1. Includes hours worked by Part-Time staff

2. Source of data: Annual Schools' Census, January 2003

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 hospital schools, and highest in EBD and Hearing schools.

8.4 Consistent Financial Reporting (income and expenditure)

Consistent Financial Reporting (CFR) has been introduced as a framework of income, expenditure and balance headings. One of the main aims of CFR is to allow schools to benchmark expenditure at a national level. CFR also means that schools have a comprehensive and consistent way of looking at their finances that can be used by many different audiences.

The CFR tables in the SEN PANDA mean that schools are able to compare their income and expenditure with other schools of the same type. They are designed to closely follow the framework for inspectors. The tables show gross income and gross expenditure. The appendix provides more detail by showing all the income and expenditure headings for CFR.

For more details of CFR and how it can be used please refer to the school finance pack produced by the DfES. The pack is available online at: (www.dfes.gov.uk/valueformoney/docs/VFM_Document_93.pdf).

The school specific Consistent Financial Return can be accessed through the Enhanced Data Collection – Interactive Forms S1-S4 section of the Ofsted website.

Table 8.4.1

National Consistent Financial Reporting data in pounds per pupil with the percentage of total expenditure spent on each expenditure heading.

EBD

	Amount per pupil	%
Total income (excluding capital income)	£14,484.15	
Total expenditure (excluding capital expenditure)	£14,401.95	
Total balances	-£36.22	
Total staffing expenditure (E01-E05, E07-E11, E26)	£11,615.45	80.7%
<i>Teaching staff expenditure (E01)</i>	£6,333.27	44.0%
<i>Supply teacher expenditure (E02, E26)</i>	£484.86	3.4%
<i>Education support staff expenditure (E03)</i>	£2,830.23	19.7%
<i>Other staff and staffing expenditure (E04, E05, E07-E11)</i>	£1,967.08	13.7%
Total learning resources expenditure (E19-E21)	£785.78	5.5%
Expenditure on other supplies, services and financing (E22-E25, E27-E30, E06)	£1,154.57	8.0%
Expenditure on premises and facilities (E12-E18)	£846.16	5.9%

Source of data CFR returns 2002/2003

Table 8.4.2

National Consistent Financial Reporting data in pounds per pupil with the percentage of total expenditure spent on each expenditure heading.

Special schools

	Amount per pupil	%
Total income (excluding capital income)	£18,458.41	
Total expenditure (excluding capital expenditure)	£18,161.52	
Total balances	£296.88	
Total staffing expenditure (E01-E05, E07-E11, E26)	£15,176.08	83.6%
<i>Teaching staff expenditure (E01)</i>	£8,603.92	47.4%
<i>Supply teacher expenditure (E02, E26)</i>	£741.47	4.1%
<i>Education support staff expenditure (E03)</i>	£3,791.38	20.9%
<i>Other staff and staffing expenditure (E04, E05, E07-E11)</i>	£2,039.32	11.2%
Total learning resources expenditure (E19-E21)	£941.61	5.2%
Expenditure on other supplies, services and financing (E22-E25, E27-E30, E06)	£1,167.90	6.4%
Expenditure on premises and facilities (E12-E18)	£875.94	4.8%

Source of data CFR returns 2002/2003

Appendix A – CFR Index

Description	Reference
Income	
Funds delegated by the LEA	I01
Funding for sixth form students	I02
SEN funding (excluding special schools)	I03
Funding for minority ethnic pupils	I04
Standards fund	I05
Other government grants	I06
Other grants and payments received	I07
Income from facilities and services	I08
Income from catering	I09
Receipts from supply teacher insurance claims	I10
Receipts from other insurance claims	I11
Income from contributions to visits	I12
Donations and/or private funds	I13
Expenditure	
Teaching staff	E01
Supply staff	E02
Education support staff	E03
Premises staff	E04
Administration and clerical staff	E05
Catering staff	E06
Cost of other employees	E07
Indirect employee expenses	E08
Staff development and training	E09
Supply teacher insurance	E10
Staff related insurance	E11
Building maintained and improvement	E12
Grounds maintenance and improvement	E13
Cleaning and caretaking	E14
Water and sewage	E15
Energy	E16
Rates	E17
Other occupation costs	E18
Learning resources (not for ICT)	E19
ICT learning resources	E20
Exam fees	E21
Administration supplies	E22
Other insurance premiums	E23
Special facilities	E24
Catering supplies	E25
Agency supply staff	E26
Bought in professional services - curriculum	E27
Bought in professional services	E28
Loan interest	E29
Direct revenue financing (revenue contributions to capital outlay)	E30

Source of data: DfES

9. FURTHER INFORMATION

- The introduction to this document makes mention of the PANDA reports that we produce 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 we adopt in these documents.
- Anonymised versions of these documents 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 (2003 version) under the Guidance Section. This is available from the DfES’s standards website: www.standards.dfes.gov.uk/performance.
- The ‘National Summary Data Report’ holding national data relating to primary and secondary schools can be found on the website under publications. The information in this publication 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.
- OFSTED’s PANDA helpline (0207 421 6840 / 6633) is available to you should you require further information or detail on the data in your PANDA. 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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