

INSPECTION REPORT

GAWSWORTH PRIMARY SCHOOL

Gawsworth, Macclesfield

LEA area: Cheshire

Unique reference number: 111025

Headteacher: Mr M Downs

Reporting inspector: Mrs M Gough
22361

Dates of inspection: 21st – 23rd January 2002

Inspection number: 197734

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 5 -11

Gender of pupils: Mixed

School address: Longbutts Lane
Gawsworth
Nr Macclesfield
Cheshire
Postcode: SK11 9QU

Telephone number: 01625 426547

Fax number: 01625 614436

Appropriate authority: The Governing Body

Name of chair of governors: Mr N Phillips

Date of previous inspection: October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Gawsworth, close to the town of Macclesfield. There are currently two hundred and sixteen pupils on roll between the ages of five and eleven. All pupils are of white ethnicity and the school has no children for whom English is an additional language. Six pupils are entitled to receive free school meals. This accounts for less than 3% of the total school population and is well below the national average. Thirty pupils are on the school's special educational needs register. This accounts for 14% of the school population and is below the national average. Five pupils have statements of special educational needs. This is 2% of the school population and is above average. The school is very popular and a significant proportion of pupils come from outside the immediate locality of the school. Pupils' attainment when they start school is above the expected level overall.

HOW GOOD THE SCHOOL IS

This is an extremely effective school that has many strengths in its work. Pupils' attain standards that are well above the national average in English, mathematics and science at the end of Key Stage 1 and Key Stage 2. Pupils of all ages and abilities make good progress as they move through the school. The quality of teaching and learning is good overall, and is consistently very good in the upper part of Key Stage 2 and in the Reception class. Pupils have excellent attitudes to work and to school and are very enthusiastic in their learning. Their behaviour is excellent. The headteacher provides very good leadership and management for the school. The school gives good value for money.

What the school does well

- Standards at the end of Key Stage 1 and Key Stage 2 in English, mathematics and science are well above average.
- The quality of teaching and learning is good overall, and is very good in the Foundation Stage and the upper part of Key Stage 2. Pupils' learning is significantly enhanced by their excellent attitudes and behaviour.
- The school has very good procedures for measuring and tracking the progress and attainment of Key Stage 1 and Key Stage 2 pupils in English, mathematics and science.
- The school has established very strong links with the parents and the local community, which have a positive impact on the pupils' learning.
- The leadership and management of the headteacher are very good, and he enjoys the full and loyal support of the staff, parents and Governing Body.

What could be improved

- The use made of computers by pupils in Key Stage 1 and Key Stage 2 to support their learning in all subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997 and has improved at a good rate since that time. All of the key issues from the previous report have been successfully addressed. Classroom assistants have been employed to provide additional support for children in the Reception class and for those pupils who have special educational needs. The provision for the Reception children's physical development has been improved through the purchase of

new play equipment and improvements to the outside play area. Procedures for tracking and monitoring pupils' progress and attainment in English, mathematics and science are now very good, and assessment information in these subjects is effectively used to plan the next stage of the pupils' learning. The school has reduced the traffic hazards at the start and end of the school day, which result from the school being located in a cul-de-sac. In addition to the recommendations arising from the previous report, the school has also continued with its planned programme of development. The open-air atrium has now been enclosed and has been converted into a very attractive library and computer area, which is well used by all classes. Links with the Parent Teacher Association and with the local community have been strengthened and are now very good. Staff have continued to develop their expertise through an ongoing programme of training, and the overall quality of teaching and learning has improved since the last inspection. The high standards in English, mathematics and science described in the previous report have been effectively maintained. The school is well placed for continued and further development.

STANDARDS

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

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

| Key | |
|--------------------|---|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

The table shows that on the basis of the 2001 end of Key Stage 2 national test results pupils' attainment is well above the national average in English, mathematics and science. In comparison with similar schools, based on the number of pupils entitled to free school meals, pupils' performance is above average in English, and well above average in mathematics and science. Standards have been consistently high for the past three years with some minor fluctuations from year to year in individual subjects. The school sets realistic targets in English and mathematics at the end of Key Stage 2 which are usually achieved. The inspection findings fully confirm the positive picture painted by the test results, and indicate that standards in English, mathematics and science are well above average at the end of Key Stage 2. Basic skills of literacy and numeracy are well developed, and enhance pupils' learning across the curriculum. Although pupils make some use of information and communication technology to support their learning in other subjects, most pupils do not regard computers as 'tools for learning'.

The 2001 test results at the end of Key Stage 1, indicate that pupils' attainment in reading, writing and mathematics is well above the national average, and well above average in comparison to similar schools. This is a typical picture, and with the exception of some minor fluctuations in the reading results from year to year, standards are almost always well above the national average. The inspection findings indicate that standards in English, mathematics and science are well above national expectations at the end of Key Stage 1. As in Key Stage 2, there are particular strengths in the way in which pupils use and apply skills of literacy and

numeracy to their work in other subjects, but not enough use is made of information and communication technology to support the pupils' learning across the curriculum.

