

INSPECTION REPORT

EPPING UPLAND C E PRIMARY SCHOOL

Epping Green, Epping

LEA area: Essex

Unique reference number: 115097

Headteacher: Mrs S Hurwood

Reporting inspector: Mr John Tyler

20506

Dates of inspection: 3rd to 4th December 2001

Inspection number: 194157

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Carters Lane Epping Green Epping Essex
Postcode:	CM16 6QJ
Telephone number:	01992 572087
E-mail address	admin@eppingupland.essex.sch.uk
Appropriate authority:	Governing body
Name of chair of governors:	Rev C Bard
Date of previous inspection:	6 th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Epping Upland C E Primary School is smaller than most primary schools. At the time of the inspection the 133 pupils were organised into five classes. Over half the pupils live outside the school's immediate area, with significant numbers travelling from Epping and Harlow. The school is over-subscribed. When spaces become available as a result of pupils moving home, others join the school, often in Years 3 to 6. Four per cent of full-time pupils are known to be eligible for free school meals, which is below the national average. There are more girls than boys overall, and this is especially marked in two year groups. A small number of pupils come from the traveller community. No pupils learn English as an additional language. Twelve pupils are on the school's register of special educational needs, giving a proportion that is well below the national average. Most children enter the school following some form of pre-school education. The overall level of attainment on entry varies from year to year and is generally above average, especially in children's social skills and spoken language. Since the last inspection, significant changes have taken place in the personnel of the school, with new appointments including those of the headteacher, deputy headteacher and most of the governing body.

HOW GOOD THE SCHOOL IS

This is a very effective school in which pupils develop successfully as rounded individuals, achieving very well both in their studies and in their personal development. Teachers set high expectations and pupils are strongly motivated, especially in the older classes where the pace of learning is very rapid. Aspects for improvement are the standards of handwriting and general presentation of work, which often mask the quality of the content. Pupils are proud of their school, have very positive attitudes to learning and are thoughtful of others. The curriculum is greatly enriched by a very good programme of extra-curricular activities, trips and visitors. The school works very successfully with parents and this strong partnership greatly enhances pupils' learning and welfare. Very effective leadership and management have maintained the schools' strengths at the same time as making improvements in provision and standards. Although the cost per pupil is relatively high, the school is providing good value for money.

What the school does well

- ♦ Considerable strengths in teaching and the curriculum result in pupils achieving very well.
- ♦ Pupils' personal development is fostered very effectively.
- ♦ Systems for assessment, the caring ethos and parental involvement support pupils very successfully.
- ♦ Very good leadership and management, and the shared commitment of the whole staff, results in a culture of continuous improvement.

What could be improved

- ♦ Standards of handwriting and presentation of pupils' work are lower than they could be.

The area for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in May 1997, the school has been very successful both in maintaining its strengths and making further improvements. The main action points from the previous report - the quality of teaching, the curriculum and the use of assessment information - have all improved considerably. The accommodation has been greatly improved with the enlargement of some classrooms and the staffroom, and the addition of a library. Further development is already underway. Leadership and management have improved and the staff and governors work well as a team, continuously seeking ways to make further improvements and taking appropriate action to achieve success.

STANDARDS

The table shows the standards achieved at the end of Year 6, based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	A	B
Mathematics	B	A	C	D
Science	A	A*	C	D

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

'Similar schools' refers to schools with a similar proportion of pupils known to be eligible for free school meals.

In relation to national averages, test results fluctuate greatly from year to year because the school's year groups are small. The effect of one pupil gaining or failing to gain a particular level can swing the overall results from above to below average. A useful indicator in schools of this size is the trend over a number of years, which evens out the annual fluctuations. In this school the trend is clearly up, although at a slightly slower rate than the national trend. The school sets appropriate targets for what pupils should achieve in national tests, and these are met.

Children in Reception achieve very well in relation to their attainment on entry. All areas of learning for children of this age are developed very effectively, laying a solid foundation for future learning. Test results for 2001 at the end of Year 2 were in line with the national averages for writing and mathematics, although below the averages for similar schools. Reading results were well below average. This year group had a quarter of the pupils on the register for special educational needs, and these and other pupils achieved well in relation to their individual strengths and needs. The 2001 Year 6 test results were significantly lowered by two pupils who nevertheless, in common with other pupils, achieved very well in relation to their capabilities.

