

UPPERWOOD PRIMARY SCHOOL

**Dartree Walk
Darfield
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Email: Darfield.Upperwood@barnsley.org

Welcome

Upperwood Primary School, on Dartree Walk, was first opened on 5 November 1973 and is on the edge of the small village of Darfield which is situated on the eastern side of Barnsley in the heart of South Yorkshire's coalfield. We endeavour to create an environment, which encourages all of our children to develop caring attitudes and respect for others while promoting high achievement and involvement in school activities.

As a parent, this is an important time for you and your child and choosing a school is an important step. In this prospectus we have tried to answer some of the questions which are often asked by parents who come to see us. If you would like to know more, please telephone us or call in, we would be happy to see you.



The school is located on a fine open site surrounded by mature trees and a planted forest of saplings has developed into our own woodland. There are large hard play areas and a garden which is tended by the children. The main school is semi-open plan with eight clearly defined class bases. These bases, each with their own carpeted quiet bays, are paired so that individual or group activities can be expanded into a shared resource area, or into a quarry-tiled practical area.

In addition to the main school we have recently opened a new classroom designed specifically to educate our Reception class in their Foundation Stage.

The design of our school allows for flexibility of working and provides for a variety of groupings to occur throughout the school day. In different teaching situations the teacher may group the child according to ability or stages of development. Children are able to work in a variety of areas: conventional classrooms, carpeted quiet areas or one of two shared areas.

Within the building we have three paved courts, which provide light and outdoor extension areas. They create centres of interest i.e. for plants, birds and animals. We also have a multi-purpose assembly hall, which is used for educational dance and movement as well as gymnastics and games. It forms the focal point for our school assemblies and is ideal for musical and dramatic activities.

Classrooms have their own entrances, with toilet and cloakroom facilities. The entrances give access to the outside playground areas. Infant children use one play area, and older juniors the other. In fine weather all children use the extensive and attractive playing field. The outward facing windows of the school have been recently double glazed which should greatly enhance the sound proofing of the building as well as making it warmer in winter.

We have a new computer suite which was installed in Summer 2002. This provides us with a purpose built environment for the teaching and learning of Information and Communication Technology.

Visiting arrangements

Parents are encouraged to come into school and visit us regularly. We have formal Parents' Evenings twice a year where parents have the opportunity to discuss the children's progress and welfare with class teachers. The teacher will also discuss targets for each child and it will be made clear how both teacher and parents can work together to help the child achieve these. A detailed end of year report is also written regarding the children's needs and achievements. Parents are also invited to come to school to see our Friday 'good work' assemblies where the efforts of individuals and class groups are recognised.

Every term we hold induction meetings for the parents of our new starters. At these meetings we are able to answer any questions about school life and the welfare of your children.

We value the opinions of parents and the contributions which they can make to school life. Parents are welcome to visit school for informal discussion with the class teacher and we benefit from a large number of parents who come into school to help in class.

We keep the minimum records required by statute and records compatible with the welfare of the children. Parents are welcome to view any records we hold on their child. This can be done by contacting the Headteacher. Copies of such documents are made available on request, the copies are charged at the normal copier rates.

Teaching and Learning

The Organisation of Classes

Upperwood has the stated aim of teaching children in classes which contain as few children as the budget will allow and in the past this has meant that class sizes have been larger than we would have liked. At present, however, the average class size is 29 children per class. This does cause organisational problems as we now have nine classes, but these contain seven year groups. Therefore it has been necessary to have some classes which contain more than one year group but parents should understand that this is the norm in schools in the country.

Parents often fear that the older children and 'being held back' and that teachers cannot teach more than one year group at the time. The range of abilities in a single year group are sometimes wider than in a mixed age range class and primary teachers have been teaching such classes for well over twenty years and are now well experienced in differentiating work in a wide variety of ways. The structure of our classes is always based on what is best for the children and no other criteria are used.

Teaching Techniques

Anyone who visits our school at different times of the day or week will notice a range of teaching styles, even in the same class. The approach will depend upon a number of criteria such as: the subject being taught, the age of the children, the nature of the activity and the ability of the child.