The children's attainment when they join the Reception class spans the full ability range, but is above the expected level overall. By the time they join Year 1, most children attain beyond the early learning goals in each of the areas of learning, which are, communication, language and literacy, mathematical development, personal, social and emotional development, knowledge and understanding of the world, creative development and physical development.

Pupils of all ages and abilities, including those who have special educational needs and those who are gifted or talented, make good progress as they move through the school. There is no difference in the attainment of boys and girls.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Excellent. Pupils are extremely enthusiastic and show very high levels of interest in their work. They contribute extremely well in lessons and are very highly motivated. From an early age pupils demonstrate exceptionally high levels of concentration and application. |
| Behaviour, in and out of classrooms | Excellent. Pupils are extremely well behaved. They are polite and considerate of the needs of others. Many instances of kindness were seen during the inspection where pupils helped one another without prompting from their teachers. |
| Personal development and relationships | Very good. Relationships are excellent amongst pupils and between pupils and adults. Most pupils throughout the school demonstrate good independent learning skills, and older Key Stage 2 pupils especially show very good levels of independence in their learning and have a very good capacity for personal study. |
| Attendance | Excellent. Very high in relation to the national average. There is no unauthorised absence in the school. |

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | Very good | Good | Good |

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

The overall quality of teaching and learning is good, and is a strength of the school. During the inspection, many very good examples of teaching were seen throughout the school, especially in the upper part of Key Stage 2 and in the Reception class. English, mathematics and science are well taught throughout the school, and the teaching in the upper part of Key Stage 2 in these subjects is of a consistently very good standard. There are some very good opportunities for pupils to use and apply literacy and numeracy skills in their work in other subjects, but in some classes, there are not enough ongoing opportunities for pupils to use computers to support their learning.

In all classes, lessons are well planned and prepared and most are well paced. The purpose of lessons is often shared with the pupils so that they know what is expected of them. In the most effective lessons, pupils are encouraged to consider the extent to which they have achieved the aims of the lesson, and this helps them to gain a good understanding of their own learning. In Key Stage 1 and Key Stage 2, marking is often of very good quality in English, and mathematics, although it is more variable in other subjects. From an early age, pupils are encouraged to produce good amounts of work in the available time, and to pace their work. Teachers provide a good range of challenging problem-solving and open-ended activities, which pupils enjoy and which promote high levels of independent learning.

A strength of teaching throughout the school is the way in which teachers and support assistants respond to the needs of pupils who have special educational needs and those who are particularly able. In a very low key manner, teachers and classroom assistants provide additional support for these groups of pupils, enabling them to achieve their potential, and ensuring that they are appropriately challenged and supported in their work.

The teaching of the children in the Reception class is of a consistently very good standard and ensures that the children have a very good start to their education. Very good emphasis is placed on the notion of the children learning through structured play activities, and there is a very good balance of activities that the children choose themselves and those that are guided by the teacher. Basic skills of reading, writing, and number are well taught, with plenty of practical experience so that the children have a good understanding of the underlying concepts.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The curriculum for the Reception children is very good and covers all of the areas of learning. The curriculum for Key Stage 1 and Key Stage 2 pupils is good, and is effectively enhanced by the good range of extra-curricular activities and the very good links the school has with the local community. |
| Provision for pupils with special educational needs | Good. The school provides well for the small number of pupils in the school who have special educational needs. Statutory requirements in respect of pupils who have a statement of special educational needs are fully met. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good. The school makes good provision for pupils' spiritual, moral, social and cultural development. The provision for pupils' personal, social and health education is in the early stages of development. |
| How well the school cares for its pupils | Very well. The pastoral care of the pupils is very good. The school has very good procedures for measuring and tracking the pupils' progress and attainment in English, mathematics and science. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good. The headteacher provides strong and clear leadership for the school. He encourages subject co-ordinators to take a full and active role in monitoring the quality of education the school provides. |
| How well the governors fulfil their responsibilities | Very good. The Governing Body plays a crucial role in managing the school and is well informed and knowledgeable about the school's life and work. The Governing Body is very effective in the way in which it fulfils its role as 'critical friend' to the headteacher. |
| The school's evaluation of its performance | Good. The headteacher, staff and Governing Body have a good appreciation of the school's strengths and weaknesses. A good quality School Development Plan effectively guides future development, and regular reviews provide opportunities for reflection and the evaluation of ongoing progress. |
| The strategic use of resources | Very good. The school makes very good use of its available resources and increased spending on support staff is proving to be very cost-effective. The school has a very clear understanding of the principles of best value in terms of the service it provides for pupils and their parents. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> Parents find the teachers and headteacher to be very accessible and willing to listen to parents' concerns. Parents are extremely pleased with the way in which the school follows up their concerns with feedback, and the way in which problems are resolved. Parents receive regular and timely information from the school, and are very pleased with pupils' reports which contain targets for improvement. Parents are very pleased with the standard of behaviour in the school. Parents agree that their children like coming to school. Parents are very pleased with the attitudes and values the school promotes. Parents are pleased with the range of extra-curricular activities that the school provides. Parents are very pleased with the levels of support and guidance their children receive. Parents are very pleased with the standards their children attain and the progress they make. | <ul style="list-style-type: none"> A small number of parents are not happy with the amount and/or frequency of homework. |

The inspection findings fully confirm the parents' very positive views of the school. Although a small number of parents are not pleased with the amount and/or frequency of homework, the inspection findings indicate that teachers set appropriate amounts of homework on a regular basis. There is a very strong partnership between the home and school which is based on mutual respect and trust and which has developed over the years. There are justifiably very high levels of parental satisfaction, and the school is very appreciative of the support it receives from parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards at the end of Key Stage 1 and Key Stage 2 in English, mathematics and science are well above average.

