

INSPECTION REPORT

UPTON WESTLEA PRIMARY SCHOOL

Chester, Cheshire

LEA area: Cheshire

Unique reference number: 111100

Headteacher: Mrs Christine Jackson

Lead inspector: Mr Peter Mathias

Dates of inspection: 24 – 26 January 2005

Inspection number: 268165

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	168
School address:	Weston Grove Upton-by-Chester Chester Cheshire
Postcode:	CH2 1QJ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Robert Jordan
Date of previous inspection:	16 November 1998

CHARACTERISTICS OF THE SCHOOL

Upton Westlea Primary School is a smaller than average primary school situated on the outskirts of Chester. It is close to an army base from which a significant proportion of pupils attend. There are 168 pupils on roll, of whom 19.5 full time equivalent pupils are in the nursery and 19 full time pupils are in the reception class.

There is also a centre for Key Stage 1 pupils who have speech and language difficulties. Five pupils attend the centre on a full time basis. The school holds the Basic Skills Quality Mark (2002), Investors in People (2004) and a School's Achievement Award (2000). It caters for boys and girls between the ages of three and eleven. Of the pupils who left the school in Year 6 in 2004, only just over half began their full time education at the school.

There is a wide range of attainment on entry to the nursery. Many of these children transfer to other schools in the area prior to transfer to the reception class. The attainment of children who go on to enter this school's reception class is well below that of most children of this age. In the nursery there is one child with a statement of special educational needs. In the main school, six pupils have statements of special educational needs and a further 36 pupils are considered to have some lesser degree of special educational needs. These pupils have a range of difficulties. This is an above average proportion.

About 26.3 per cent of pupils are eligible for free school meals which is an above average proportion. Pupils come from homes where there is a spread of social advantage and disadvantage. An above average proportion of pupils have English as a second language (2.3%). Nearly all pupils are from white British backgrounds. In the last two years 0.5 of one equivalent teacher left and the same proportion of a full time equivalent teacher was appointed.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21945	Mr Peter Mathias	Lead inspector	Science Geography History Foundation Stage
32661	Mr Peter Hopkins	Lay inspector	
27243	Mr Ian Tatchell	Team inspector	Mathematics Information and communication technology Design and technology Music Special educational needs
33393	Mrs Penelope Luker	Team inspector	English Art and design Religious education English as an additional language

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Upton Westlea Primary School provides a good education and gives good value for money. Standards in pupils' work and the progress they make by the age of eleven are good. Pupils and parents value their school very much. Teaching is good overall and some teaching is very good. The school is well led and has improved steadily since the last inspection. It provides good value for money.

The school's main strengths and weaknesses are:

- The good quality of education provided in the foundation stage and in the centre for pupils with speech and language difficulties.
- The very good quality of leadership and management.
- The well above expected standards pupils attain by the age of eleven in the national tests compared to their prior attainment aged seven where pupils attain well below pupils nationally and for similar schools.
- Assessment arrangements for most subjects of the National Curriculum excluding English, mathematics and science are limited. Data handling procedures for assessments in English, mathematics and science are time consuming.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	C	A
mathematics	C	C	C	A
science	B	B	B	A*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils generally achieve well bearing in mind their well below average starting points. Pupils with special educational needs achieve well and those in the centre for speech and language difficulties make very good progress. Children in the nursery achieve well as do those from the nursery who continue into the school's reception class. Pupils in Year 1 and Year 2 make satisfactory progress often from a lower than average base. Pupils in Year 3 to Year 6 achieve very well overall and eleven year olds reach levels well above those which could reasonably be expected of them bearing in mind the standards they attained in the national tests when they were seven.

The results in 2004 shown above indicate that standards in English and mathematics were well above average for similar schools and based upon pupils' prior attainment when they were aged seven. In science these results were very high. The majority of children in the nursery achieved well and are on course to reach the early learning goals set for them. The minority of nursery pupils who move on into the school's reception class make sound progress and some but not all are on course to begin the National Curriculum by the age of six.

In Year 1 and Year 2, pupils make satisfactory progress and reach average standards in English, mathematics and science. These standards are not reflected in the results in the tests for seven year olds which are very low. The results in 2003 included some pupils who were considered to have significant special educational needs as well as some pupils from the centre with speech and language difficulties. In Year 3 to Year 6 pupils achieve well and reach average standards in English and above average standards in mathematics and science. Currently standards in information and communication technology and religious education are above those expected. It was not possible to inspect other subjects fully.

Pupils' personal qualities are well developed. Behaviour is very good. Pupils are keen to please and willing to work hard. Nearly all arrive punctually and attendance is good.

Pupils' spiritual, moral, social and cultural development is good. Pupils have very positive relationships with each other and with adults.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall the school gives a good quality of education. Teaching and learning are good. Teaching is particularly effective in the nursery and in Year 3 to Year 6. Children in the nursery benefit from very well organised experiences which help them to make good progress in reading, writing and number work. In Year 3 to Year 6 teachers show very high expectations, carefully organise resources and make their lessons very interesting, often based upon their own high levels of expertise and subject knowledge. They encourage their pupils to behave very well and to work hard. In the best lessons pupils investigate independently and know what they need to do to improve. Across the school in a small minority of lessons teachers do not have high enough expectations of what all pupils should achieve and work is not carefully matched to the different abilities in the classes. Teachers assess pupils' work very thoroughly in English, mathematics and science and use this information carefully to enable pupils to achieve well by the end of Year 6 in these subjects. Arrangements to assess pupils' progress in other subjects are under-developed.

The curriculum is good and there are well thought out arrangements to link work in different subjects together so that pupils are able to appreciate the links in the work they are under taking. There is a wide range of sporting and other outside activities and visits.

Care and support are very good and pupils are actively involved in the school. There are close and effective links with parents and with the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good, the school meets all statutory requirements and is well governed. The headteacher and other key staff run the school very well. They manage the inclusion of all pupils carefully and ensure that the school is a happy and positive place. The leadership of the school is very committed to continued improvement. Governors have a good understanding of the progress the school is making and they support the school well.