A parent would most often see a lesson begin with whole class teaching where differentiation is by carefully directed questioning or by targeted explanations. The children would then work at tasks, either as individuals or in groups. These tasks will have been carefully prepared by the teacher to match the developmental needs of the child. Most teachers prefer to teach only one subject at a time but most classes will have children working on the computer to compliment and add to their work in all of the other subjects.



The National Curriculum

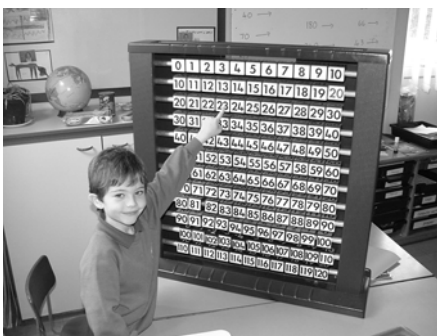
There is a national educational framework which must be followed by every state school in the country. The curriculum is broad and balanced and promotes the spiritual, moral, cultural, mental and physical development of pupils to prepare them for opportunities, responsibilities and experiences of adult life. It consists of the five core subjects of English, mathematics, science, information and communication technology and religious education. It also includes the foundation subjects of art, music, physical education, geography, technology and history. In addition the children will also examine such 'cross-curricular' themes as personal, social and health education, citizenship, drugs education and gender and equal opportunities.

The philosophy of the school is to promote the above in a happy, caring environment where children learn through practical experiences which give them a varied educational diet. Children will be expected to investigate and question as well as learn and perfect the basic skills which they will need in later life.

Full and comprehensive copies of the schools' curriculum and policy documents are available for anyone who wishes to consult them.

The Core Subjects

Mathematics



The aim of our mathematical work is to equip our children with a powerful set of tools to understand and change the world in which they live. Mathematics is important in everyday life, many forms of employment, science and technology and personal decision making, therefore, we strive to develop basic numerical skills alongside investigative problem solving.

A daily mathematics lesson forms part of each school day and closely follows the National Numeracy Strategy. Children are expected to develop strong mental mathematical skills and appropriately use calculators, computers, maths apparatus and investigative games to provide a balanced mathematical knowledge.

English

English has a high priority at Upperwood and we have a daily Literacy Hour. The Literacy Hour consists of a daily English lesson which is split up into four parts:

1. 15 minutes – whole class – shared text work where the children examine a specific text and develop reading and writing skills.
2. 15 minutes – whole class – focused word work and sentence work where the children examine the details of grammar and sentence construction.
3. 20 minutes – the teacher works with one group on guided text work which could be either reading, writing or word and sentence work.
4. 10 minutes – whole class – reviewing, reflecting, consolidating teaching points and presenting work covered in the lesson.

This structure represents a massive shift in the way that English is taught and many parents may not fully agree with it, especially as children will no longer be heard to read in school as often as was previously the case. The Literacy Hour is still in the early stages of implementation and parents may benefit from an informal discussion about how it affects their child. You are most welcome to speak to the class teacher, the English Co-ordinator (Mrs Thompson) or the Headteacher about this new initiative.

Although the National Literacy Strategy will guide our English framework we will continue to cover the basic and higher order skills associated with reading and writing. These include spelling, grammar and creative language skills. We set great store by, and expect, high standards of presentation so our children are taught handwriting skills from the outset.

Reading is the most important element of all of our school work and children will continue to be directed to a variety of material which will encourage their development as readers. All children are expected to take home their reading books each night and read to their parents and carers. A reading diary is used for parents to add comments and the parents' role will become more vital as the number of occasions when children read individually to teachers will diminish.

The children's English is assessed regularly to establish their abilities and aptitudes, so that suitable programmes of study are designed to meet their needs. All work at school is leading towards the children becoming confident and independent readers and writers.

Science

Science stimulates and excites pupils' curiosity about the world around them. Science activities form part of our core curriculum and we aim to make them informative and practical. The children undertake a variety of investigations where they discover appropriate knowledge and concepts through first hand experience.



Children are taught to question and hypothesise for themselves and to use these skills to create practical experiments within the 3 scientific areas of

- Life Processes and Living Things
- Materials and their Properties
- Physical Processes

Following their practical work the children record their findings in an appropriate way using words, pictures, diagrams and graphs. They then analyse their results and form conclusions which relate to their experiences.