In the work seen, standards were strong in English and mathematics. Pupils use many literacy and numeracy skills well in all their work, although the lower standards of handwriting and general presentation often mask the quality of the content. An outstanding feature is the breadth and standard of expressive writing. In geography, history, information and communication technology and religious education, pupils successfully develop their understanding and skills as well as knowledge. When pupils sing in assemblies, the standard is very good. Pupils have well-developed thinking skills and this helps them with all their work.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school and are highly motivated in lessons. They settle quickly to work and often voluntarily extend their learning to home. They take pride in their own and others' success.
Behaviour, in and out of classrooms	Very good during lessons and around the school. Pupils are thoughtful about how their actions might affect others.
Personal development and relationships	Very good. Pupils are very independent for their ages and use their initiative well. They are co-operative with each other and adults, take turns and share ideas and resources. The quality of relationships reflects the school's ethos of care and inclusion, and its Christian foundation.
Attendance	Most pupils attend school well. A few families disrupt their children's education by taking holidays during term time and this also affects the attendance figures, which are

	below the national average.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 and 2	Years 3 to 6
Quality of teaching	Very good	Good	Very good

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

The overall quality of teaching is very good and this results in pupils learning very effectively. The school is successfully meeting the needs of pupils with different backgrounds, needs and abilities. In the lessons seen, teaching was at least satisfactory in every one, in a high proportion it was very good, and in some it was excellent. Scrutiny of previously-completed work shows that pupils are consistently expected to achieve well and are given the right support and guidance to enable them to succeed. Pupils respond positively to this and do their best, often concentrating for long periods and seeking further challenges. Lesson planning is effective, ensuring that work is set at suitably challenging levels for pupils with differing needs, and setting a clear focus for learning. Questioning skilfully checks and extends pupils' understanding, and encourages them to find answers for themselves. Teachers know their pupils very well and relationships are very positive, with mutual respect and a shared sense of belonging and feeling valued. This contributes strongly to pupils' motivation and their personal development. The pace of learning is especially rapid in classes for older pupils. For younger pupils, the length of some lessons during the long school day leads to a rather slower pace, though it remains at least satisfactory. The teaching of English and mathematics is very good overall, and literacy and numeracy skills are used well in other subjects. Handwriting is not taught as well as other aspects of English and the resulting standard is lower. Expectations of how pupils present their work are sometimes not high enough and are inconsistent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Schemes of work ensure that knowledge is developed systematically. Very good cross-curricular links make learning fun and help make work relevant for pupils. A very good programme of extra-curricular activities, trips and visitors extends and enriches the curriculum.
Provision for pupils with special educational needs	Good. Individual education plans are detailed and helpful for planning work at the right level to support pupils. The school has no formal system for identifying and meeting the particular needs of the most gifted and talented pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are given many opportunities for reflection and to appreciate achievement beyond the ordinary. They are taught to be courteous and thoughtful and to make decisions that involve moral judgements. They are given responsibility, expected to use their initiative and to work independently. Pupils are given a broad cultural education and all backgrounds in the school are valued. Some opportunities are missed to extend pupils' understanding of cultural diversity in the wider world.
How well the school cares for its pupils	Systems for ensuring pupils' welfare are very good. Assessment information is used well for improving the curriculum and for guiding and supporting pupils in their academic and personal development. Arrangements for child protection are very good.
How well the school works in partnership with parents	A very successful partnership with parents supports pupils' learning and personal development. The school provides very good information for parents and welcomes their views and help. Parents contribute significantly to the success of their own children and the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy provide very good leadership and the school is managed both efficiently and effectively. The whole staff is committed to raising the quality of educational provision and standards. Very good communication contributes strongly to successful teamwork.
How well the governors fulfil their responsibilities	The governing body is well informed and very supportive. Governors carry out their duties effectively and play an important role in shaping the future of the school. The school development plan is limited to one year and so is less effective than it could be.
The school's evaluation of its performance	The school evaluates its own performance very carefully in order to identify where improvement is needed, and the action taken is effective. The performance management system is good.
The strategic use of resources	The available resources are used well. The school takes care to ensure that it obtains best value in financial and educational provision. A strong commitment to professional development ensures that staff are knowledgeable and effective in their work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ♦ Their children like coming to school ♦ Pupils are helped to become mature and responsible and learn to behave well ♦ Teaching is good, with high expectations, and pupils make good progress ♦ The school works closely with parents, welcoming their questions and dealing effectively with their concerns ♦ They are kept well informed about their children's progress ♦ The school is well led and managed ♦ The range of activities outside lessons 	<ul style="list-style-type: none"> ♦ There were no significant concerns

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Considerable strengths in teaching and the curriculum result in pupils achieving very well.