1. The 2001 test results at the end of Key Stage 1, indicate that pupils' attainment in reading, writing and mathematics is well above the national average, and well above average in comparison to similar schools. This is a typical picture, and with the exception of some minor fluctuations in the reading results from year to year, standards are almost always well above the national average. The inspection findings indicate that standards in English, mathematics and science are well above national expectations at the end of Key Stage 1.
2. On the basis of the 2001 end of Key Stage 2 national test results pupils' attainment is well above the national average in English, mathematics and science. In comparison with similar schools, pupils' performance is above average in English, and well above average in mathematics and science. Standards have been consistently high for the past three years with some minor fluctuations in individual subjects from year to year. The inspection findings fully confirm the positive picture painted by the test results, and indicate that standards in English, mathematics and science are well above average at the end of Key Stage 2.
3. Reading is very well taught in Key Stage 1 enabling pupils to have a good start in this aspect of their learning. A love of books is promoted by teachers, who enthusiastically share stories with the pupils, encouraging them to join in discussion about favourite characters and plots. The school is very effective in ensuring a good balance between pupils moving systematically through a structured reading scheme, and gaining breadth of experience at each level of difficulty. Parents are encouraged to support their children by listening to them reading regularly at home, and the vast majority of parents are very keen to do this. Pupils have regular reading practice in school, both individually, and through the shared and guided reading sessions that are features of the literacy hour. The highest attaining pupils read fluently and with expression, varying the tone of their voices to reflect changes in the text. Pupils know how to break complex words down into more manageable parts, and this gives them confidence and the skill to tackle unfamiliar words. Good levels of additional support for pupils who have difficulties with reading raise their self-esteem and confidence and have a positive impact on the progress they make. By the end of Key Stage 1, the pupils' overall attainment in reading is well above national expectations.
4. As they move through Key Stage 2, pupils continue to make good progress in their reading. The pupils' progress is accelerated in the upper part of Key Stage 2 where they are really challenged in their reading by tasks which require them to carry out extensive research, and which develop the higher order skills of skimming and scanning. Many pupils read regularly at home, and have a broad reading experience. They confidently and willingly discuss their favourite books and authors, and the highest attaining pupils give well considered reasons for their reading preferences. Teachers carefully monitor the pupils' reading progress as they move through Key Stage 2, enabling temporary difficulties to be resolved. Effective use is made of shared reading sessions in literacy hours where pupils jointly consider the merits and impact of different types of text. The pupils' confidence, skill and accuracy in reading and understanding previously unseen text helps them when they are working under test conditions, and also in their work across the curriculum. By the end of Key Stage 2, pupils' attainment in reading is well above national expectations.

5. The standard of pupils' writing is well above national expectations at the end of Key Stage 1. Pupils write for a range of purposes, and show a good understanding of the different styles of writing. Teachers provide good opportunities for pupils to develop and practise their writing skills across the curriculum. For example, in their topic work pupils have written about food in the Victorian times, and at the time of World War II. Pupils of all abilities successfully punctuate their work, with higher attaining pupils making good attempts at using speech marks and exclamation marks. Pupils are encouraged to use a wide vocabulary to make their writing interesting, and the highest attainers do this successfully. Pupils who have difficulty with their writing receive good levels of additional support which enables them to achieve at least the expected level by the end of the key stage. The marking of pupils' work is helpful in showing them how they can improve, and pupils respond very well to these ongoing targets.
6. By the end of Key Stage 2, pupils attain standards that are well above national expectations. Pupils across the ability range organise and sequence their thoughts in a logical and systematic way. Good and very good teaching helps pupils to learn how to develop their ideas, and older Key Stage 2 pupils effectively incorporate into their own work some of the techniques and strategies that they have picked up through reading the work of established authors. Pupils write in a variety of styles. For example, in Year 5 pupils have written instructions about how to make a windmill, and in Year 6 pupils have written descriptions of characters from the play, 'Twelfth Night'. In a lesson seen during the inspection in Year 3, pupils very effectively wrote new versions of well-known children's stories, achieving a good balance between original ideas, so that the story was recognisable, and new ideas, to give a new slant to the story. Pupils make good use of their writing skills in their work in other subjects, and successfully choose the most effective style of writing for the intended purpose. The emphasis placed by teachers on presentation means that pupils' work is invariably beautifully presented, and pupils take a great deal of justifiable pride in their work.
7. By the end of Key Stage 1, pupils' attainment in mathematics is well above national expectations. Very few pupils attain below the expected level in their work and many go beyond what is expected for their age. Key Stage 1 pupils thoroughly enjoy their mathematics work, and are keen to take part in lessons and activities. Almost all pupils have a very secure grasp of number and have very good mental agility skills. Most pupils have immediate recall of number bonds up to twenty, and this speeds up their written work. Teachers ensure that pupils have a good range of opportunities for using and practising their number skills across the mathematics curriculum. For example pupils add and subtract units of money, length, weight and capacity. Pupils enjoy taking part in practical activities which help to consolidate their understanding of important and difficult mathematical concepts. They are encouraged to use mathematical vocabulary to explain their ideas, and this means that their explanations are often clear, concise and precise. Very good emphasis is placed on problem-solving, with the result that pupils confidently tackle quite complex problems, and gain an understanding that there are often many different ways of achieving the same outcome. During the inspection, Year 2 pupils considered the ways of checking whether a set of dominoes was complete by organising the pieces by pattern. This was a particularly challenging activity for even the highest attaining pupils, but with guidance from their teacher, pupils across the ability range succeeded in solving the problem. Pupils' attainment in mathematics is enhanced by their extremely positive attitudes to the subject and by good teaching, which ensures thorough coverage of the National Curriculum programmes of study.
8. By the end of Key Stage 2, pupils' attainment in mathematics is well above national expectations. Pupils make good progress overall as they move through the key stage. Their progress accelerates in the upper part of Key Stage 2, where pupils are