Information and Communication Technology (ICT)

Upperwood School is very well placed to help our pupils become skilful users of information technology and to move onto secondary education possessing the confidence and ability to communicate their ideas in an ever changing world. Pupils use ICT to find things out, develop their ideas, communicate with others and work together to solve problems. A high value is placed upon the need for children to develop ICT skills at a rapid pace, consequently the school has invested heavily in a new purpose built ICT Suite and a rich variety of hardware including scanners, digital cameras and printers.

Children are encouraged to find out information using the Internet and the children are allowed to access the Barnsley Education Authority 'Intranet' which only allows access to vetted web-sites ensuring safe and purposeful use of the World Wide Web.



Our last **OFSTED** inspection made the following observations with regard to ICT:

“They are confident users of the computers and are able to select appropriate tools for a particular task.”.

“There is a very good ratio of computers to pupils and ICT is widely used in teaching and learning in all subjects as well as having time allocated for the development of its own skills. Consequently, confidence and competence are high for both pupils and teachers.”.

Religious Education

We follow the Barnsley agreed syllabus for religious education and all children are taught about a variety of faiths. The infant children will begin to explore religion by talking about their own experiences and developing their awareness of themselves and others. They will also be introduced to the basic themes of Christianity and Judaism.

The older children will continue to develop an understanding of themselves and their relationships with others and they will study the evolution of world faiths and examine how religious festivals, rituals and symbols are used in the practice of Christianity, Judaism and Islam.

Any parents who wish their child to be withdrawn from Religious Education or assemblies should notify the Headteacher so, wherever possible, alternative arrangements can be made.



The Foundation Subjects

Music

The children will compose and perform music with both tuned and untuned percussion instruments. They will investigate the instruments and learn how different sounds can be made. They will develop an understanding of the key musical elements and explore ways of recording their music. The children will learn to sing in a variety of forms including in two parts.

Musical appreciation involves the children in listening to their own music and that of other children. They will also listen to the works of composers from around the world in order to understand how the composer is attempting to create mood and feeling using musical techniques.

Art

The children will be involved in a wide range of activities which are aimed at solving problems and developing artistic skills and techniques. These include: drawing, painting in a variety of media, design, printmaking, collage, fabric work and a range of modelling, including work in clay.

The children will also examine the works of artists and appreciate the materials they have used. They will consider both traditional and abstract art by looking at the works of such artists as Van Gogh, Mondrian, Klee, Monet, Munch and Turner.

Design and Technology



This is divided into a number of areas and involves the children in: designing and making products for a purpose and evaluating their work. Of course, a major part of the work involves the children in being taught the safe handling of a range of tools and equipment.

We benefit from help from parents who support the children in the food technology aspect of the curriculum.

History and Geography

In history children will learn to use and interpret evidence to distinguish between fact and opinion, to realise the consequences of historical events upon their own lives and to understand how things develop over time. The children will study the Victorians, Britain since 1930, ancient Egypt and ancient Greece.



In geography children will learn to use and create maps of their locality and further afield. They will also gain an understanding of everyday life in other countries and they will study the effects of weather and simple geology.

Physical Education

This is divided into six areas:

Dance – where the expressive aspect of movement is emphasised and children are encouraged to use their imagination to create sequences and dances to a variety of stimuli.

Athletics – which focuses on running, jumping and throwing. The children will learn a variety of techniques and will be given the opportunity to develop and improve their own performances.

Outdoor and Adventurous Activities – take the form of orienteering and problem solving activities in and around school. In addition we give the children the opportunity to attend residential visits where they will taste the skills connected with canoeing, archery and hill walking.

Gymnastics – the children will be taught a wide range of gymnastic skills both on apparatus and as floorwork. They will be involved in problem solving as individuals and in small groups where they will develop co-operation and trust in each other.

Games – pupils are taught the necessary skills to build up competency to enjoy participation in various games. We focus on co-ordination skills and ball skills using a range of equipment. The children are then given the opportunity to apply their skills in a number of competitive game situations.

Swimming – we take the children to the pool at Wombwell where they will cover health and safety as well as the full range of strokes.



Special Educational Needs

We have a policy for the education of children with special educational needs whether the child has a statement of special educational needs or not. The policy includes information about the school's processes and procedures in the following areas:

- Special educational provision
- Aims and objectives
- Name of the school's SEN co-ordinator
- Admission and transfer
- Special facilities or support, we employ a part-time teacher for children with learning difficulties. The aim of this post is to enable children, with the aid of their parents, to overcome their difficulties and disadvantages without reference to outside agencies.
- The identification, assessment and provision of all pupils with special educational needs.
- Staffing policies and partnerships.