1. In the lessons seen, teaching was at least satisfactory in every one, in a high proportion it was very good, and some was excellent. Scrutiny of previously completed work confirms that this quality of teaching is the norm. Those parents who returned the pre-inspection questionnaire agreed very strongly with the statements that teaching is good, that the school expects their children to do well and that they make good progress. The strengths in teaching, combined with the broad and interesting curriculum, ensure that pupils learn very effectively and achieve very well in relation to their individual capabilities. These aspects have all improved since the last inspection.

2. Teachers generally set high expectations of what pupils can and should achieve, and motivate pupils very effectively. This ensures that pupils make rapid progress and enjoy learning. In an excellent mathematics lesson, the first task was completed within a very tight time limit and was competitive. This helped set the tone for the whole lesson so that in the following tasks pupils expected to work hard and fast. The activities were open-ended, so that pupils could work at their own level and pace, and the teacher constantly asked challenging questions to help guide pupils' thinking. Pupils hugely enjoyed the lesson because it was conducted with good humour, they never had time to become bored and they could see how much they were achieving. The end result was that they very effectively reinforced and extended their skills and range of strategies for doubling two-digit numbers and for drawing and interpreting graphs. Even some pupils with special educational needs achieved success at a level above that expected nationally for their age.

3. Work is matched well to the needs of individual pupils. When teachers plan lessons, they take into account what pupils have previously achieved and so work is set at a good level of challenge. Reception children, for instance, were asked to complete literacy tasks at levels that suited their individual stages of development. The result was that they learned very effectively, some at an early stage of recognising sounds and letters and others at the same level as Year 1 pupils. Lesson plans identify clear learning objectives and this helps focus adults and pupils on the most important issues. Teachers constantly ask probing questions. In a science lesson, the consistent use of 'why' and 'how' helped pupils to understand how friction affects movement. When pupils ask questions they are often answered by a teacher's question, challenging and guiding pupils to find their own answers. This is very effective in building pupils' confidence and developing their thinking skills. Pupils are also taught to use a range of learning skills to enable them to be independent. In a very successful information and communication technology lesson, pupils were challenged to think about which tasks were most efficiently done by computer and which would be better completed mentally or on paper.

4. Lessons are planned from the detailed schemes of work for each subject. These ensure that pupils develop knowledge and skills systematically over time. Planning is regularly reviewed to take account of mixed-age classes, and is done effectively. Very good links between subjects are carefully planned to save time, make work more interesting and deepen pupils' understanding. Links are made between, for example, science and design and technology, mathematics and geography, and literacy and information and communication technology. The curriculum is greatly enriched by a very good programme of extra-curricular activities, trips and visitors. A large number of pupils stay after school for clubs, for example to play board games or for art. The range of activities not only extends pupils' experiences but also inspires them and increases their love of learning.

Pupils' personal development is fostered very effectively.

5. One of the school's most important aims is 'to develop the whole child', and it is very effective in doing so. High expectations of what pupils should achieve in lessons are matched by those for their personal development, including pupils' spiritual, moral, social and cultural development. All parents who responded to the pre-inspection survey were very positive about the way that the

school helps their children to become mature and responsible, and agreed that behaviour is very good. The school's Christian foundation is clearly reflected in the way that people care for and value each other and the quality of relationships. The strengths identified by the last inspection have been maintained and improved.

