

## INSPECTION REPORT

**Upham Church of England Primary School**

Upham

Southampton

LEA area: Hampshire

Unique reference number: 116372

Headteacher: Mrs P. Threlfall

Reporting inspector: Paul Bamber  
15064

Dates of inspection: 6<sup>th</sup> - 7<sup>th</sup> May 2003

Inspection number: 247647

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Upham Street  
Upham  
Southampton  
Hampshire

Postcode: SO32 1JD

Telephone number: 01489 860 355

Fax number: 01489 860 776

Appropriate authority: The governing body

Name of chair of governors: Mrs C Kimble

Date of previous inspection: January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Upham Church of England Aided Primary School is a small rural school with 94 pupils on roll. A maximum of 12 pupils is admitted annually to the reception class, all starting school in the autumn term. Around 40 per cent of the pupils come from the village of Upham and the remainder from surrounding communities. Many pupils come from advantaged backgrounds and enter the reception class with average attainment. The vast majority is from white British backgrounds, with no pupils using English as an additional language. A very much smaller than average percentage of pupils take a free school meal. Although a below average percentage of pupils have special educational needs, the proportion of those with a statement of special educational need is just above average.

There have been few changes in personnel or in the school's circumstances since the last inspection, but a purpose built classroom, for the reception class, is currently under construction.

### HOW GOOD THE SCHOOL IS

Upham is a very effective school. Pupils attain high academic standards and achieve very well because they are very well taught and have a rich and varied curriculum. The school has a strong Christian ethos and as a result of their very good personal, social and moral development and the high quality of care they receive, pupils have extremely positive attitudes and behave very sensibly. The school is very well led and managed and offers very good value for money.

#### What the school does well

- The quality of teaching is very good, which promotes pupils' very good achievement.
- There is a rich and varied curriculum with the provision for music being exceptionally good.
- Pupils have extremely positive attitudes to all aspects of school life, behave very sensibly and relate very well to each other and to adults.
- The school is very well led and managed.

There are no major areas for improvement.

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement has been very good, both in those key areas identified in the last inspection in January 1998, in the quality of teaching and in the standards pupils attain, especially in Years 3 to 6. Good improvements have been made in aspects of leadership and management.

### STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A*	A	A*	A
mathematics	A	A*	A	A
science	A	A	A	A

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

The table indicates consistently high standards in all three subjects. Compared with their peers nationally, boys do extremely well. The school's results in the 2002 national tests were much higher than those achieved by similar schools in all three subjects. Care must be taken when making comparisons because of the small number of pupils in each year group that can exaggerate percentage swings in results. For instance, this year's Year 6 is attaining well above average standards in music and above average in all other subjects. But because more pupils than is the norm have special educational needs, the school's national test results are unlikely to be as outstanding as in the previous four years. However, all pupils in Year 6 are achieving very well, including those with special educational needs and those who are more-able, and they are in line to reach or exceed the targets set for them in this year's national tests.

In the Year 2 national tests last year, standards were in the top five per cent in the country in reading, writing and mathematics. Teachers' assessments in science also indicated well above average standards. Compared with similar schools, standards were very high in reading and well above average in writing and mathematics. The 2002 results reflect consistently high attainment in the national tests over the previous three years. Attainment in the present Year 2 is well above average in reading, science and music and above average in writing and mathematics. In all other subjects, attainment is above average. The relatively lower average attainment in writing and mathematics is again a result of a year group which contains more pupils with learning difficulties than is usual for the school. The overall average attainment of Year 2 pupils represents very good achievement.

Children enter the reception class with average attainment and make such good progress that most are in line to reach the targets set for them by the time they enter Year 1 and many are already coping with work in language and mathematics, deemed appropriate for Year 1 pupils.

Throughout the school, pupils' attainment in speaking and reading is high for their age, which contributes significantly to their very good achievements in many subjects. In all classes, pupils with special educational needs or who are very-able, achieve very well.

#### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Excellent. Pupils thrive on learning and take full advantage of the many rich and varied opportunities the school offers.
Behaviour, in and out of classrooms	Very good. Pupils behave maturely in class, look after each other and play together amicably.
Personal development and relationships	Excellent. Pupils relate to each other extremely well and to adults. They have great respect for each other's views and achievements.
Attendance	Satisfactory. Attendance rates are in line with the national average but there is no unauthorised absence.