A copy of the full policy is available in school for you to look at.

We have children with a variety of disabilities and all children are welcomed and take part in the full range of activities which their disabilities allow.

Sex Education and P.S.H.E. (Personal and Social Health Education)

At present we follow a Sex Education Programme in Years 5 and 6 organised by our Community Nurse. The course is about puberty which naturally leads to discussion sessions. The course naturally enhances the self esteem of the children and supports them in the difficult process of growing up. Parents are in a position to make an informed decision as to whether or not their child participates in this course and can request more information on the sessions from the Community Nurse and from school.

The children study P.S.H.E. as a cross-curricular subject and we have an agreed drugs education programme which spans all ages and subjects.

There have been a number of workshops for parents and we will continue to keep parents informed of developments in this important area. The children also benefit from the close involvement of the Health Education Services and visits from the school nurses.

Extra-Curricular Activities and School Sport

The school aims to involve all children in a wide range of sporting activities of both an aesthetic and competitive nature. Within the National Curriculum framework for physical education the children cover elements of gymnastics, games, dance, swimming, athletics and outdoor and adventurous activities.

School staff hold a variety of specialist coaching and teaching qualifications in cricket, football, badminton, volley ball, swimming, tennis and outdoor pursuits. One of our teachers has a specialist qualification in the teaching of physical education.

Our children participate in the many Authority wide events where schools compete with each other in football, cricket, athletics, rounders and netball. Our recent successes in the sporting arena reflect our commitment to developing the whole child.

We offer a range of sporting and other activities after school and at lunchtimes. These include: football, cricket, fitness training, netball, outdoor pursuits, choir and learning to play the recorder. There is an annual sports day where the performance of each individual is valued. Our children benefit from visits from a local basketball coach. Through the years children from our school have represented Barnsley in a variety of sports.

Our children make regular use of the local area in order to support their work in school. We make annual residential visits so that the children will learn to live together with co-operation while learning new skills and techniques in outdoor pursuits.



Both our Key Stage 1 and Key Stage 2 children participate in our successful theatrical performances which are now features of our links with the community.

Provision for the Arts

The arts are well covered as part of our curricular and extra-curricular activities. We try to enrich the normal curricular diet by making use of visits to the Bretton Sculpture Park, to art galleries and to local theatres.



We have made use of visiting artists who have worked closely with the children to produce both the giant collage which adorns the school hall and the tree sculpture of the 'Upperwood Sprite'.

School staff hold a variety of specialist qualifications and a wide range of experiences both in teaching and in performing the whole range of artistic activities. Several staff have musical ability and all staff have received recent in-service training in the teaching of music.

School Rules

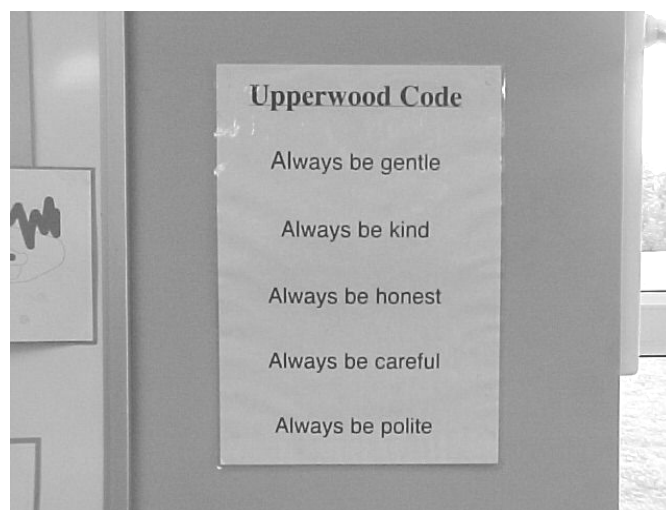
We try to keep school rules to a minimum, compatible with the safety of children. Common sense, leading to an awareness and avoidance of dangers, and care and consideration for others are actively encouraged.