encouraged to explore mathematical concepts in more detail, and where their mathematical skills are often rigorously challenged by open-ended problem solving tasks. Pupils across the ability range have a very secure grasp of number, which they use effectively to support their work in other elements of the mathematics curriculum. Pupils have a very good mathematical vocabulary, which they use well to explain their ideas, and which enables them to quickly and confidently unpick word problems. They greatly enjoy the challenge of solving problems, as observed during a Year 5 mathematics lesson seen during the inspection where pupils considered a 'football league table', to find out information about the number of games individual teams had played, won, drawn or lost. The pupils worked very quickly and enthusiastically, and very good support from the classroom assistant and teacher ensured that both the lowest and highest attaining groups of pupils were fully challenged and enabled to achieve their potential. The coverage of the National Curriculum programmes of study is very thorough, and this means that pupils have a good breadth and depth of knowledge and understanding by the end of the key stage. Pupils achieve particularly high standards in their geometry work, and are confident about constructing triangles with given angles and lengths of side, and drawing quadrilaterals, using conventions such as marking pairs of parallel sides. Pupils' progress and attainment are enhanced by their excellent attitudes to mathematics and by good, and sometimes very good teaching.

9. By the end of Key Stage 1, pupils attain standards in science that are well above national expectations. Pupils make good progress as they move through the key stage, and benefit from good teaching and careful coverage of the National Curriculum programmes of study. Good emphasis is placed on pupils learning through practical investigation and experimentation, and on pupils developing an appropriately wide scientific vocabulary so that they can explain their work accurately. Teachers provide very good opportunities for pupils to use their literacy skills to write accounts of their practical science activities and to record their observations and findings. Pupils have a secure scientific knowledge and most are clear as to what constitutes a fair test. The highest attaining pupils confidently make predictions about the outcome of their investigations and reach conclusions in the light of their findings. For example, during the inspection, Year 2 pupils measured how far a car would travel down ramps set at different heights. Their predictions drew effectively on their previous experience and were largely accurate. As the lesson progressed the pupils effectively assimilated their findings reaching sensible conclusions about the link between the angle of the ramp and the distance travelled by the car. Pupils tackle their scientific work with excellent attitudes, and very high levels of motivation, and this contributes to the good progress they make and the high standards they achieve.
10. By the end of Key Stage 2, pupils attain standards that are well above national expectations in science, and some of the work they produce is of outstanding quality. Older Key Stage 2 pupils benefit considerably from the very good links the school has established with a local high school and an international company. These links provide Year 6 pupils with very good opportunities for developing their understanding of science to a high level. The teaching of science is good overall and is very good in the upper part of the key stage. Pupils benefit from the expertise of their own teachers and that of teachers from the link high school. As in Key Stage 1, great emphasis is placed on the pupils learning through practical experience, and there are very good opportunities throughout the key stage for pupils to plan experiments and investigations. There is a very good balance between activities that are directed by the teacher, and which provide opportunities for the teachers to share and communicate their knowledge and expertise, and activities which the pupils set up themselves, and which considerably enhance their independent learning skills. Pupils have particularly good skills of investigation and experimentation. They approach tasks in a methodical

way, making very effective use of their literacy and numeracy skills to record their findings, and reach sensible conclusions which they link to their original predictions. Pupils have a very good understanding of the notion of a fair test, and appreciate the need for a control specimen when making changes and measuring the impact. Pupils have a comprehensive scientific vocabulary, which they use effectively to explain their work. Pupils' learning is enhanced by their own excellent attitudes and by the good and often very good teaching of the subject.

11. Pupils of all ages and abilities, including those who have special educational needs and those who are gifted or talented, make good progress overall as they move through the school. Pupils in the upper part of Key Stage 2 often make very good progress because of very good teaching. Since the last inspection the school has increased the number of classroom assistants and this strategy is having a very positive impact on the standards pupils attain. Pupils who experience difficulty with aspects of their work, in both key stages, receive additional support, either on a one to one basis or in small groups, and this input raises their self-esteem and enhances their progress. The highest attaining pupils are identified and are challenged through extension activities and open-ended tasks which allow them to pursue their own lines of enquiry. Teachers are skilled in ensuring that activities appeal equally to both boys and girls, and all ability groups. Since the last inspection the school has successfully maintained high standards in relation to the national picture in English, mathematics and science at the end of both key stages.