Pupils' attitudes and behaviour and the quality of relationships throughout the school community are significant strengths, which contribute substantially to pupils' very good achievements. Attendance is no better than average because a minority of parents take their children on holiday during term time.

#### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Very good	Very good	Very good

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

Overall, the quality of teaching and learning is very good and contributes significantly to the high standards pupils attain and their very good achievements. Teachers expect pupils to achieve very well and to behave maturely. Throughout the school, the warm relationships established between adults and pupils mean that pupils enjoy their lessons and have great pride in their achievements. All pupils are taught the basic skills of reading, writing and number very well and to apply their literacy and numeracy skills to their work in many different subjects. Teachers manage pupils' behaviour calmly and effectively, which means that pupils work productively and purposefully. Homework is used very effectively to both reinforce learning in lessons and to encourage pupils to research and organise information. The quality of teaching and learning in music is excellent and pupils attain very high standards as a result.

In many lessons, teachers encourage pupils to use information and communication technology to support and enhance their work. As a result, pupils' skills with computers, digital cameras and other technology are well developed. Pupils with special educational needs are very well taught. They have detailed and appropriate teaching programmes which are diligently followed by class teachers and their very effective teaching assistants, resulting in these pupils making very good progress in their learning. The very brightest pupils are also very well taught. Teachers set them difficult and stimulating work, to ensure that they are motivated to achieve their best.

Pupils' quality of learning is very good. In most lessons they work at a very good pace, concentrate hard, work assiduously on their own and very co-operatively in pairs and groups. Many use their initiative to seek out information or take responsibility for their own and other's learning.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Pupils have a rich and varied curriculum. Provision for music is excellent. Many visits enhance pupils' experiences in a range of subjects and there are lots of out-of-class activities which pupils support in large numbers.
Provision for pupils with special educational needs	Very good. Pupils' needs are identified early and appropriate targets set to help them make very good progress. Their success in meeting the targets is regularly assessed and parents are fully informed about the progress their children make.
Provision for pupils with English as an additional language	No pupil presently falls into this category but there are satisfactory procedures in place to support such pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in all aspects. The school's Christian ethos is reflected in the respect pupils have for each other and adults, in their clear understanding of right and wrong and in their sense of social responsibility.
How well the school cares for its pupils	Very good. There are excellent procedures for child protection and pupils are well looked after if they incur minor injuries.

Music is a strength of the school. Visits made by pupils into the wider community enhance their learning in many subjects and contribute well to their personal, social and cultural development. Visitors to the school also make a significant contribution to the wide scope of pupils' experience. Staff know their pupils very well and this enables them to assess their personal and academic needs extremely effectively.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very effective. The headteacher leads the school very well and has created a strong and effective team, all of whom contribute significantly to the school's ethos of high achievement, Christian community and commitment to improvement.
How well the governors fulfil their responsibilities	Very good. Governors are very knowledgeable about the school's provision and standards and carry out their statutory duties very well.
The school's evaluation of its performance	Very good. The school's procedures for identifying pupils' strengths and weaknesses and the action taken to help them improve, are very effective. Lessons are regularly observed and the targets set for improvements in the quality of teaching and learning, result in high standards.
The strategic use of resources	Very good. Funds made available to support pupils with special educational needs and those for teachers' professional development are used very effectively. The use of specialist teaching, especially in music, enhances pupils' quality of learning and the standards they attain. The school makes good use of new technologies and its administration is very efficient. Budget monitoring and financial planning are both very effective in ensuring that educational priorities are achieved.

Governors apply the principles of best value very well. They consult with parents and ensure very good value for money when buying goods and services. The school's performance is compared rigorously with that of other schools and the management constantly seek ways to improve.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children enjoy school</li> <li>• Behaviour is very good</li> <li>• Teaching is very good</li> <li>• Children are expected to work hard, do their best and helped to become mature and responsible</li> <li>• They feel comfortable approaching the school with concerns or questions</li> <li>• The school is well led and managed</li> </ul>	<ul style="list-style-type: none"> <li>• The school worked more closely with them</li> <li>• The right amount of homework was set</li> <li>• The amount of information they receive about how their children are getting on</li> </ul>

Inspectors agree strongly with the positive views of the parents. How closely the school worked with parents was an issue at the time of the last inspection. Inspectors judge that the school has worked effectively to improve this issue, especially in responding to parents' concerns and in providing them with regular information about school routines, events and its curriculum. During the inspection, homework was set regularly in accordance with the school's policy and other evidence points to its effective use in supporting learning. The school provides as much information about pupils' progress and standards as most similar schools and with the same frequency.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The quality of teaching is very good which promotes pupils' very good achievement.**

1. In two-thirds of the lessons observed the quality of teaching was very good or better. Teaching of this quality contributes significantly to the very good progress pupils make in lessons and over time.

