

# Gatley Primary School

## Inspection report

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<b>Unique Reference Number</b>	106047
<b>Local Authority</b>	Stockport
<b>Inspection number</b>	287395
<b>Inspection dates</b>	20–21 June 2007
<b>Reporting inspector</b>	Derek Aitken

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	436
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr S Foster
<b>Headteacher</b>	Miss M Murray
<b>Date of previous school inspection</b>	7 October 2002
<b>School address</b>	Hawthorn Road Gatley Cheadle Cheshire SK8 4NB
<b>Telephone number</b>	0161 4286180
<b>Fax number</b>	0161 4285274

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large school is located within a pleasant suburban area on the outskirts of Stockport. Most pupils come from socially advantaged backgrounds and this is reflected in the below average numbers eligible for free school meals. The proportions of pupils of minority ethnic heritage and those with English as an additional language (EAL) are broadly average. The number of pupils with learning difficulties and/or disabilities is below average. The school achieved the Healthy Schools Standard in 2004.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. School leaders evaluated the performance of the school to be good, based on school self-evaluation and the early impact of the work of an all-new leadership team this academic year. While recognising the good quality of this work, inspectors judge that it is in the early stages of impacting on either pupils' academic achievement or their personal development and well-being. Consequently, they judge both leadership and management and the quality of education provided by the school to be satisfactory. In so doing, they endorse the views of parents, most of who are satisfied with the work of the school.

Pupils' achievement is satisfactory. Children get off to a successful start in the Foundation Stage. Here they are provided with well-chosen, exciting and creative learning opportunities. Staff assess their progress carefully and provide consistent support and challenge to help them move on. Standards are above average when children enter Year 1. Overall pupils make satisfactory progress thereafter to reach above average standards by the end of Year 6. However, impact by the new management team can already be seen in the improved support programmes for pupils which have been successful, for example, in improving standards for older pupils with EAL.

Most pupils enjoy school and get on well with each other, which is reflected in the good ways that they play together and their willingness to lend a 'helping hand' if they see someone troubled. Their learning experiences are enriched by a good range of visits, visitors and sporting activities. They are keenly aware of how to stay safe and the curriculum makes a good contribution to their understanding of the importance of being fit and healthy. It is less successful in promoting spiritual and cultural development, although the school has plans to enhance the latter. There are insufficient opportunities to reinforce pupils' learning and promote greater creativity across the curriculum and this restricts pupils' progress. While some of the teaching is good, the overall quality is not consistent enough to ensure pupils make good, rather than satisfactory, progress. Work is not always adapted to the needs of all learners and pupils are not engaged fully enough in assessing and improving their work. Pupils are adequately supported and guided. Weaknesses in academic guidance have been identified and are being addressed but still have further to go to be fully effective.

The school has made satisfactory improvement overall since its last inspection and is gathering pace. Good foundations for future improvement have been made as a result of a strong determination to improve standards by the new leadership team. School self-evaluation is largely accurate and it is recognised that new systems, although showing early signs of effectiveness have yet to impact fully at subject leader level. Partnerships with other organisations and the use of resources are satisfactory. The school provides satisfactory value for money.

### What the school should do to improve further

- Ensure teaching and learning are consistently good.
- Develop more curricular opportunities to reinforce basic skills, develop creativity and enhance spiritual and cultural development.
- Make better use of assessment to help pupils improve their achievement.
- Ensure monitoring, evaluation and review systems are fully effective in all aspects of the work of the school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

On entry to Nursery children's skills and knowledge are at the expected levels. They make good progress in the Foundation Stage, especially in creative and physical development, because the outdoor area is used well to develop these skills. By the time they join Year 1 the majority of children have fully achieved the expected early learning goals. Thereafter, pupils make satisfactory progress. In the 2006 national tests at the end of Year 2 results were above average overall, but average in mathematics. Results at the end of Year 6 in 2006 were above average in all subjects. Pupils in the present Year 6 are on track to reach similar standards. The school is aware that further improvements are needed to raise achievement, including at the higher levels, as there are inconsistencies in the rate of progress pupils make within year groups and subjects. New tracking and target-setting systems have just been implemented and there is some evidence of impact. For example, the improving quality of support for pupils with EAL is raising their standards in Years 5 and 6. Pupils with learning difficulties and/or disabilities make satisfactory progress overall. Progress is more marked at the higher levels of need, where pupils receive more specialist support.