The quality of teaching and learning is good overall, and is very good in the Foundation Stage. Pupils' learning is significantly enhanced by their excellent attitudes and behaviour.

12. The quality of teaching and learning is a strength of the school. During the inspection, teaching and learning were very good in almost half of the lessons seen, good in about one third of lessons and satisfactory in the remainder. Teaching and learning were consistently very good in the Reception class, and in the upper part of Key Stage 2. The overall quality of teaching and learning has improved since the time of the last inspection.
13. In the Reception class, the teacher achieves a very good balance between practical activities and structured play activities which the children choose themselves, and more formal recording activities, which are directed by the teacher. The children start school with above average levels of attainment across most of the areas of learning, and the Reception teacher successfully builds on these skills. A particular strength of teaching is the use made of ongoing assessments to check the extent to which the children are acquiring, learning and understanding new concepts. For example during the inspection, the teacher ordered cards showing the numbers one to ten in a row with the number of spots facing away from the children. Having established which card represented the number 'four', the teacher then asked the children to work out where the other numbers were. The teacher then asked the children to explain how they had arrived at their answers, enabling her to assess which children always counted from the beginning of the line, and which used the numbers whose position had already been identified as their starting point. This type of assessment information is used very effectively to ensure that tasks are well matched to the children's ability and levels of maturity, and to highlight children who need additional support in their learning.
14. The Reception classroom is very attractive and well organised enabling the children to select their own resources and to take some responsibility for their own learning. The 'shoe shop' is a popular choice for the children, who are keen to measure the feet of

their 'customers' using an authentic measure, and who carefully price and display their goods, talking animatedly about their decisions. The children move purposefully from area and to area, and know the routines and rules for working in the various areas. Since the last inspection the school has employed a classroom assistant, and this means that pupils receive good levels of adult intervention when they are engaged in 'free-choice' activities, helping them to develop their language skills, and their ideas. Children across the ability range respond well to the high expectations of the teacher, and show exceptionally high levels of concentration and perseverance in their work. They are very well motivated, and keen to get onto the next task. The children learn how to work effectively together in small groups and pairs, and these opportunities are crucial in developing their personal and social skills. Overall the very good quality of teaching and learning in the Reception class prepares the children well for their transfer to Year 1 and the National Curriculum programmes of study.

15. In Key Stage 1 and Key Stage 2, a strength of teaching is the way in which many activities are carefully matched to the different levels of ability in the class. This means that pupils are appropriately challenged and enabled to achieve their potential. The match of tasks to pupils' ability is often achieved through the use of open-ended problem-solving activities which have many different approaches and outcomes. In addition, teachers often provide extension activities for pupils who complete their work quickly, or who need greater levels of challenge. Good support for pupils who have special educational needs enables them to achieve well in relation to their ability, and they benefit from the additional help they receive from both their classteachers and the classroom assistants.
16. A notable strength of teaching in almost all Key Stage 1 and Key Stage 2 classes is the very good quality of marking. In line with the school's policy, teachers mark every third piece of English and mathematics work in depth, setting targets to help the pupils to improve their work further. In some classes, this principle is extended to science work, and this is highly beneficial in extending the pupils' learning and in challenging their thinking, especially when some of their conclusions are a little tentative. Ongoing feedback to pupils during lessons is very effective in helping pupils to gain an appreciation of their learning and progress, and this is a consistent feature of lessons where very good teaching occurs.
17. The teaching of English, mathematics and science is good overall, and is consistently very good in the upper part of Key Stage 2. All teachers plan opportunities carefully for pupils to use and apply their literacy and numeracy skills in their work in other subjects. This means that the pupils have good opportunities to practise these skills in meaningful contexts, such as when writing factual accounts in history, or making measurements in science or design and technology. Teachers' planning is thorough and this leads to well-paced lessons, which have a clear purpose, which is often shared with the pupils. Teachers make good ongoing assessments of the pupils' progress and attainment, which are recorded, and used effectively, to plan the next stage of the pupils' learning.
18. Relationships between pupils and teachers are excellent and there is a happy and positive learning environment. Pupils are confident about sharing their ideas and opinions, and are highly motivated in their work because of the frequent praise and encouragement they receive. In the very best lessons seen during the inspection, humour was used very effectively by teachers to capture the pupils' interest, and to make the activity seem appealing and exciting. A very good example of this was seen during the inspection in a Year 5 history lesson, where the pupils enacted a play script about the establishment of the Church of England following the divorce of King Henry

VIII and Catherine of Aragon. The activity was presented in a relaxed, modern and humorous style, with no loss of the historical message.