PARENTS AND PUPILS' VIEW S OF THE SCHOOL

Parents are pleased with the education their children receive. They expressed positive views of the school both in the parent's meeting with the Registered Inspector and in the questionnaire they completed. Pupils enjoy school, feel that they learn and make progress. They value the thoughtful and kind way they are treated.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve standards of attainment in the national assessments for seven year olds and match work in Year 1 and Year 2 more closely to the different abilities in the classes.
- Continue to develop manageable assessment procedures for all subjects and utilise electronic means to analyse pupils' progress towards the targets set for them in English, mathematics and science.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement in the nursery and reception classes is good. In Year 1 and Year 2 achievement is satisfactory, bearing in mind the low starting points from which many of these children begin. Pupils in Year 3 to Year 6 achieve very well. Pupils with special educational needs and those pupils in the centre for speech and language difficulties achieve well. Standards in English, mathematics and science are average in Year 2. They are above average in mathematics and science in Year 6. Standards in English in Year 6 are average.

Main strengths and weaknesses

- The very low attainment of seven year olds in the national assessment.
- Pupils achieve very high standards in the tests for eleven year olds compared with their prior attainment.
- Standards in writing are below average at both key stages.
- Standards in information and communication technology are above average in Year 6.

Commentary

1. Children enter the nursery with a wide range of abilities. The majority of the higher attaining children move to reception classes in other schools. Most of the children who remain in this school make good progress but few are ready to begin the National Curriculum by the age of six. Few reach the expected standards in communication, language and literacy, mathematical, personal, social and emotional development and knowledge and understanding of the world. In creative and physical development many but not all reach the expected standard. They make good progress from a low base because the teaching is well organised to provide them with a lively and diverse range of appropriate activities which they enjoy. In Year 1 and Year 2, pupils' progress is satisfactory and most make some gain in their learning. However, by the age of seven few attain the expected standard (Level 2) in reading, writing and mathematics both for schools nationally and for schools considered broadly similar. In 2004 the group of pupils who were assessed in the end of Year 2 national assessments contained some pupils who were considered to have some significant special educational needs. The group also included pupils from the centre for pupils with speech and language difficulties. The standards in speaking and listening and reading and in mathematics are above those set out in the table below.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
English	11.9 (13.5)	15.8 (15.7)
Writing	9.9 (10.3%)	14.6 (14.6%)
Mathematics	13.4 (11.8%)	16.2 (16.3%)

There were pupils in the year group. Figures in brackets are for the previous year

2. In Year 3 to Year 6 standards in English are average overall. In writing standards are below average, reflecting the difficulties pupils experience across the school in this area. The school has put in place a series of initiatives to help raise standards in writing which have yet to have a significant impact. In mathematics and science standards are above average. The good progress pupils make over Year 3 to Year 6 is closely related to the consistently high quality of teaching and the careful way teachers use assessment information to identify what pupils need to do to improve. Teachers have high expectations of their pupils and this encourages

them to work hard and purposefully. Since 2001 national test results for eleven year olds have been generally well above what could reasonably be expected of these pupils bearing in mind what they achieved at the age of seven. While results in English dipped in 2004, results in mathematics and science have since 2002 been broadly stable. When compared to all schools the trend of improvement in standards attained by eleven year olds is just below the national rate of improvement.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	25.4 (27.0)	26.9 (26.8)
mathematics	27.0 (27.5)	27.0 (26.8)
science	29.7 (29.3)	28.6 (28.6)

There were 11 pupils in the year group. Figures in brackets are for the previous year

3. Standards are rising in information and communication technology; they are now above expected in Year 6 reflecting the good use now being made of the additional resources the school has recently acquired and the confident way the subject is being taught. Since the last inspection, standards in Year 6 have improved in English, mathematics, science, religious education and information and communication technology. In other subjects where it was possible to make a judgement, standards have been maintained at average levels.
4. The speech and language centre provides very good support for the five infant school pupils who have speech or communication difficulties. These pupils achieve well. They make good progress and overcome many of their difficulties through the specialist teaching and the support provided. Each pupil has an Individual Education Plan, which often specifies sessions with the speech and language therapist who works closely with specialist staff.
5. Pupils with special educational needs in the main school and speech and language centre, often achieve average skills in reading, spelling and mathematics by the time they are ready to transfer to local schools. They enjoy listening to stories and taking part in reading sessions. They take discussion seriously and enjoy the challenge of asking questions and completing work alongside their mainstream friends. Most of the individual targets set are achieved with the support of teacher, support staff and therapists. This represents good achievement and progress. The successful integration of these pupils into mainstream classes and the way teachers and support staff ensure that they receive the support needed to succeed in all subjects. Pupils work as a class, in small groups and individual settings as appropriate. They are very much a part of school life and are included in all its aspects, joining whole school assemblies, playtimes and lunchtime activities.

Pupils' attitudes, values and other personal qualities

Attendance is good. Pupils' attitudes and behaviour are very good. The development of pupils' spiritual, moral, social and cultural awareness is good.

Main strengths and weaknesses

- The school sets high standards of behaviour throughout the school.
- Pupils have a good relationship with each other and staff.
- The punctuality of a small number of pupils could be improved.

Commentary

6. The school sets and expects high standards of behaviour. The school information pack to parents outlines the home-school agreement and the responsibilities of parents in ensuring

good attendance and discipline and this is reinforced in the annual report of the governors. In the classroom there are class rules and good attitude and behaviour is praised and rewarded. This approach is extended to the playground and after school clubs where all staff regularly reinforce these principles. Once a week there is a special assembly where the pupils who have behaved particularly well or worked very hard are praised in front of the whole school. The staff act as positive role models for the pupils.

7. Pupils behave very well throughout the school and have a very positive attitude. They are polite and helpful and are happy to take part in discussions. In the classroom the positive behaviour helps pupils to maintain concentration and interest in their work. The older pupils regularly act as “buddies” to help younger pupils in the playground and resolve any disputes. The parents have a positive view of the behaviour in the school.
8. Most pupils with special educational needs have a positive attitude to learning. When working individually or in a small group with the support of a teacher or learning assistant they show a good level of confidence. They persevere with challenging tasks.
9. The pupils like coming to school and find lessons interesting. They have many friends and like the additional activities such as after school clubs and residential visits. The after school clubs are well attended and provide pupils across the school with an opportunity to learn new skills in sport and the arts and have fun. The parents also feel that their children enjoy coming to school.
10. Pupils get on well with each other throughout the school. They are polite and respectful to each other and there is a calm relaxed atmosphere in the school. Pupils work well together in the classroom and they mix and socialise in the dining hall and the playground. Many of the older pupils take care of the younger pupils or pupils that have no one to play with. The playground is very well designed to provide pupils the opportunity to take part in different activities or just to sit quietly. Circle time and assemblies are used to reinforce the messages of respect, trust and teamwork and this is reflected in the relationship between pupils.
11. Despite the efforts of the school to remind parents of the importance of their children being on time for school, a small number of pupils regularly arrive late for the morning session.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.7
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

12. The level of attendance (95.3%) is above the national average but unauthorised absence is higher than average. The school emphasises the importance of good attendance in information to parents and has thorough procedures for dealing with absenteeism.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	164	5	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian – Bangladeshi	2	0	0
Black or black British – any other background	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

13. The high number of exclusions relate to pupils who have now left the school

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and the curriculum are good. There is a very rich range of extra curricular activities. The school provides very good levels of care. Links with parents are good. Links with the community are very good.