OFSTED praised the behaviour of children in and out of classrooms, saying

“Behaviour is very good and sometimes better than that. It is consistently very good at playtimes and excellent in assemblies.”.

We will always support children who experience difficulties with their peers and we encourage children to immediately report incidents of bullying rather than taking the law into their own hands which will not be condoned.

The safety of children is of paramount importance. We make every effort to keep children away from vehicles and ask that parents ensure that children are trained not to walk through the car park and to cross the road with the school crossing patrols..



We are extremely proud of the behaviour of our children both in school and on school visits. This is brought about by a consistent approach by staff and the support of parents and children. Parents are expected to support the school's aims in developing good behaviour and it is felt that children benefit from this agreement. All problems which are experienced by any child will be dealt with immediately.

At Upperwood our children are encouraged to follow the Upperwood Code, which emphasises the positive behaviour of all pupils.

Complaints Procedure

Where a parent has an enquiry, an observation or complaint concerning the school or curriculum there should normally be a preliminary, informal discussion with the Headteacher or other appropriate school staff to see if the complaint can be resolved without recourse to formal procedures.

If the complaint cannot be resolved informally the complainant should contact the Education Office whose address and telephone number can be gained from school.

We stress the need for complaints to be made via the Headteacher and for parents not to confront teacher in their classrooms as we feel this is detrimental to resolving the issues of concern.

School Times

Morning session	8.50 - 12.15
Afternoon session	1.15 - 3.00 (infants) 1.15 - 3.10 (juniors)

Hours (per week) spent on teaching		
Age	Government recommendation	Upperwood practice
5 - 7	21	22.5
8 - 11	23.5	24.2

Holiday Dates 2005-2006

Up to date details of school holidays can be obtained from the school secretary but will be sent to parents at the beginning of the school year.

Attendance

Over the school year 2004 - 2005 the percentage of authorised absence from school was 5% the percentage of unauthorised absence was 1%.

Number of pupils of compulsory age on the roll for at least one session	227
Number of pupil sessions	84666
Number of authorised absences	4252
Number of unauthorised absences	856

Attendance at Upperwood is generally very good but the Governors are becoming increasingly concerned over the number of days which are being lost through family holidays. We fully appreciate the desire of families to take advantage of the holiday bargains which are now available in term time. However, we must point out that a child who misses two weeks each year through holidays will, by the end of the primary school, have received a full term's less school time than the other children. This will, inevitably, affect the child's education. Barnsley LEA operates a system of financial penalties for parents who take their children out of school for unauthorised absences, including holidays. Full details of this scheme can be obtained from school or the LEA office at Berneslai Close.

School Meals

Parents may choose whether their children go home or stay at school at lunchtime. If they stay at school they will be cared for by a team of supervisors.

'Young Encounters' lunch is a cafeteria system with a choice of a traditional two course meal, or a 'Grab-A-Bag' which is a sandwich with a cake, bag of crisps, and a fruit drink, or a filled jacket potato with a selection of fillings and desserts. The school kitchen provides a drink of water for children who have a school dinner and we do not allow separate drinks to be brought into school. Children are asked to bring one week's money (£7.50 per week) on Mondays in an envelope or purse with the child's name on it. Children may swap and change from school dinners to bringing their own packed lunch, provided they change on a weekly basis and not a daily basis.

If, as a family, you are in receipt of Income Support or Family Credit, you will probably be entitled to free school meals for your children. To claim these please see the school administration staff.

Some children choose to bring a packed lunch. This is entirely the responsibility of the parents but we ask that you do not include drinks which are in glass containers.

School Milk

Parents who wish their child to drink milk are required to pay £6 per term, (except for children in receipt of 'Scheme of Aid'). This is payable at the beginning of each term i.e. September, January and April.

Dress

The following standard of dress is recommended.

White	Shirt or blouse either short sleeves (e.g. polo / tee shirt) or long sleeves (e.g. traditional shirt).
Royal blue	Pullover, cardigan, sweatshirt or polo shirt.
Navy blue or grey	Trousers, skirt, gymslip, shorts or culottes.
Blue and white stripe or check	Summer dresses (optional)
Navy blue or white	Socks or tights
Dark colour	Sensible footwear for outdoor wear Suitable indoor shoes, e.g. slip-on plimsolls
P.E. dress	For safety reasons close fitting garments are essential. Blue/black shorts, (long, baggy shorts are not permitted) Blue or white tee shirt / polo shirt. Blue or black leotard. No jewellery or watches may be worn for PE and we ask that parents take this into consideration when having children's ears pierced.