6. Pupils enjoy coming to school because it is fun, challenging and stimulating. Arrangements for arrival at school are such that pupils always have something useful to do when they enter the classroom, and they settle quickly to work. They find learning interesting and sometimes volunteer to continue studying at home, as well as completing the set homework. Several pupils were heard asking whether research on a particular topic would be useful, and the teachers' reactions were enthusiastic, which encouraged other pupils to want to do the same. Pupils know that effort and success will be valued by adults and will be rewarded with praise and recognition. This has a highly motivational effect on pupils, who respond by working hard in lessons and by respecting and co-operating with their teachers. Pupils are proud of their own and others' achievement. In one class, some pupils were pleased to discuss the excellent poems that were inspired by the work of Ted Hughes, pointing out ones written by themselves and praising the literary merits of other pupils.

7. The school very effectively teaches pupils to be polite, courteous and thoughtful of others. Pupils consider the impact of their actions on others and make personal choices rather than simply responding to a set of rules. During lunch, for example, one pupil spilled another's drink, apologised, cleared it up and offered to fetch a new cup. Behaviour is very good both in lessons and around the school and pupils get on well with each other and with adults. Pupils of all ages are helpful to each other. They share resources and ideas, sometimes offering to help rather than waiting to be asked. Even the youngest children are good at taking turns and following the class routines, encouraged by consistent expectations and guidance. Pupils are given responsibilities and are trusted to do their best. They are expected to use their initiative and know that if they do so with sound motives then they will not be reprimanded if things go wrong. This very successfully encourages them to act in a mature and independent way and to have high self-esteem.

Systems for assessment, the caring ethos and parental involvement support pupils very successfully.

8. Pupils are given very good guidance and support throughout their time at the school, both through the school's systems for assessing and advising them and the care shown by staff. Parents are strongly encouraged to be involved in their children's education and in the general life of the school, and this helps pupils to feel confident and valued. The positive features seen during the last inspection have been maintained and strengthened.

9. The school's systems for assessment enable pupils' progress to be tracked accurately over time, especially in English and mathematics. This enables teachers to plan work that is well matched to pupils' needs, and subject co-ordinators to identify weaker aspects of learning and so develop the curriculum. In mathematics, for instance, assessment information showed that pupils were not as good in dealing with problems about capacity as with other aspects of shape and space. The resources were improved and staff helped to improve the teaching of this aspect. Detailed assessments are carried out to identify special educational needs accurately and this helps teachers to set appropriate work. The result is that pupils with special educational needs make good progress. Pupils of all abilities have a good idea of how well they are doing and what they need to do to improve, which helps them to learn effectively.

10. Pupils know that they are cared for well, and feel confident that adults will give them good advice and guidance. Staff know pupils very well and the systems for welfare are clear and widely understood. One parent reported that her child arrived at the school with emotional difficulties, but thanks to the care and sympathy of staff is now very well integrated. When pupils are ill, routines are well established and pupils looked after well, despite the lack of space. The school has very good arrangements for child protection.

11. Parents who responded to the pre-inspection questionnaire have very positive views of the school. They feel well informed about their children's progress, comfortable to ask questions or raise concerns and that the school works closely with them. Inspectors agreed with these views and judged that school's very strong partnership with parents plays a significant part in pupils' success. The school works hard to ensure that parents are able to support their children at home with what they are learning at school. Parents are encouraged to be involved in classrooms, educational visits and special events. This helps further the sense of community and stresses to pupils how importantly their education and welfare are regarded. The example set by adults contributes strongly to pupils' very positive attitudes, values and to their personal development.

Very good leadership and management and the shared commitment of the whole staff results in a culture of continuous improvement.

12. The headteacher provides a very clear sense of direction for the work of the school and is strongly supported by the deputy headteacher. This contributes significantly to the effective teamwork of the staff. The whole staff is involved in making important decisions and this collegiate system ensures very good communication, respect for others' views and a willingness to embrace change if it is for the better. The school's commitment to raising standards is evident in the improvements that have been made since the last inspection. These include the rising trend in the results of national tests for Years 2 and 6. The aims of the school are understood by the entire community and clearly reflected in all its work. The school evaluates its own performance very carefully and the resulting action is effective. Subject co-ordinators play a major role in this, analysing standards and provision in their particular areas of responsibility and planning how to make improvements. This is supported by a strong commitment to professional development, which has led to improved teaching by both teachers and support staff.