2. The quality of teaching of literacy and numeracy is consistently very good. This means that most pupils read fluently, write very well in a wide range of styles, have a sound grasp of number and apply their mathematical knowledge well to solve problems. In a very good Year 1 and 2 literacy lesson, the teacher used her very good subject knowledge to help all pupils to consolidate their knowledge of letter sounds and to gain a deeper understanding of the purpose of different sorts of questions. Most pupils knew that a phoneme was the smallest unit of sound in a word and that the maximum number of phonemes in a word is four.

3. Teachers have excellent relationships with pupils and as a result lessons are conducted in a calm, friendly but purposeful atmosphere. In a Year 5 and 6 numeracy lesson, for instance, in which pupils solved problems involving the use of several operations, the teacher's good humour and encouragement helped all pupils, but especially those who found the work more difficult, to persevere and succeed. Consequently, those pupils achieved extremely well. In the same lesson, the brightest pupils were given even more difficult tasks, which they enjoyed and gave their full attention.

4. Pupils are expected to give of their best at all times, to work hard with focussed concentration, to behave maturely and to take responsibilities and show initiative. At the beginning of a Year 1/2 numeracy lesson, two pupils led the rest of the class in practising their times-tables, a regular occurrence in this class, to which the rest of the class responded very positively. Most older pupils independently use computers in classrooms to word process their work or to find information, storing their work in files or printing their finished products.

5. The teaching of music is extremely good. The school employs a specialist teacher to teach all classes. He has excellent subject knowledge and the ability to relate to all pupils, from the youngest reception children to those in Year 6. Music lessons are joyful, packed with activity and promote very high achievement amongst pupils of all ages and abilities. Pupils sing tunefully, respond to different rhythms, tempos and musical styles and play instruments to accompany their own or other's compositions, because lessons are extremely well planned and well taught.

6. Pupils with special educational needs, including those with a statement of special educational need are very well taught and supported. Class teachers and teaching assistants work closely together to implement their individual teaching programmes, ensuring that pupils have the right balance of support and independence so that they achieve their targets. These pupils are challenged to improve and their progress is regularly reviewed. As a result of the rigorous teaching and the constant, positive reinforcement of their successes, they achieve very well, often attaining expected standards in national tests.

7. Children in the reception class enter with average standards. They are taught very well by the class teacher and other adults, and make very good progress. Almost all will confidently reach the targets set for them nationally by the time they enter Year 1 and many will have exceeded them. In this class, children are taught the basics of language and number very well, most forming words or writing simple sentences. Whilst practising writing letters, for example, children independently added other letters to form full words which were spelt correctly. Adults encourage children to work independently, make choices, use their imagination and to be creative.

All this was observed in a lesson to further the children's knowledge and understanding of plants. Many activities were made available to them, including planting seeds, making flowers from crepe paper using various tools, observational drawing and creating flower shapes on a computer screen and printing them. The children responded very positively, happily sharing resources and changing from one activity to another, whilst the teacher made notes about their attainment and progress to help her plan further suitable work.

8. As a result of frequent and rigorous assessments of pupils' progress, teachers ensure that the work they set in lessons keenly matches the needs of the pupils. This means that whatever their ability, pupils are fully engaged in their work and work to their full capacity. The brightest pupils remain interested and positive, achieving very well. Homework is used very well to extend pupils' knowledge and to promote their ability to find and organise information.

**There is a rich and varied curriculum with the provision for music being exceptionally good:**

9. The very good quality of the curriculum is a key factor in the pupils' very good achievements.

10. The national strategies for teaching literacy and numeracy are implemented very well, providing a firm basis for pupils' achievements across the curriculum. Many opportunities are provided, through thoughtful planning and teaching, for pupils to apply their literacy and numeracy skills in many subjects. For instance, in design and technology, Year 6 pupils write clear instructions for making a model fairground and provide measurements to scale. In their work on Shakespeare, Year 5 pupils produce a glossary of terms not in current use. All pupils are encouraged to write for many different purposes, for instance to persuade, to inform, to interest, to thank or to invite.