19. Teachers are very effective in managing the pupils, and have extremely high expectations of achievement and behaviour to which the pupils respond well. Classroom organisation is generally effective, and there is a good combination of whole-class activities, and small group and individual activities, which are very effective in promoting independent learning skills. The way in which pupils take responsibility for quite significant aspects of their work is a strength of their learning, and pupils of all abilities make good progress in acquiring and refining these skills of independence as they move through the school. This ongoing development of independent learning skills means that older Key Stage 2 pupils are very well prepared for their transfer to high school, and are keen and confident about making decisions about their work.
20. Throughout the school pupils have excellent attitudes to learning. They are without exception keen and willing to learn, and are extremely enthusiastic and well motivated. Pupils have exceptionally high levels of confidence and perseverance and respond particularly well to the challenge of problem-solving activities, which they tackle with great enjoyment. A strength of the pupils' learning is the way in which they work together on joint tasks, generously helping those who are experiencing difficulties, without prompting by their teachers. Behaviour in class is excellent and means that teachers can be adventurous in the types of activities they present. Pupils can be relied upon to work productively, and older Key Stage 2 pupils in particular use their time very effectively, pacing their work well.
21. The good quality of teaching and learning, and the pupils' excellent attitudes to work, ensure that pupils of all ages and abilities make good progress as they move through the school and achieve their potential.

The school has very good procedures for measuring and tracking the progress and attainment of Key Stage 1 and Key Stage 2 pupils in English, mathematics and science.

22. At the time of the last inspection there were weaknesses in some aspects of the school's systems for assessing and monitoring pupils' attainment and progress. The school has worked very hard to address these issues, with the result that the systems and procedures for measuring and tracking pupils' progress and attainment in English, mathematics and science are now very good.
23. A range of standardised tests is used extremely well to provide information about pupils' individual progress in English and mathematics, and teachers make regular assessments of pupils' attainment in science. The results are carefully recorded and analysed, enabling teachers to check that pupils are on course to achieve the expected levels at the end of each key stage. Strengths and weaknesses in the learning of individual pupils are noted, so that appropriate action can be taken. Tracking charts for each year group are updated annually, and show clearly the long-term progress of individual pupils and groups of pupils.
24. Staff meet regularly to discuss pupils' ongoing progress, and to share information. The compilation of portfolios of samples of work in English, mathematics and science has led to teachers gaining a clear appreciation of the different levels that pupils achieve, and has given them the confidence to make accurate and reliable assessments of the standards pupils attain. The school policy of marking each third piece of pupils' work in

depth is consistently applied in English and mathematics, and is very effective in highlighting for pupils what they need to do to improve their work further. This practice of sharing targets with pupils is helping them to gain insight into their own learning.

The school has established very strong links with the parents and the local community which have a positive impact on the pupils' learning.

25. The school has established a very good partnership with parents that is based on mutual respect and trust. The headteacher is easily accessible to parents at the start and end of the day, and this means that minor concerns are dealt with quickly. Parents feel very confident about approaching the headteacher or staff with problems, and are extremely pleased with the way in which the school responds to the issues they raise. Parents are justifiably very pleased with the standard of education the school provides, and this is borne out by the popularity of the school.
26. Parents are extremely supportive, and most are keen to be involved in the education of their children. The school has a very strong Parent Teacher Association, which raises funds for the school through a regular programme of social events. The practice of the Parent Teacher Association paying the travel costs for educational visits is greatly appreciated by the school as it helps to reduce costs, and this ensures that families on low incomes are not disadvantaged. A good number of parents regularly help out in school, listening to pupils reading, helping with design and technology activities, and generally helping in class. Parent-helpers are well briefed by teachers so that their input is valuable, and so that they know what is expected of the pupils with whom they are working. For example, during the inspection, one parent helped pupils in Year 2 to develop their skills in programming the robotic toy. Prior to the lesson the learning focus was carefully explained, and this meant that her input with the pupils was effective in advancing their learning. Many parents effectively support their children at home by listening to them reading, and by helping them with their homework, and this additional input has a positive impact on the pupils' learning and on the standards they achieve.
27. The school's links with other schools in the area are very effective and are important in maintaining good relationships within the community, and in ensuring that there are smooth links between the various phases of education. The school has no Nursery provision of its own, but liaises very closely with the local pre-school group. Reciprocal visits throughout the year ensure that pre-school children are confident about moving into the Reception class. Year 6 pupils regularly visit a local high school, where they use the science facilities, enabling them to carry out tasks that would be difficult to organise in school. Teachers from the high school make return visits, to teach science to the Year 6 pupils in their own classroom. These opportunities have a very positive impact on the standards pupils attain in science, and help to put their minds at ease about the transfer to secondary education.
28. The school has developed many very good links with the local community which have a very positive impact on the pupils' learning. A particularly beneficial link is with an international company. This company supports the school in its science work, and sponsors key events in the life of the school such as the 'Science Week', which is held each March. In addition, the school works closely with a variety of local groups, such as the Cricket Club, the Boys Brigade, the Scouts and Beavers, and sometimes joins with them in fund-raising activities, using the school as a base, and sharing the profits. The links between the school and the three local churches are many and varied. Celebrations of important events in the Christian year are held in each of the churches,

and provide an opportunity for pupils to compare and contrast the different church buildings, and the different approaches to worship.