Teaching and learning

The quality of teaching and learning is good overall. It is very good in the nursery and good in reception, Year 1 and Year 2 and in Year 3 to Year 6. In Year 5 to Year 6 teaching is particularly effective. The use of assessment in English, mathematics and science is good. Arrangements to assess progress in other subjects have some weaknesses.

Main strengths and weaknesses

- The very good quality of teaching and assessment in the nursery.
- Teachers in Year 3 to Year 6 have high expectations of their pupils and organise their lessons very carefully.
- There are very extensive arrangements to assess standards and progress in English, mathematics and science but no consistent and efficient ways of doing the same in other subjects.

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (28%)	16 (55%)	5 (17%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

Commentary

14. Overall the quality of teaching is better than at the time of the last inspection. It is a particular strength in the nursery where teaching is very effective in providing all pupils with a very wide and interesting range of experiences which foster their physical, emotional and intellectual growth very well. Teaching in the rest of the school is good and is particularly effective in Year 3 to Year 6 where pupils learn very well so that they achieve in the tests for eleven year olds on the whole much better than could be reasonably be expected of them. From Year 1

to Year 6 the teaching of English is good and teachers have a clear understanding of how to teach literacy. There have been recent initiatives to improve standards pupils attain in writing. These have yet to show their full impact.

15. The teaching of mathematics is good. Teachers meticulously plan what they will teach and follow the National Numeracy Strategy closely. The teaching of science is good and is particularly strong in Year 3 to Year 6 where teachers have a very good understanding of how to teach the skills of investigations. This results in very well organised lessons in which pupils benefit from teachers' very strong subject knowledge and the high expectations they set for their pupils.
16. During the inspection some very good teaching was seen. In the best lessons, pupils identify strong links with the areas they were studying because the teachers make these lessons very interesting. Their own excitement and interest rubs off on their pupils. For example, this was seen during the visit of an 'air raid warden' in a history lesson on World War II and also when a teacher was re-telling well known folk tales so that they came to different endings.
17. Throughout the school teachers and their support assistants manage their pupils well and promote a very caring environment in which positive relationships are evident. Pupils nearly always respond very well and show very good behaviour and confidence when talking to adults. Consequently pupils particularly in Year 3 to Year 6 try hard to reach the high standards expected of them and maintain high levels of concentration.
18. In the small number of satisfactory lessons where teaching had some shortcomings these relate to:
 - a lack of appropriate challenge particularly for the more able;
 - occasionally time is not always well managed so that teachers can help pupils consolidate learning;
 - some opportunities are missed for pupils to learn at first hand
19. Within the speech and language centre, the quality of teaching and learning is very good, the most important factor in the good progress made by these pupils. The five pupils spend a significant amount of time in the main school working successfully alongside their peers. A key strength of the teaching is the commitment to ensuring that all the pupils are confident, enthusiastic learners who are helped to reach their full potential.
20. The standard of teaching for pupils with special educational needs in the main school is good. When pupils are given appropriate support within well planned lessons much is achieved. In classes or ability groups pupils with special educational needs who receive additional support and work related to their ability make good progress. The teachers and support staff involved build up a good relationship with these pupils and gently encourage them to take every opportunity to extend their knowledge and understanding.
21. In English, mathematics and science much work has successfully been done into gathering information about pupils' performance in the national assessments and tests for seven and eleven year olds in previous years. This is carefully analysed to reveal what pupils need to do to improve. The information is used effectively to set short term targets for pupils to achieve in these subjects. However the procedures for completing the process of retrieval and analysis are time consuming and teachers do not utilise electronic means to carry out these activities more speedily and efficiently.

The curriculum

The curriculum is good and provides very good opportunities for extra-curricular and enrichment activities. The accommodation and resources are very good. Some improvements have been made since the last inspection.

Main strengths and weaknesses

- The curriculum is good. It is well planned.
- There are very good enrichment activities, which add to the quality of the curriculum.
- Although assessment is good in some subjects, such as English, formal assessments are not carried out in other subjects such as religious education.
- All pupils are equally valued and included in school activities.
- The very good accommodation and resources support learning.

Commentary

22. The school offers a broad curriculum, which enables all pupils, whatever their aptitudes, to make good progress in their learning. There are comprehensive arrangements to plan what is to be taught. Homework is used appropriately to support learning. The teaching staff, are well qualified and use a variety of teaching strategies, which help all pupils learn well. Where teaching assistants support pupils in class they add to the quality of lessons and have a good understanding of how to aid learning.
23. There is a well-structured programme for promoting personal, social and health education. A “buddy system” is in operation at play and lunch times, where older pupils support younger pupils, who may be on their own or unhappy. Pupils welcome these responsibilities and understand the need for everyone to be involved making the school a happy place. Pupils have been involved in learning about healthy eating, how to keep healthy and sex education. A school’s council has been started and pupils are eager to discuss their plans to improve playtimes and help those less fortunate than themselves.
24. There is a daily act of worship, which includes enthusiastic singing and a prayer, to reflect the theme of the assembly. In all the assemblies seen pupils took an active part. They behaved well and listened carefully, answering questions thoughtfully. Older pupils took responsibility for organising the music and seating.
25. There are very good opportunities for enrichment activities in the school. Older pupils have regular residential visits and, in discussions, they explained that these helped them to work as a team within class and to learn how to behave responsibly. There are a number of clubs run after school. The pupils are very enthusiastic in discussions about what they learned in art club and much of their work, which is of a high standard, is beautifully displayed around the school. Pupils regularly take part in sports events with other local schools.
26. Assessment of pupils’ work is good in subjects, such as English, where pupils’ work is marked, test results are analysed and individual targets set. Progress is tracked throughout the school to ensure the quality of learning is maintained and teachers work together to make sure that their marking is consistent. In other subjects, written work is marked but formal assessments are not in place.
27. All pupils are equally valued and pupils and teachers show respect for each other. There are good systems in place to help pupils solve problems. One example is Circle Time, where pupils can discuss a problem in a safe situation, under the guidance of the teacher. All pupils are included in school activities. The end of term production of “The Peace Child,” was planned to include all pupils and everyone took part. Pupils with English as an additional language are given appropriate support and are fully integrated in class. They make good progress. Pupils are developing an understanding of other cultures and religions through the opportunities offered, particularly in art, religious education and geography lessons.
28. The accommodation and resources are very good. Classrooms are a good size and well set out. There is a new library, which provides a pleasant working area and has been recently restocked with reference and fiction books. The Technology room provides a spacious computer suite and design technology area, which is well used by pupils.