11. The impressive range of activities and visits organised to support pupils' work makes an excellent contribution to their understanding and to their enjoyment of their studies. Visitors to the school have enhanced pupils' knowledge and appreciation of the arts. For example, members of the English Shakespeare Company performed scenes from his plays, the personnel from the Bournemouth Symphony Orchestra and Chorus sang Victorian songs to support Year 3 and 4 pupils' history topic. Local artists have demonstrated techniques in silk painting, oils and water colours, whilst a calligrapher, wool, lace and leather craftsmen have all contributed significantly to pupils' knowledge of traditional crafts.

12. Staff organise many visits to places of local interest to underpin pupils' learning. Trips to farms, country parks and Beaulieu Abbey bring to life studies in science, geography and history. Participation by pupils in local music and dance festivals adds greatly to their personal, social and cultural development. Visits to Portsmouth and Winchester cathedrals significantly enhance their spiritual development and historical knowledge.

13. For a small school an exceptional range of out-of-school activities is offered, in which pupils of all ages participate enthusiastically and in good numbers. Many further their interest and skills in music. For instance, around nine-tenths of the pupils in Years 3 to 6 play an instrument. Musical and dramatic performances are held regularly, which include most pupils and give them fine opportunities to apply their musical talents and very good speaking skills.

14. Pupils enjoy a good range of sporting activities and compete with success against other schools. Links with Hampshire Cricket Club mean that county staff coach in the school and that pupils make regular visits to the county headquarters to play *kwik-cricket* before county matches. Older pupils in Years 5 and 6 make residential visits to an activity centre to experience a range of outdoor pursuits such as abseiling, canoeing, quad-biking, archery and potholing. During these visits they also learn to use information and communication technology to measure and record

their pulse rates whilst participating in the various activities, to manipulate digital imagery and to prepare a *Powerpoint* presentation for use on their return to school.

15. The close and harmonious links enjoyed by the school with the church helps to consolidate the Christian ethos. The local vicar and his deacon are clearly held in high esteem by pupils, particularly for their contributions to leading school assemblies and which do much to promote pupils' spiritual development.

**Pupils have extremely positive attitudes to all aspects of school life, behave very sensibly and relate very well to each other and to adults.**

16. Pupils' most constructive attitudes, their very good behaviour and excellent relationships contribute significantly to their very good achievements and to the school's most positive ethos.

17. In the classroom, during assemblies and in the playground, pupils behave very sensibly. In lessons they respond extremely positively to their teachers' instructions, listening with interest and respect to each other's views and ideas. Pupils work with very good concentration, being eager to succeed in their work and to improve their attainment. In a Year 1/2 music lesson, for instance, all pupils enthusiastically participated in a range of activities which tested their ability to sing in unison and in parts, to compose simple tunes and to develop an understanding of a style of American folk music. Because they responded so positively and worked so productively they made excellent progress in meeting the lesson's objectives.

18. Pupils with special educational needs, including those with a statement of special educational need, try very hard to overcome their difficulties, strive to meet their individual targets and take great pleasure in their very good achievements. For example, it was very noticeable in mathematics lessons observed, that these pupils willingly took responsibility for explaining to their classmates, the methods and strategies they use to solve problems. In literacy lessons, they happily read aloud and often contribute in discussions with confidence.

19. The most-able pupils also have excellent attitudes. They enjoy challenge and work very diligently at difficult tasks, taking delight in using their initiative to solve problems or in finding methods of presenting their work in attractive and original ways. There are many telling examples of pupils' most positive responses to homework tasks and of them extending their topic work beyond a basic brief.

20. Pupils of all ages participate in large numbers in the many out-of-class activities offered and happily join in events, especially those of a dramatic, musical and sporting nature. When they make visits, either of a day's duration or residential, they gain the maximum benefit by behaving in exemplary fashion, applying themselves assiduously to tasks related to the visit and in following up what they learn or experience on their return to school.

21. Pupils play very amicably together. Older pupils take responsibility for the younger ones or those who are less advantaged than themselves, either physically or in intellect. School lunches are taken in a civilised atmosphere with Year 5 and 6 pupils enjoying the responsibility for helping younger pupils on designated tables.