29. The school welcomes visitors from far and wide. Parents, grandparents and members of the local community visit school to share their experiences with the pupils. For example, in the past, grandparents have talked to the pupils about life at the time of World War II, sharing their feelings as well as facts about the events that took place. The Melanesian Brothers, a religious community, have visited the school to present their music and dance to the pupils, and this has had a very positive impact on the pupils in terms of developing their understanding and knowledge of the arts and the traditions of other cultures.
30. The school offers a good range of extra-curricular activities throughout the year, which cater for pupils of all ages. The music and sports activities often involve the pupils in taking part in inter-school events or local festivals, such as the Macclesfield Country Dance Festival and the Macclesfield Music Festival. These opportunities are invaluable in developing the pupils' personal and social skills, and in helping them to understand the need for team work. Whenever possible, pupils become involved in national and local events, such as the 'litter-picking' activity last year, which resulted in pupils being awarded a monetary prize, and a 'Green Award' from a regional power company.
31. The school's many links with parents and members of the local community have a very positive impact on the pupils' learning and enhance their personal and social skills. Pupils gain a sense of pride from achieving success in local competitions, and from supporting local and national charities. They develop confidence when taking part in out-of-school events, and learn the importance of team work, and the ability to accept defeat gracefully. Parents are very pleased with the way in which they and their children are involved in the wider life of the school, especially those parents who live some distance away from the school.

The leadership and management of the headteacher are very good, and he enjoys the full and loyal support of the staff, parents and Governing Body.

32. The headteacher provides strong and clear leadership and direction for the school. He is very well supported by the deputy, the staff and the Governing Body, and his leadership qualities are greatly appreciated by parents who are very pleased with the quality of education the school provides. The headteacher leads very much by example, and has a very good understanding of the relative strengths and weaknesses of the school's provision. He regularly teaches classes and groups of pupils, and this enhances his relationship with the pupils, and provides regular opportunities for him to informally evaluate the quality of pupils' learning. The headteacher's management skills are very good. He delegates effectively, empowering key staff and co-ordinators to fulfil their roles, and manages his own time effectively.
33. Co-ordinators are in place for all subjects, and for important aspects of the school's work such as special educational needs and assessment. The headteacher releases all co-ordinators over a two week period for one session. This time is used well by co-ordinators who carry out a number of tasks, including the scrutiny of pupils' work, the monitoring of colleagues' planning, the observation of lessons, and general planning. As a result, co-ordinators have a good overview of relative strengths and weaknesses in their subjects. The headteacher and co-ordinators have carried out a number of classroom observations. Individual feedback has been given to individual staff, helping

them to improve their practice where appropriate, and enabling the sharing of good practice.

34. The Governing Body plays a pivotal role in the management of the school and is very effective in carrying out its statutory duties. Governors are well informed and knowledgeable about the life and work of the school, and their role as 'critical friend' to the headteacher is very well developed. The involvement of the Governing Body in the management of the school has improved since the time of the last inspection, and governors are now much more proactive than they were. Individual governors have key responsibilities which they fulfil effectively, and the committee structure within the Governing Body enables good levels of discussion about new initiatives and ongoing developments. The School Development Plan is a good working document. Targets are appropriately costed and prioritised and reflect the needs of the school. The regular review of progress towards targets enables the Governing Body to reflect critically on the educational direction of the school and to manage change effectively.
35. The school makes very good use of its available finances to support planned initiatives and to maintain high levels of provision. For example, the provision for pupils with special educational needs is effectively enhanced through the allocation of additional funding which enables the school to employ well qualified support staff. These additional classroom assistants work closely with individual pupils, and groups of pupils, who are experiencing difficulties with their learning, and help them to make the best progress possible. Currently the school is holding an above average level of contingency funding. There are firm plans for spending some of this money on additional car parking facilities and outdoor play equipment. The Governing Body is also aware that the new headteacher, who is due to take up her appointment at the start of the next academic year, may wish to make some changes, and some money has been ear-marked for this.
36. Since the last inspection, the school has worked hard to address the key issues for action, and there has been a good overall rate of improvement. Very good progress has been made in terms of providing additional support staff to work with Key Stage 1 and Key Stage 2 pupils who have special educational needs, and in providing additional support in the Reception class. The school has thoroughly evaluated the cost-effectiveness of this spending decision and is committed to maintaining the additional levels of staffing where possible. The issues relating to developing assessment procedures have been fully addressed in English, mathematics and science, where assessment procedures and systems are now very effective, although there is still more to be done in developing similarly effective systems in the other subjects of the National Curriculum. Additionally, the learning environment has been considerably enhanced by the improved outdoor provision for the Reception pupils, and the new library and computer suite for Key Stage 1 and Key Stage 2 pupils. The quality of teaching and learning has improved overall. Pupils' attainment at the end of Key Stage 1 and Key Stage 2 in English, mathematics and science has been maintained at a level that is well above the national average.
37. There is a very positive atmosphere in the school. Pupils of all ages and levels of attainment are very highly motivated and have excellent attitudes to work. Relationships in the school are excellent, and contribute significantly to the quality of life in the school. The school has a very strong equal opportunities policy which is clearly reflected in practice. Although the headteacher, staff and Governing Body are very keen to maintain the current very high standards in English, mathematics and science at the end of Key Stage 2, they recognise the needs of individual pupils, and are committed to ensuring that pupils enjoy their learning, and that they are happy in

school. The school is warm, welcoming and friendly, and there are justifiably very high levels of parental satisfaction. The school is giving good value for money.