29. The curricular needs of pupils in the centre for speech and language difficulties are outlined in their statements. Annual review recommendations become part of the pupils' Individual Educational Plans. These are discussed and agreed with pupils and parents to comply with the recommendations of the Code of Practice. Speech and language centre pupils make very good progress. Pupils with special educational needs in the main school play a full part in their lessons and make good progress. This works particularly well during literacy and numeracy hours and is a very efficient use of the learning support assistants. Pupils' Individual Education Plans match the needs of individual pupils and targets set are generally sufficiently specific and easy to measure.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance based on monitoring is very good. Pupils' involvement through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- Staff know pupils well and provide a caring environment.
- The procedures for child protection and health and safety ensure that the pupils work in a healthy environment.
- The school offers very good care and guidance to pupils.
- The school has very good procedures to reward good behaviour and encourage pupils to make sensible choices.
- Pupils are consistently involved in judging the progress they are making.
- Pupils are given opportunities to express their views and they are listened to well.

Commentary

30. All the staff in the school know the pupils well including their personal or medical needs. Staff demonstrate a caring approach in their relationship with the pupils in the classroom, dining hall and in the playground. There is an inclusive approach that ensures that all children take an active part in lessons and that all pupils enjoy playtimes. All staff have had training in child protection and the lunchtime supervisors have received training to deal with bad behaviour and how to organise games. Staff emphasise respect and care for others through Circle Time, assembly and their relationship with pupils throughout the school. There are visits to the school from the Fire Brigade, Police and school nurse to talk to the pupils about healthy living. The school is encouraging pupils to eat healthily. The younger pupils receive fruit as part of the National Fruit Scheme and parents are discouraged from allowing their children to bring sweets to school.
31. The pupils have a trusting relationship with the staff and are happy to talk to them about any problems they may have. The pupils are keen to volunteer to carry out tasks and willingly take responsibility as a playground buddy, a dinner monitor or helping set up the music for assembly. This relationship is strengthened by the residential trips where staff and pupils go to an outward-bound centre and take part in activities such as canoeing and rock climbing together. These experiences develop pupils' social skills and build trust and understanding between staff and pupils.
32. The school has clear and thorough policies for health and safety and child protection, which are approved by the governing body. The maintenance officer carries out routine checks of the building every day and the mandatory checks on fire equipment are carried out by specialist contractors. Risk assessments are carried out and kept on file. One of the governors has responsibility for health and safety and he takes an active role in safety checks. The governing body are kept well informed about any key issues. The headteacher and the deputy head are the designated staff for child protection but all staff and some of the governors have received child protection training.

33. In the last year, the school has introduced class councils and recently this has been developed into a school council. This will provide the opportunity for the school to seek pupils' views in a more structured way. The school has always taken the views of pupils into account and they have had an input into the design of the playground and the development of the library. The new school council is beginning to put this consultation on a more formal basis and provide more opportunities for pupils to work together as a team and take additional responsibilities.
34. The school values the pupils and takes good care of their individual needs. They are given very good support and guidance, which helps them to achieve well. The school listens carefully to the pupils and encourages them to feel that their views are valued.
35. There are good child protection procedures in place and health and safety issues are given a high priority.
36. Pupils are successfully involved in their own learning. Each year they contribute to their record of achievement about what they have improved and what they need to do next. They identify in which areas they need support. Pupils have individual targets in some subjects and are aware about how to make progress. The ability to reflect on their learning was apparent in discussions with older pupils, who identified how to practise different techniques in order to improve their artwork.

Partnership with parents, other schools and the community

The school has good links with parents. The links with the community are very good. Links with other schools and colleges are satisfactory.

Main strengths and weaknesses

- The school is active in the local community and the links support learning in the school.
- The school provides parents with an extensive range of information about the school and the progress of the children.
- The centre for pupils with speech and language difficulties is an integral part of the school and a benefit to many pupils.

Commentary

37. The school has strong links with the local community. The school has active links with the local churches and members of these churches regularly visit the school and take assembly. This increases the understanding of different faiths. There is a regular programme of interschool sports events with other local schools. Football coaches from Chester City Football Club visit the school and provide coaching sessions for the pupils. Members of the local community regularly visit the school to attend special assemblies, to use the facilities for clubs such as the Karate Club or to attend meetings to discuss fundraising ideas. There are good links with local business that provide financial support to the school. MBNA bank has supported the development of the school library and a play area for children with motor difficulties.
38. The school keeps parents very well informed about school matters and the progress of their children. The information pack and the Annual Report of the Governors provide a wide range of detailed information about school policies and performance together with the guidance for supporting their children's learning. There is a good school website which again gives details of the school ethos, activities in the school and school performance. In addition to the regular parents' evenings, the school has an "open door" policy and parents feel they can raise any issues with the staff at any time and receive a helpful response. The parents welcome this approach.

39. The speech and language centre provides a resource for children from many parts of the County. The Head of the Unit takes a co-ordinating role for special educational needs pupils throughout the school. This helps to include all pupils into the life of the school. Pupils within the school also benefit from the specialist services that the Unit can provide.
40. Parents clearly support the school and many take an active role on the governing body and in fundraising. However the role of parents in supporting learning in the school could be further developed. The school encourages parents to play an active part in school life.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The leadership of the headteacher is very good. The governance of the school has improved and is now good. All statutory requirements have been met. The school has effective procedures for financial control and use of resources. It gives good value for money.

Main strengths and weaknesses

- The headteacher continues to improve a school that works well.
- Rigorous evaluations of the effectiveness of subjects and the performance of staff are contributing very well to improvements in standards and the quality of teaching.