Sweatshirts, tee shirts and polo shirts with the school logo are available from school. We have a full range of sizes for inspection and order once a term. In addition embroidered school badges can also be purchased.



F.O.C.U.S. – Friends of Children of Upperwood School

There is an active group of parents, staff and other supporters which organises fund raising and social activities and also provides invaluable help around school. Meetings are held termly in school and are currently led by Mrs. Kendall Holmes. Anyone wishing to join will be made very welcome. The group would especially welcome parents whose children are new starters and who will support the work done to benefit all of the children.

Lost Property

To avoid difficulties in identifying clothes and equipment we request that you label all your child's clothes and belongings in an appropriate manner. We would advise that money, expensive items or those with sentimental value are not brought to school. Where a child has to bring money to school, we advise that it is placed in a named, sealed envelope and handed to a member of staff for safekeeping. We regret that the school takes no responsibility for items which are not handed in for safe keeping.

Items which are lost should be reported immediately. Valuable items which are found may be claimed from Mrs Bedford who catalogues lost property.

Child Protection

We are guided by, and strictly follow, the child protection procedures which were published by the Barnsley LEA in September 1997. These procedures give us exact guidance on all matters relating to: sharing concerns, contact with social services, education welfare and all areas of abuse.

All suspected cases of abuse and unexplained injuries will be reported by us to the appropriate authority who will then take the decision whether or not to proceed. Any parent who themselves have any concerns are welcome to come in to school and discuss these with the Headteacher. All matters will be dealt with in the strictest confidence.

Illness

If a child is taken ill at school, all reasonable steps will be taken to make the child comfortable. A parent or named guardian will be contacted where this is thought to be necessary.

Medicines

Staff are not allowed to administer medicines of any sort. Parents are, of course, welcome to come to school to give their children medicines throughout the school day.

Notification of Absence

We have a legal responsibility to check all absences. We ask that parents write a brief note of explanation when the child returns to school, in addition we would also ask that parents notify school of a child's absence by telephoning school on the morning of the absence.

Homework

We have an agreed Homework Policy which guides our approach to homework. We believe that regular 'appropriate' homework is beneficial to a child's progress and that it helps to develop positive attitudes as well as raising standards. Younger children will be asked to read at home, to learn words or to complete small tasks alongside a parent. As the children grow through the school homework tasks will also grow but should never be beyond the capabilities of the child. We ask that parents support their child with his or her homework by taking an interest in the work that is being done and by maintaining a positive outlook towards the tasks. It is part of the agreed policy that homework is not given either to take away on a family holiday or as extra work on return from such a holiday. When a child is absent through illness, however, every effort will be made by teaching staff to support the child in making up lost ground.

Daily Acts of Worship

An act of collective worship is held each day as a whole school assembly. Parents may exercise their right to withdraw their child at these times and children who are withdrawn will be supervised by a member of staff.

School Security

We believe that the current security procedures which are in place have helped to make Upperwood a safe school environment. Children arriving late for school and visitors should arrive at the main school entrance and sign the appropriate book. We feel that it is the best interests of everyone at our school for us to maintain this level of vigilance.

Charging for School Activities

The Governing Body recognises the valuable contribution that a wide range of activities, including school visits, residential experiences and clubs can make towards all aspects of pupils' education. The Governing Body would accordingly wish to promote and provide as far as possible such activities as part of a broad and balanced curriculum for the benefit of pupils of the school.

The Governing Body reserves the right to request a 'voluntary contribution' to cover the cost of activities which may be organised by the school. Any charge will be calculated by reference to the actual cost of the activity.

The school Governing Body reserves the right to seek reparation from parents where their children cause breakages or damage to school property.

Admissions

Information for Parents

Before applying to Upperwood School for a place for your child we recommend you visit our school by making an appointment with the Headteacher. This will provide you with a more detailed opinion about our school, its ethos and values. We strongly believe a child progresses towards their potential when a strong partnership between home and school exists and expect school and home to adhere to the aims in Upperwood School's, 'Home School Contract'.