13. Governors, who are rightly proud of the school and the role they play, have a well-developed system for monitoring its work. This enables them to ask searching questions, give good advice and play an important part in shaping the future of the school. Governors are very involved in the life of the school and their contribution is greatly valued. Some of them help regularly in school, while others offer valuable expertise that helps the governing body come to good decisions. Governors monitor the financial managements of the school, which is good, and ensure that specific grants are spend appropriately. Spending and educational decisions are considered carefully to ensure that the school obtains best value.

WHAT COULD BE IMPROVED

Standards of handwriting and presentation of pupils' work are lower than they could be.

14. The methods used to teach handwriting and the teachers' inconsistent expectations result in standards being lower in this aspect of English than in others. Pupils are initially taught to form letters without the flicks that are later used to join letters within words. This makes it more difficult for them to progress into a full cursive style. When pupils reach this stage, teachers expect letters to be joined in their handwriting books but not necessarily in other work. Pupils, therefore, do not constantly reinforce the specific skills they have learned and so their progress is relatively slow. When written work is marked, teachers rarely point out mistakes in the handwriting. For instance, when some pupils wrote capital letters smaller than lower case letters the teacher did not suggest how the handwriting needed to improve. The following pieces contained the same errors. In the same pieces, however, mistakes in punctuation and spelling were corrected and these aspects improved. Although handwriting is a priority within the school development plan, few examples of pupils' writing are on display as models of good work. Pupils do not perceive it as an especially high priority because success in handwriting is not celebrated in the same way as other aspects of learning. The school's adopted style is not used consistently by teachers, for example when writing on the whiteboard or marking work. Pupils are not introduced formally to using pens at a sufficiently early stage and, when they are, expectations are not clear as to when a pen should be used.

15. The general presentation of work is sometimes unsatisfactory and this masks the quality of the content. Expectations are not consistent between classes and are sometimes too low. In some samples of work seen, the same pupils wrote the date in different places, underlined heading freehand, left varying spaces between paragraphs and wasted space between pieces of work, and some graphs were drawn untidily. The result was that the content, which was often good, was not instantly accessible and obvious. Pupils take less pride in the presentation of their work than in other aspects of learning, largely because the school does not consistently set sufficiently high expectations.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

16. The school should now:

- ♦ Improve the standards of handwriting and presentation of pupils' work by:
 - planning how these skills should be systematically developed;
 - consistently setting high expectations and modelling what is expected.
- (See paragraphs 14-15)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

10

Number of discussions with staff, governors, other adults and pupils

9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	3	2	3	0	0	0
Percentage	20	30	20	30	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	133
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	12

Pupil mobility in the last school year

No. of pupils

Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.9
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	11	13	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	10	10
	Girls	10	12	11
	Total	18	22	21
Percentage of pupils at NC Level 2 or above	School	75 (100)	92 (100)	88 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	9	10
	Girls	10	11	13
	Total	18	20	23
Percentage of pupils at NC Level 2 or above	School	75 (94)	83 (94)	96 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	5	11	16

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	3	4
	Girls	11	10	11
	Total	15	13	15
Percentage of pupils at NC Level 4 or above	School	94 (85)	81 (85)	94 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	3	4
	Girls	11	11	11
	Total	15	14	15
Percentage of pupils at NC Level 4	School	94 (65)	88 (89)	94 (100)

or above	National	72 (70)	74 (72)	82 (79)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	133
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.1
Number of pupils per qualified teacher	21.8
Average class size	26.6

Education support staff: YR– Y6

Total number of education support staff	3
Total aggregate hours worked per week	26

Financial information

Financial year	00/01
	£
Total income	321,791
Total expenditure	318,133
Expenditure per pupil	2374
Balance brought forward from previous year	27,000
Balance carried forward to next year	30,658

Number of teachers who left the school during the last two years	3.2
Number of teachers appointed to the school during the last two years	3.4

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	266
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	74	25	0	1	0
Behaviour in the school is good.	75	25	0	0	0
My child gets the right amount of work to do at home.	53	32	11	0	4
The teaching is good.	78	20	1	0	1
I am kept well informed about how my child is getting on.	67	28	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	85	13	1	1	0
The school works closely with parents.	57	41	1	0	1
The school is well led and managed.	76	23	1	0	0
The school is helping my child become mature and responsible.	76	24	0	0	0
The school provides an interesting range of activities outside lessons.	56	36	5	0	3