Commentary

41. The headteacher's clear vision and attention to detail have been key factors in establishing a very positive climate for learning and staff focusing on continual improvement. She works closely with her deputy and their complementary skills are used very well to phase in developments. The school's self evaluation, completed before the inspection, closely matches the judgments in most areas of the inspection.
42. Overall leadership and management is having a good impact on achievement because:
 - weaknesses in the subject provision have been very clearly identified through rigorous reviews, particularly in English, mathematics and science.
 - Co-ordinators lead and manage their areas well;
 - care has been taken to ensure that all staff are valued and steps taken to develop effective teamwork at all levels;
 - annual reviews of the performance of teaching and non-teaching staff ensure that they are able to focus on how to best support developments and develop their own skills.
43. The headteacher and other key staff have maintained the strong and effective leadership recorded at the last inspection by working well together and with outside agencies.
44. Governors have become partners in providing effective support and challenge to the headteacher and other key staff. Good arrangements are in place to see pupils' work at first hand. This, together with discussions with staff, enables the governors to have a clear idea of the school's strengths and weaknesses, particularly in literacy, numeracy and special educational needs. They are keen to improve their own performance and attend appropriate training courses.
45. The governors have ensured that all statutory requirements are met, including that of producing and implementing a performance management policy. They have undertaken an access survey to improve the accommodation provision for pupils with physical disabilities, within the means available to them. The school is very inclusive. Pupils with special educational needs and those from other backgrounds are very well integrated and provided for. This contributes to the overall good achievement of pupils with special educational needs in the speech and language centre and main school.

46. The management of the speech and language centre by the recently appointed teacher is very good and the links between the centre and the main school are used well to provide appropriate support to special educational needs pupils wherever they are based.
47. Two teachers have recently joined the school including one newly qualified teacher. Very good induction procedures have resulted in these teachers becoming quickly in tune with how the school works and seamlessly fitting into the team. Most staff have responsibilities such as co-ordinating a subject or managing a department. The school's performance management policy is in place and is being used effectively as a tool for bringing about school improvement. Well considered staff training needs help staff to give of their best. The school has been awarded 'Investors in People' status in recognition of the good support provided for staff at all levels. The school works well with local teacher training agencies and welcomes students each year.
48. The priorities in setting the budget reflect the priorities in the school development plan. The governing body, advised by the headteacher, understand the priorities of the school and approve the budget accordingly. Rigorous budget monitoring is carried out every month with support from the local education authority's finance section. A small number of recommendations of the last audit report have been carried out. The school gives good value for money.
49. The area of special educational needs is well managed. Any pupil who is giving cause for concern is assessed and suitable action taken if necessary. All assessments and reviews are carried out accurately and regularly. The special educational needs co-ordinator administers the day to day organisation of pupils, with the necessary involvement of the headteacher and class teachers. They check that targets set in pupils' Individual Education Plans are clearly linked to pupils' needs and part of lesson planning. The governing body supports and monitors the provision for pupils with special educational needs, and reports the school's provision for these pupils, in its annual report to parents.

Financial Information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	395,402	Balance from previous year	8,543
Total expenditure	385,546	Balance carried forward to the next	9,856
Expenditure per pupil	2,734		

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children under five are admitted part time in the nursery in the year following their third birthday. There are currently 19.5 full time equivalent children in this part of the school. These children come with a wide range of abilities and maturity. Many transfer to other schools in the area when they are of reception age. Currently there are a further 19 children of reception age in the school. Only a minority of these are ready to begin the National Curriculum when they are six years of age. The good provision found at the time of the previous inspection has been strengthened further. Teaching and learning are **very good** overall and a particularly strong feature in the nursery. Generally children achieve well, often from a low starting point in the reception class..

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children are happy at school and get on well together.
- Children select and use resources independently.

Commentary

50. Teaching is good and children achieve well particularly in the nursery where there are very thorough and well organised arrangements for children to work together, for example collecting hidden treasures or exploring. These are successfully extended in reception when children are happy to play constructively and happily together for lengthy periods. In both the reception and nursery, teachers provide good opportunities for children to choose activities for themselves and to play independently. They become more self reliant as a result.
51. Children enjoy coming to school because they know that whether working as a group or as individuals, they will be warmly encouraged to work and play constructively. The teachers and their Teaching Assistants encourage children to make their own decisions. Generally children in both the nursery and reception carry out all activities with a sense of purpose and enjoyment

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **good**.

Main strengths and weaknesses

- Children in the nursery make very good progress in developing their speech.
- There are good opportunities in the reception class for children to learn the skills of interpreting the sounds that letters make.
- Teaching is good and children achieve well.

Commentary

52. Many children in the nursery are on course to reach the early learning goals by the end of their reception year. In the reception class in this school some, but not all children will reach that point. These differences relate to the low starting points of the majority of children who transfer to this school into the reception class when aged five. There are very good opportunities for children to develop their speech through taking on different roles in their play areas, for example when shopping in their supermarket or when finding 'snowflakes'. Adults

ably encourage children to chat productively to each other as they play. Older children in the reception make good progress in learning the sounds that letters make because the skills are well taught regularly. These children are well supported in this by their teachers and teaching assistants who work closely together to ensure that these skills are built on systematically.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan well thought out and resources activities to promote children's use of number language.
- Children enjoy mathematical activities and try hard.

Commentary

53. Teaching is good and children make good progress in the nursery and sound progress in the reception class. Teachers plan closely together to arrange experiences which encourage children to recognise the names of numbers and the symbols which represent them; for example when searching for hidden treasures and placing them in the bags which have the correct number names.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- There are well-planned opportunities for children to investigate and observe at first hand.
- Children are confident with computers and use the mouse accurately when following instructions.

Commentary

54. Teaching is good and is well focused on providing well structured opportunities to investigate the qualities of materials; for example in making jelly or in finding out about foam. Children develop a good sense of direction when moving objects on the computer screen and utilise their new knowledge of 'over', 'under', 'below' and 'above' when moving objects accurately on the screen. They have real experiences of working in a bakery in their supermarket and learn about serving customers.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- The weaknesses identified in the provision for this area have been thoroughly addressed.
- There are very good arrangements for children to develop their physical co-ordination in lively and pleasurable outdoor activities.