For new admissions to Upperwood School you must follow the guidance provided in Barnsley Metropolitan Borough Council's, 'Advice to Parents – Admissions to Primary Schools' booklet, copies of which will be provided by your child's present Nursery Unit.

For children wishing to transfer school during the academic year we feel it is vital that an appointment with the Headteacher is made to ensure a smooth and appropriate transfer is made. Again, details of the procedure for transfers between school during the school year can be found in the Barnsley guide to 'Admissions to Primary Schools', a copy of which can be obtained from the Education Services Department of Barnsley Metropolitan Borough Council.

Parents who have their application for admission to school refused, because the number of applications has reached the standard number of the school, have the right of appeal. Again, details of this procedure can be found in the Barnsley Metropolitan Council's guide to admissions.

SCHOOL RESULTS

These tables show the percentage of eligible children at the end of **Key Stage 1** achieving each level in the school in 2005.

The number of eligible children is:- 36
(figures may not total 100 per cent because of rounding)

TEACHER ASSESSMENT

Percentage at each level - Upperwood School							
	W	1	2	3	4+	Pupils disappled	Pupils absent
Reading	0	17	59	25	0	0	0
Writing	0	22	58	19	0	0	0
Mathematics	0	3	74	22	0	0	0
Science	0	0	54	46	0	0	0

TEACHER ASSESSMENT

Percentage at each level – National figures							
	W	1	2	3	4+	Pupils disappled	Pupils absent
Reading	3	12	56	28	0	0	0
Writing	4	13	66	16	0	0	0
Mathematics	2	9	63	26	0	0	0
Science	2	9	64	26	0	0	0

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

SCHOOL RESULTS

These tables show the percentage of eligible children at the end of **Key Stage 2** achieving each level in the school in 2005.

The number of eligible children is:-34
(figures may not total 100 per cent because of rounding)

TASK AND TEST RESULTS

Percentage at each level – Upperwood School						
	Below Level 3*	3	4	5	Pupils disappled	Pupils absent
English	0	12	62	26	0	0
Mathematics	0	12	47	41	0	0
Science	0	0	38	62	0	0

TASK AND TEST RESULTS

Percentage at each level – National figures							
	Below Level 3*	3	4	5	6	Pupils disappled	Pupils absent
English	6	17	46	29	0	1	1
Mathematics	5	20	46	27	0	0	1
Science	1	9	49	38	0	0	2

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

* represents children who are not entered for the tests because they were working below level 3 in English, mathematics or science; children awarded a compensatory level from the tests; and children entered for but not achieving a level from the tests.

Upperwood Primary School

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Fax (01226) 755027
E-mail Darfield.Upperwood@barnsley.org

Headteacher Mr D J Smith B.A.

Status Community Primary School, catering for all children from 5 to 11 years of age.

Local Education Authority

Barnsley Metropolitan Borough Council

Executive Director: Edna Sutton

Address: Education Office, Berneslai Close,
Barnsley S70 2HS

Telephone: (01226) 773500

Governing Body

Chairperson	Mr A Dyson
LEA Representatives	Mr A Dyson Cllr. D Wainwright
Parent Representatives	Mr M Barnes Mr M Hutchinson Mrs S Roebuck Dr C Booth
Staff Representatives	Mrs J Buckley Mrs J Bielby
Community Members	Mrs K Markham Mrs J Mason
Headteacher	Mr C Barrow Mr D Smith

Teaching Staff

Headteacher	Mr D Smith
Deputy Headteacher	Mr A Budd
Assistant Headteacher	Mrs C Bedford
Mrs J Buckley	
Mrs L Schofield	
Mrs J Gooder	
Mrs K Hirst	
Mrs J Gilbert	
Mrs C Thompson	
Mrs C Hager	
Mrs J Kendall-Holmes	
Mrs A Parr	

Support Staff

School Administrators	Mrs C Beaumont, Mrs M Gant
Teaching Assistants	Mrs J Bielby, Mrs A Merrills , Mrs G Stevenson, Mrs M Keightley
Nursery Nurse	Mrs S McHale
Caretaker	Mr R Greaves



“Darfield Upperwood is an excellent school. Pupils attain well above average standards from a below average start. Teaching and Learning are very good. Pupils have very positive attitudes to learning and behave very well. Leadership and management are excellent.”

OFSTED REPORT
December 2002