## **Personal development and well-being**

### **Grade: 3**

Personal development and well-being are satisfactory, with some good features. Most pupils enjoy school, including the new play facilities, which they make good use of to socialise with their friends. They know how to stay safe. Their spiritual, moral, social and cultural development is satisfactory overall. Moral and social development are the stronger and are now being promoted more effectively by the new personal, social and health education (PSHE) programme. Opportunities are missed to develop spiritual awareness and knowledge of other cultures is not fully developed. Behaviour is good, especially when pupils are fully engaged in learning. Attendance is satisfactory. Pupils make good use of opportunities to adopt healthy lifestyles. This is reflected in their meal choices, keen participation in games and sport and awareness of potential health risks. The new school council is giving them more opportunities to have a say in school life. In most lessons pupils willingly share ideas and work cooperatively together. They are not yet conversant with their targets and limited involvement in assessment restricts their opportunities to develop independent learning skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall with some good features. Teachers have good subject knowledge and manage pupils well. In the better lessons there is a good balance between teacher input and independent activities and information and communication technology (ICT) is used well to maintain pupils' interest and concentration. Work is well matched to the needs of all learners, pupils are aware of expectations and learning is clearly directed. Good assessment supports children's progress in the Foundation Stage. However, in

some lessons, the balance between teacher and pupil-led activities is not maintained effectively, the pace of learning drops and some pupils become less focused. There is a lack of open-ended questioning to challenge more able pupils. In these less effective lessons the needs of pupils with learning difficulties and/or disabilities are not met quite as effectively, without support from a teaching assistant. Teachers' planning is satisfactory but learning is not consistently checked against learning objectives to ensure full understanding. Marking is regular but inconsistent in quality. Consequently, not all pupils are aware of how they can improve their work.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum meets the needs of pupils satisfactorily. Its strengths lie in its enrichment opportunities. Pupils benefit from a good range of visits and visitors and talk enthusiastically about their Victorian Day at Bramhall Hall. Visits to the 'Crucial Crew' increase pupils' awareness of how to stay safe. Expert instrumental music tuition and sports coaching, organised through the school sports initiative, enhance pupils' enjoyment of school. The wide range of popular after-school sporting activities supports their physical well-being. New, timetabled, PSHE lessons provide pupils with more opportunities to explore their feelings and develop relationships. The school recognises the need to forge more links between subjects, both to reinforce the development of key skills and to engage pupils more fully in their learning. The school is encouraging pupils to identify their preferred learning styles but this initiative is at an early stage. Provision for gifted and talented pupils is underdeveloped. The Foundation Stage curriculum is good, because children are provided with a range of stimulating and exciting activities to support all areas of their learning.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory overall. Procedures for health and safety are secure and have been strengthened recently. Arrangements for child protection and the safe recruitment of staff meet current requirements. Pupils say they can go to an adult who will deal appropriately with their concerns. Systems for supporting good attendance are not fully developed and authorised absence is above average. Provision for pupils with learning difficulties and/or disabilities is well managed. The school is making good efforts to establish firmer partnerships with parents by canvassing their views more regularly. Improved procedures for tracking the progress of pupils have been introduced, but these, together with new pupil targets, are too recent to have impacted noticeably on pupils' achievement. Joint curriculum projects and ICT links help Year 6 pupils settle in well at secondary school.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. An entirely new senior leadership team has taken shape in stages following the appointment of the new headteacher in September 2006. The new senior leadership, very ably guided by the headteacher, has set an effective course for improvement by establishing the key priorities that need to be addressed to raise academic achievement and the quality of pupils' personal development. This process has been assisted by extensive monitoring and wide consultation. Within a short period of time many well

considered procedures and strategies have been put in place to raise standards. There are early signs of positive impact, evidenced by an improvement in this year's mathematics results for Year 2 pupils and the progress of older pupils with EAL. The new systems are improving the work of the school although they have yet to be reviewed and evaluated fully. Action has been taken to increase accountability and to involve some middle managers more closely in monitoring quality in their subjects, but this has yet to extend to the foundation subjects. Governors provide good support for the new direction the school is taking, are aware of the work that needs to be done and offer satisfactory challenge as 'critical friends'.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

We visited your school to find out how well you are learning. Thank you for making us welcome and being helpful when we talked to you. One of my colleagues was lucky to have the opportunity to speak to some of you at greater length and was impressed by your politeness and appreciation of your new play facilities. She also had the chance to see how much you enjoy sports coaching! My other colleague was equally impressed by the exciting range of activities offered to the children in Nursery and Reception.

We judge that you are receiving a satisfactory education. We agree with you that your school provides good opportunities for you to understand how to stay safe and be healthy. We were impressed by the range of opportunities you had in games and sport to develop your interests and talents. You follow the teachers' lead in respecting each other and in behaving well most of the time.

There are some things that we have asked the headteacher and staff to do to make your learning better. First, we want them to ensure that teaching and learning is consistently good for all pupils. Second, we want them to make the curriculum more exciting for you by giving you better opportunities for creative work and to practise your basic skills. Third, we also want the teachers to make better use of assessment to help you contribute to your learning more and make faster progress. You know that the new headteacher and her senior staff have started to make big changes in school. We have asked them to check carefully how well these changes are going to ensure that they do, indeed, help you to make good progress in your academic and personal development.

Thank you for helping us with the inspection of your school. You can help by always doing your best and by working hard with your teachers to make Gatley Primary an even better place to be.