Commentary

55. Teaching in this area is good and children in the reception are on their way to begin the National Curriculum by the age of six. A particularly strong feature is the access children have to very well designed and constructed facilities that encourage pupils to use their large wheeled toys to play traffic or to go on adventures. These facilities have now been extended

to enable older pupils in reception to take part in a range of structured and un-structured physical activities on a regular basis. Children, as a result develop good co-ordination and balance.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Children enjoy a wide range of play activities which effectively encourage their imagination and creativity.
- There are well organised opportunities for children to use colour and a wide range of materials to paint draw and make.
- Teaching is good and by the end of the reception class many children are ready to begin the National Curriculum.

Commentary

56. In the nursery and reception careful planning ensures that children have a wide range of opportunities to 'pretend', for example, when 'going on a bear hunt' or being 'a patient' or 'doctor' in a very well equipped hospital. They are able to pretend to be Eskimos or Native Americans in well organised environments. They learn to take on a different role well.
57. In both the nursery and reception, teachers ensure that children are able to make colourful pictures independently. Children have good opportunities to recognise and remember colours through carefully constructed colour displays. Children are regularly encouraged to blend paints and to experiment with a range of materials. They are beginning to make recognisable forms in three dimensions.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Teaching and learning are good and pupils make good progress, particularly in years 3 to 6.
- The leadership is very good. The curriculum is broad and enriched by visits, visitors and performances and there are good cross-curricular links.
- Assessment is very good and leads to individual targets being set, to improve learning.
- All pupils enjoy reading and by Year 6 pupils have made good progress.
- Literacy skills are used well in other subjects.
- Writing is below average at present but strategies are in place to improve writing skills.

Commentary

58. Teaching in English is good throughout the school and pupils learn well and make good progress, particularly in Year 3 to Year 6, where teaching is good or very good. This leads to pupils consistently learning well. Pupils with special educational needs and English as an additional language also make good progress and are supported well in class.

59. On entry to Year 1, pupils have standards that are below that which would be expected for children of a similar age. Pupils make good progress and achieve in line with national expectations in English. By the end of Year 5 pupils achieve above national expectations in reading and pupils in Year 6 achieve well. Pupils achieve in line for speaking and listening and below average for writing.
60. The quality of teaching is good. In Year 2 pupils have good opportunities to role-play. The rest of the class listen carefully to the quiet but thoughtful presentation by the group. In another good lesson in Year 6, a visitor, dressed as a World War 2 air raid warden, enabled pupils to mime protecting a baby in a gas attack. Other varied teaching strategies were seen. In a Year 6 lesson, about myths, pupils were given opportunities to talk to their partners and share ideas. This helped pupils quickly build up a bank of ideas, which they later used. A very good lesson involving Year 4 pupils was seen, where the teacher demonstrated exciting reading by using appropriate “voices” and this led to the pupils listening attentively throughout. The lesson successfully built on previous learning.
61. The co-ordinator, who is well qualified, leads the subject very well. She ensures that teachers have the opportunity to attend appropriate training. Lessons are observed twice a year and teaching strengths are recognised and development points given. Assessment is very good and selected pupils, with different abilities, are tracked and monitored throughout their time at school. Work is scrutinized regularly and teachers have moderating meetings to ensure a consistency in marking. Pupils are given individual targets and are aware of their next steps in learning. Visits, visitors and performances are a regular occurrence in school and enhance the curriculum. The literacy governor, although new to her role, comes into school regularly to hear readers.
62. Pupils enjoy reading and can discuss favourite authors and different genres. They understand the different parts of the book and know how to use the school library. The library is a good resource, which has recently been restocked with help from parents and sponsorship. Standards of reading are high. The enthusiasm of the pupils as readers is reflected by a comment from a Year 6 boy, who said that he bought his own books from the market because he did not like to be without something to read. A number of pupils said that they use the local library regularly.
63. The school has made satisfactory progress since the last inspection. This is a sound achievement when taking into account the high level of pupils with special educational needs in the school

Language and literacy across the curriculum

64. Literacy skills are used well in other subjects and the cross-curricular links made between all subjects are a strength of the school. For example, a Year 2 class was using the learning in the literacy hour to enhance the written work in the religious education lesson. Cross-curricular links were made when drama was used effectively to reinforce knowledge about World War II. In school performances when “ The Peace Child” was performed it included drama and poetry and was linked to religious education, music, dance and citizenship.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils’ achievement is good, and standards compared to similar schools are well above average by Year 6.
- Standards by Year 2 are still too low in comparison with similar schools.
- The school analyses and evaluates pupils’ performance in mathematics and sets appropriate whole school and individual targets.

Commentary

65. Test results in 2004 shows that standards were well below average by Year 2 although above average standards were maintained by Year 6. Children enter the school with below average attainment and by the end of Year 6 they reach good standards. Analysis of pupils' past work show by Year 2, attainment is below average. This is partly due to the high proportion of pupils with special educational needs. However the school's assessments and inspection evidence shows standards are now improving. This improvement is a direct result of the desire of the headteacher and governors to improve the quality of teaching and learning by creating three smaller classes in Key Stage 1 in the mornings.
66. Pupils with special educational needs, including those in the Speech and Language Centre make good progress because they receive good quality support and their work is well matched to their capabilities.
67. The quality of teaching is good overall. The most effective lessons seen are characterised by teachers' clear, expressive explanation that provides an interesting and sufficiently challenging learning atmosphere. Very effective use is made of grouping pupils by ability. Effective use is made of modern technological aids such as computer-linked whiteboards and calculators. However too much use is made of worksheets in Key Stage 1. Teachers' planning is generally strong and contributes well to the judgement that all of the lessons were at least satisfactory. Teachers' improved knowledge and understanding of the subject and good use of interesting topics are seen in the pupils' good attitudes to the subject. The learning intentions of each lesson are shared with pupils at the outset to give them an understanding of what they are to learn.
68. There is a strong commitment to educational inclusion, and boys and girls of all abilities and backgrounds are effectively supported to achieve well in relation to their capabilities. The warm relationships established by teachers result in very good behaviour and attitudes to work. Pupils' work well together, discussing their work sensibly in pairs or groups, appreciating each other's efforts. They concentrate well and produce large amounts of work.
69. Leadership and management are very good. The subject leader is well informed about the quality of teaching and learning across the school as a result of the school's programme of monitoring and analysing pupils' performance. This careful analysis of pupils' progress in mathematics is used effectively to focus on strengths and weaknesses in teaching and learning and set whole school and individual targets in light of this information. Improvements since the last inspection include more use of information and communication technology, target setting, monitoring and evaluating the teaching and learning through lesson observations, scrutiny of planning and pupils' work.