WHAT COULD BE IMPROVED

The use made of computers by pupils in Key Stage 1 and Key Stage 2 to support their learning in all subjects.

38. The school has a purpose built computer suite which is well used by groups of pupils to support their learning in information and communication technology. However, class computers are not used sufficiently in some classes to support pupils' ongoing work in other subjects, with the result that some pupils see 'computers' as a subject, rather than as a tool to support them in their work. During the inspection, class based computers were not used regularly by pupils in most classes, and this led to some missed opportunities for extending and enhancing the pupils' learning.
39. The planning of information and communication technology across the curriculum varies from class to class. Although some teachers show opportunities in their weekly planning for pupils to use computers, this is not consistent practice across the school. The scrutiny of pupils' work across the curriculum indicates that most pupils do not make enough use of computers for drafting and editing work, for producing charts, diagrams and graphs, or for researching information.
40. Teachers have undergone training to develop their information and communication technology skills, and are confident about teaching the subject to the pupils, but in some cases, teachers are unsure about how to organise the ongoing use of class based computers. The school has firm plans in place to address this issue.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should ensure that pupils in Key Stage 1 and Key Stage 2 make more use of computers to support their learning in all subjects by:

- ensuring that there are regular opportunities for pupils to use computers to support their learning in all subjects;
- ensuring that opportunities for pupils to use computers to support their learning across the curriculum are consistently identified in teachers' planning;
- ensuring that teachers are confident about organising the use of classroom computers;
- providing opportunities that help pupils to regard computers as 'tools for learning'.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 19 |
| Number of discussions with staff, governors, other adults and pupils | 11 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | | 9 | 6 | 4 | | | |
| Percentage | | 47 | 32 | 21 | | | |

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

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | N/A | 216 |
| Number of full-time pupils known to be eligible for free school meals | N/A | 6 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | N/A | 5 |
| Number of pupils on the school's special educational needs register | N/A | 30 |

English as an additional language

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

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 11 |
| Pupils who left the school other than at the usual time of leaving | 8 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 3.5 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1 (Year 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 19 | 11 | 30 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 19 | 19 | 18 |
| | Girls | 11 | 11 | 11 |
| | Total | 30 | 30 | 29 |
| Percentage of pupils at NC level 2 or above | School | 100 (94) | 100 (94) | 97 (94) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|-----------|
| Numbers of pupils at NC level 2 and above | Boys | 19 | 18 | 19 |
| | Girls | 11 | 11 | 11 |
| | Total | 30 | 29 | 30 |
| Percentage of pupils at NC level 2 or above | School | 100 (94) | 97 (94) | 100 (100) |
| | National | 85 (84) | 89 (88) | 89 (88) |

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

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 15 | 13 | 28 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|-----------|
| Numbers of pupils at NC level 4 and above | Boys | 12 | 14 | 15 |
| | Girls | 13 | 12 | 13 |
| | Total | 25 | 26 | 28 |
| Percentage of pupils at NC level 4 or above | School | 89 (97) | 96 (100) | 100 (100) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 12 | 14 | 15 |
| | Girls | 13 | 13 | 13 |
| | Total | 25 | 27 | 28 |
| Percentage of pupils at NC level 4 or above | School | 89 (88) | 96 (94) | 100 (94) |
| | National | 72 (70) | 74 (72) | 82 (79) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 187 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 8.3 |
| Number of pupils per qualified teacher | 26 |
| Average class size | 30 |

Education support staff: YR – Y6

| | |
|---|------|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 90.5 |

Qualified teachers and support staff: nursery

| | |
|--|-----|
| Total number of qualified teachers (FTE) | N/A |
| Number of pupils per qualified teacher | N/A |
| Total number of education support staff | N/A |
| Total aggregate hours worked per week | N/A |
| Number of pupils per FTE adult | N/A |

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 2000/2001 |
|----------------|-----------|

| | £ |
|--|--------|
| Total income | 466909 |
| Total expenditure | 455570 |
| Expenditure per pupil | 2149 |
| Balance brought forward from previous year | 44377 |
| Balance carried forward to next year | 55716 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 0 |
| Number of teachers appointed to the school during the last two years | 0 |

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 216 |
| Number of questionnaires returned | 95 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 73 | 25 | 2 | 0 | 0 |
| My child is making good progress in school. | 63 | 35 | 1 | 0 | 1 |
| Behaviour in the school is good. | 78 | 22 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 46 | 39 | 12 | 3 | 0 |
| The teaching is good. | 78 | 22 | 0 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 49 | 43 | 6 | 2 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 76 | 21 | 3 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 85 | 15 | 0 | 0 | 0 |
| The school works closely with parents. | 58 | 35 | 4 | 0 | 3 |
| The school is well led and managed. | 88 | 12 | 0 | 0 | 0 |
| The school is helping my child become mature and responsible. | 79 | 21 | 0 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 53 | 34 | 7 | 1 | 5 |