22. Two pupils from each class in Years 1 to 6 are elected to the school council. They take their responsibilities very seriously, being proud of their membership and of the improvements to the school's facilities which have been brought about by their 'lobbying'. All pupils gain a significant insight into the democratic process and citizenship as a result of the campaign for election to the council, representing the views of pupils, minute taking and negotiating with fellow council members and adults. Such activity supports their social and moral development very well.

## **The school is very well led and managed.**

23. The headteacher provides strong and very effective leadership. She has created a very positive team committed to the maintenance of high standards and to Christian values.

24. All teaching staff contribute well to the leadership and management of subjects, setting priorities for development and taking appropriate action to ensure that targets for improvement are met. Recent initiatives to widen the range of pupils' writing and to extend teachers' skills in information and communication technology have resulted in good improvements in pupils' ability to write non-fiction and in the confidence with which teachers and their assistants promote pupils' information and communication technology skills.

25. The contribution of governors to the school's provision and in their management of its performance is very good. A striking example is the rigor with which governors approach their visits to the school in order to gain direct knowledge about its work. A recent report focussed upon the school's provision for the arts and was a model of good practice in the amount of detail it contained and in its evaluative nature. Governors annually set demanding targets for the headteacher's performance and conduct rigorous reviews of the progress made towards meeting them.

26. The headteacher regularly observes her colleagues teaching. Pupils' work and test results are analysed closely and their progress frequently assessed. As a result of the actions taken following these evaluations, improvements are made to ensure that standards of teaching and learning remain high. All staff are self evaluative and keen to improve their practice by seeking training or by embracing new ideas.

27. Because the management of the school's provision for special educational needs is so good, pupils make very good progress and their parents feel fully involved in supporting their children. Great care is taken to ensure that the most-able pupils are given opportunities to extend their knowledge by providing them with opportunities to problem solve, to use their initiative and to meet and work with pupils, from other schools, with similar talents. Gifted and talented pupils, especially in the areas of music, drama or sport are given opportunities to display their prowess to which other pupils respond very positively.

28. Financial management is very astute. The governing body has a clear view of the future of the school and budgets prudently to achieve its educational priorities. Extra resources are annually allocated to support pupils with special educational needs, which has had a very positive impact upon their very good achievements, especially in literacy and numeracy. Excellent use is made of specialist teaching in music, which results in very high standards. Monies allocated to fund specialist subject ' days' or 'weeks' have helped to raise standards in science, design and technology and art and design.

29. The corporate style of management employed in the school provides all staff and governors with opportunities to contribute to decision making and to take responsibility and credit for the standards achieved. It is in this aspect particularly, that Christian values are reflected in the school's leadership and management.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	7	4	1	0	0	0
Percentage	20	47	27	6	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 six 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)	94
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	13

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

## Attendance

### Authorised absence

	%
School data	5.4
National comparative data	5.4

### Unauthorised absence

	%
School data	0.0
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 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	7	7	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	14	13
Percentage of pupils at NC level 2 or above	School	100 (93)	100 (93)	93 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	93 (93)	93 (93)	93 (93)
	National	85 (85)	89 (89)	89 (89)

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

**Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	7	9	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	88 (83)	88 (92)	94 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	88 (83)	88 (92)	88 (92)
	National	73 (72)	74 (74)	82 (82)

*Percentages in brackets refer to the year before the latest reporting year.  
Because of the small size of cohort individual subject results are omitted*



**Ethnic background of pupils****Exclusions in the last school year**

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	76	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	5	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	5
Number of pupils per qualified teacher	19
Average class size	24

**Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	107

**Financial information**

Financial year	2001-2002
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	£
Total income	272513
Total expenditure	247136
Expenditure per pupil	2548
Balance brought forward from previous year	2993
Balance carried forward to next year	25377

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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 41 per cent**

Number of questionnaires sent out	94
Number of questionnaires returned	39

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	3	0	0
My child is making good progress in school.	64	30	3	0	3
Behaviour in the school is good.	59	41	0	0	0
My child gets the right amount of work to do at home.	36	51	13	0	0
The teaching is good.	59	41	0	0	0
I am kept well informed about how my child is getting on.	41	49	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	59	33	3	5	0
The school expects my child to work hard and achieve his or her best.	69	31	0	0	0
The school works closely with parents.	41	44	8	7	0
The school is well led and managed.	64	28	0	5	3
The school is helping my child become mature and responsible.	59	41	0	0	0
The school provides an interesting range of activities outside lessons.	31	61	0	0	8