Mathematics across the curriculum

70. Mathematics is used well to support work in other subjects and in turn these subjects support learning in mathematics. Data handling in science and ICT make good contributions to mathematics, and work such as comparing temperature changes across the world and using co-ordinates in geography to locate places make a sound contribution to learning.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- The standards pupils achieve by the age of eleven are good, bearing in mind the standards they achieved when they were seven.

- Pupils' investigative skills in Year 3 to Year 6 are well established as a result of the good quality teaching.
- There is a very good quality of leadership and management.
- Very good range of good quality science resources.

Commentary

71. Standards in Year 2 are average. The pupils make satisfactory progress bearing in mind that few are ready to begin the National Curriculum in science when they are six years of age. In Year 6 standards are above average and pupils achieve well. This is a better picture than that at the time of the last inspection. Pupils with special educational needs make good progress across the school.
72. In Year 1 and Year 2 pupils are beginning to understand the importance of healthy eating and of the stages of growing up. They are able to describe how some objects change and others remain the same when they are heated. Pupils in Year 3 to Year 6 build well on their earlier experiences, developing their scientific vocabulary well. They know for example how to establish a fair test and the importance of constants as well as variables. They record their work neatly and systematically. They are inquisitive and work purposefully. They observe carefully and record their findings accurately.
73. The quality of teaching is good. Teachers, particularly in Year 5 and Year 6, have very good subject knowledge. They teach the skills of scientific enquiry confidently and encourage pupils to think critically and observe carefully. In the best lessons pupils are reminded regularly of what they need to do in the time available. Pupils work willingly together to meet the high expectations and standards expected of them.
74. The subject is very well led. The co-ordinator has a very good understanding of the needs of the subject and has carried out a careful review of the way science is taught. This has resulted in more emphasis being given to investigative science in the overall curriculum. These decisions have been carefully woven into the well structured, longer term curriculum plans for science. Resources are of a very good quality and quantity and are well managed and organised.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **good**.

Main strengths and weaknesses

- Effective leadership and management of the subject have led to good improvements in the curriculum, resources and teaching.
- Information and communication technology resources have been considerably improved and there are ambitious and realistic plans to provide more computers and interactive white boards.
- Insufficient opportunities are provided for pupils to extend their learning beyond information and communication technology lessons.

Commentary

75. At the last inspection standards were above national expectations by the end the end of both key stages. Standards have been maintained.
76. All groups of pupils are doing well. However, there are still some teachers who need additional training in the recently purchased software and equipment including the interactive whiteboard so that they can make better use of these resources.

77. Only one information and communication technology lesson was observed during the inspection due to the limited time available. However, information and communication technology was used in many of the other lessons observed. Teaching seen was good and the impact of the recently installed interactive white board was clearly evident. In one lesson, the teacher provided Years 5 and 6 with the challenge to combine their previous learning to produce a 'power point' presentation associated with their Second World War history project. Good planning and information recorded about what each pupil can do is ensuring that the right work is covered at the right time and it is interesting and varied. Pupils know what they are expected to learn because a clear objective is set out at the start. Consequently learning proceeds at a good pace and pupils are fully engaged on the tasks presented to them. Where information and communication technology was seen in lessons in other subjects clear directions, effective questioning, good use of support staff and the pupils' very good attitudes to learning help all groups to get a lot out of the lessons.
78. All classes have access to a modern information and communication technology suite once a week, where lessons systematically focus on the development of key skills. Other lessons are provided which link information and communication technology to other subjects. A good example seen was a history lesson based in the suite where pupils were using the Internet well to research the Second World War and to look at photographs of the main events.
79. Pupils with special educational needs use information and communication technology to support their learning.
80. The co-ordinator, the headteacher is knowledgeable, confident and able to give effective help and support. She is clear about how the subject is to be developed and is a key driving force for improvement. Strengths and weaknesses in the subject have been rigorously evaluated and consequently staff are clear about what must be improved. Planning and the quality of teaching are monitored regularly. Individual teachers are given positive feedback and clear points for further development, such as the need to become more familiar with particular software programmes or using interactive whiteboards. These points are helping to raise the expectations of staff and improve their confidence and expertise.

Information and communication technology across the curriculum

81. Satisfactory use is made of information and communication technology in other subjects. All classrooms have at least one working computer and digital cameras and tape recorders are used to enhance learning and make a record of the work produced. Classroom computers are used to access software programmes and the Internet which aid research or help develop key skills. Increased use of these is being made to support learning across the curriculum.

HUMANITIES

82. Insufficient evidence was available to support overall judgements on provision for history and geography. One lesson was seen in history and one lesson in geography. Work in pupils' books was also examined. It was broadly average in Year 2 and above average in Year 6, suggesting that pupils made good progress.
83. In **history**, pupils in Year 2 know about the important changes which have taken place in their lives. They know that health care is much better today than it was in Victorian times. In Year 5 and Year 6 pupils know about the achievements and traditions of the Aztec civilisation. They know why this civilisation decayed. They have a good understanding of the Roman settlement of Deva in their own local history. Pupils benefit considerably from the use of artefacts and visits to places of interest which strengthen pupils' knowledge and empathy with the period they are studying. For example, in their current study of Britain in World War II, pupils thoroughly enjoyed a visit from a 'air raid warden' who conveyed a sense of what it was like to be in an aid raid. There are good links with English so that pupils' skills in speaking and listening are well used and extended, for example through drama.

84. In **geography**, pupils in Year 1 know that Katie Morag's home on the Isle of Struay has similarities and differences when compared to their homes locally. In Year 3 and Year 4 pupils know that the weather changes over the course of a year and that there are clothes for different seasons. They use information and communication technology well to record and illustrate the weather they observe. They recognise why their city developed and are beginning to use maps and atlases confidently.
85. In Year 5 and Year 6 pupils have a good understanding of land form. For example when visiting the Peak District they learnt about the different parts of mountains and how natural forces mould and shape their appearances.
86. In the lessons observed, the quality of teaching was good. Teachers made very good use of resources. Pupils showed very positive attitudes and they responded clearly and confidently when answering questions.
87. Both subject are well led and resourced. However, there are no agreed ways in place for teachers to assess what pupils have learnt in each unit of work and to record pupils' progress. Both co-ordinators have identified these areas as priorities for improvement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

88. Only one music lesson, one art and no design technology lessons were observed. This was not sufficient to make a judgement about provision in these subjects. In physical education not all aspects were observed. Evidence was collected by discussion with pupils and teachers. Work in art was scrutinised and a video of the most recent school performance was studied, which showed the whole school performing music and dance. Singing was also seen during assemblies.
89. In the **music** lesson seen, pupils in Year 1 and Year 2, made good progress. They practised keeping a steady beat, singing with actions and using percussion instruments. The lesson was linked to their religious education lesson. By the end of the lesson, pupils understood about duration (the rhythm, pulse or steady beat in music) and the need for each group to be heard, when playing together. The teacher's good planning led to a well-structured lesson where all pupils participated.
90. The school has no specialist music teacher, but careful planning, good use of resources and the expertise of visiting musicians ensure that pupils receive a rich music curriculum. Folk singers have been into school and a drummer has worked with Year 6 pupils. All pupils take part in singing during assemblies and whole school performances. The most recent performance was, "The Peace Child," which included pupils enthusiastically singing in rounds and singing a variety of types of music. The whole school recently visited Chester Cathedral to listen to a musical performance. There are good cross-curricular links and pupils in Year 5 and 6 were able to describe a computer program they had used to improve their skills.
91. The co-ordinator intends to introduce tuition for musical instruments, improve resources, which are satisfactory at present, and to introduce written assessment.
92. **Art** work produced was of a good standard. Pupils design framed three-dimensional pictures using a variety of materials. Some pupils make collages linked to their religious education work about Jewish and Christian weddings. The teachers skilfully emphasize good techniques. Pupils create pictures on the computers in the style of the artist Seurat.
93. The displays in the school show that a variety of art experiences are offered to the pupils and the work produced is of a good with some very good quality. Pupils regularly have visiting artists to inspire and support their work. Pupils in the upper part of the school produced a lovely wicker elephant and collage pictures as a result of the whole school taking part in the Cheshire Learning Journey. The Cheshire Learning Journey was an initiative to take advantage of Cheshire places of interest for cross-curricular study and involved many organisations. Younger pupils have produced a good variety of work including colourful

collages of Joseph and the coat of many colours. The school runs an art club for pupils in years 3 to 6, which enhances the curriculum. The school is decorated with ceramic tiles made at the club. Pupils in Years 5 and 6, could name favourite artists and describe their styles of paintings. The school has arranged art exhibitions of pupils' work, which have been held in school. Pupils keep a sketchbook throughout their school life, which illustrates the good progress they make in this subject.

94. In **design technology** by the end of Year 6 pupils develop the ability to shape and manipulate materials. They have a good understanding of how to put ingredients and materials together to make products. They produce detailed designs for a range of items including bridges and cars. Year 2 pupils design and make models of some of the very old houses in Chester as part of a history project, and have used pivots and slides to make a range of moving pictures. Standards are satisfactory by the end of Years 2 and 6. Design and technology is often linked to other areas of the curriculum. Discussion with Year 6 pupils revealed an understanding of the importance of design and evaluation during experiments with bridge building. The school recently took part in the "Learning Journey" and "A Tree Festival", providing opportunities for pupils to work with visiting artists, learning new crafts including making a variety of animal shapes by willow weaving and clay work.
95. Teachers' levels of expertise are improving following the monitoring of their planning and evaluation of pupils' work by the subject leader who is working hard to improve standards across the school. The new design and technology scheme of work and action plan is part of this process; however the subject action plan acknowledges the need to develop an assessment strategy to measure pupils' progress. Improvement since the last inspection has been satisfactory.
96. In **physical education** pupils' gymnastic skills are good. The teachers give good opportunities for pupils to perform and comment on outcomes. Pupils warm up properly before exercise.
97. The curriculum for physical education is suitably broad, with an appropriate emphasis on ensuring pupils are taught to swim before they leave school. Plans and photographs show that pupils undertake a good range of activities including various extra curricular sporting activities and clubs which enriches the physical education curriculum effectively. These include football and cricket. The school's programme of residential visits provides pupils from Year 3 upwards, with a range of outdoor and adventurous activities. These promote their physical and social development well.
98. The subject is well led and managed. The subject leader monitors teaching and learning regularly. Where there is a need for improvement the co-ordinator gives the staff the support and advice needed. The co-ordinator has an appropriate action plan for the future development of the subject.

Religious Education

Provision for religious education is **good**.

Main strengths and weaknesses

- Teaching and learning are good
- Cross-curricular links are good

Commentary

99. The standards that pupils reach are in line with those in the Cheshire agreed syllabus. Planning shows that pupils study Christianity, Islam and Judaism.
100. Teaching is good throughout the school. In a very good Year 2 lesson the pupils had an interesting discussion about the parable of the wise man and the foolish man, which was led

by challenging questioning from the teacher. The lesson included poetry, and was linked to a music lesson that followed. In a good Year 4 lesson a visitor to the school explained about Jewish weddings. The visitor explained about symbols and traditions used. Pupils later compared Jewish weddings to Christian ones.

101. Art and music are successfully linked to this subject and displays of a high standard reinforce religious education. One example is a beautiful collage of Joseph and his coat of many colours.
102. Pupils' books show that religious education is studied regularly and that there is good coverage of the syllabus. Pupils in Year 5 and 6 were able to describe Christian ceremonies of rites of passage, places of worship for all the religions studied and the significance of symbolism in religion. The pupils' recall of significant facts about other religions was limited but they understood the importance of celebrating differences and of respecting other peoples' beliefs. The pupils' knowledge of Christianity is good.
103. The new subject co-ordinator has plans to extend the involvement of visitors to the school to represent and reinforce the understanding of other faiths, to introduce assessment procedures and to improve resources.
104. The school has made good progress since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

105. The programme for personal, social and health education is good. In the nursery and reception classes personal and social education development is a high priority and children benefit significantly from the opportunities regularly provided. Throughout the school emphasis is given to promoting awareness of healthy living and growing. There are good opportunities for pupils to learn about their rights and responsibilities as children and citizens. There is a well established 'buddy' system so that pupils who are on their own or hurt or unhappy can find a friend.
106. There is also a new formed and active school council which aims 'to make the school a better place and to help others less well off than themselves.' As part of this objective, the school council was very instrumental in recently organising fundraising for the Tsunami disaster appeal.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	4
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

