

# Gawsworth Primary School

## Inspection report

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<b>Unique Reference Number</b>	111025
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	378219
<b>Inspection dates</b>	31 January 2012–1 February 2012
<b>Lead inspector</b>	Vanessa MacDonald

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	195
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tony Hinks
<b>Headteacher</b>	Pam Childs
<b>Date of previous school inspection</b>	18 October 2006
<b>School address</b>	Longbutts Lane Gawsworth Macclesfield SK11 9QU
<b>Telephone number</b>	01625 426547
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<b>Age group</b>	4–11
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## Introduction

Inspection team

Vanessa MacDonald  
Bimla Kumari

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice by two additional inspectors. They observed 14 lessons taught by nine different teachers. The inspectors listened to pupils from four different year groups reading, and talked with them and other groups of pupils about their lessons and school life. In addition, inspectors held meetings with the headteacher, teachers and representatives of the governing body. Inspectors also spoke informally with parents and carers of Reception children at the start of the school day. The inspectors observed the school's work and scrutinised documentation relating to pupils' progress and to school management, including the arrangements to ensure safeguarding. They also analysed 91 questionnaires received from parents and carers and those completed by staff and pupils. No responses to the on-line questionnaire (Parent View) were available when planning the inspection.

## Information about the school

Gawsworth is a smaller than average-sized primary school. The majority of pupils are of White British heritage and the percentage of pupils who speak English as an additional language is well below the national average. The percentage of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils who are disabled and those who have special educational needs, including those with a statement of special educational needs is below the national average. The school meets the current floor standard. The school has links with a special school from which pupils attend on a placement basis. The school has gained Inclusion Quality Mark, Healthy School status, Active School award, Artsmark and an Eco School silver award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school that continues to provide good quality education for its pupils.
- Pupils' behaviour is exemplary both in lessons and around school. They are unfailingly polite and courteous to adults, each other and visitors. They show excellent attitudes to learning and collaborate exceptionally well. Parents and carers are highly positive about behaviour and safety.
- Children get off to a good start in the Early Years Foundation Stage, entering with skills which are broadly those expected for their age and making good progress during the Reception Year. Pupils achieve well throughout Key Stages 1 and 2, generally reaching above average attainment. Reading is a strength throughout the school. Pupils who have special educational needs and those who are disabled achieve well given their starting points. Achievement in mathematics is not as strong as it is in English.
- Teaching is consistently of good or better quality. Lessons, including those in the Reception class, are well organised, have good pace and activities motivate and engage the pupils well. Positive attitudes to learning that are evident throughout the school are established early. Teaching assistants provide effective support for pupils who have special educational needs and those who are disabled. Lessons are carefully planned and pupils' progress is regularly assessed but there is inconsistency in the evaluation of progress in mathematics and the subsequent impact on pupils' next steps.
- Leadership and management are of a good quality and leaders adopt a collaborative approach to continuous school improvement, providing a highly supportive environment for learning. Members of the governing body are well informed about the school's strengths and areas for improvement. Partnerships enhance the quality of provision. Although the school monitors pupils' progress thoroughly overall, there is not always sufficient focus on monitoring and evaluating teachers' marking and their use of the next steps in learning in mathematics.

## What does the school need to do to improve further?

- Increase pupils' progress in mathematics by ensuring that:
  - the mathematics curriculum is more closely matched to individual pupils' needs
  - the usefulness and impact of teachers' marking and pupils' next steps in learning are regularly monitored and evaluated.
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## Main Report

### Achievement of pupils

Pupils have very positive attitudes to learning. They are attentive, enthusiastic and keen to do well, working hard in lessons to achieve good outcomes. Their behaviour is exemplary. Pupils demonstrate cooperation when working in pairs and small groups and when supporting others and they contribute their ideas confidently.

Children make good progress through the Reception class and enter Year 1 working above age-related expectations. There is a strong focus on developing children's language skills, which sets firm foundations for future reading and writing development.

Pupils make good progress, and their attainment by the end of both Year 2 and Year 6, is generally well above the national average. Progress in Key Stage 1 has improved since the last inspection owing to the strengthening of teaching. In 2011, pupils' attainment at the end of Year 6 dipped to close to national average, which analysis shows was influenced by the number of pupils, in that year group, with much lower starting points than usual. Across the school, pupils who have special educational needs and those who are disabled make good progress because of the effective and well planned support they receive.

Attainment in reading is consistently well above average by the end of Year 2 and Year 6, and is a strength of the school. The teaching of sounds and letters is very good and children in Reception get off to an excellent start. They become fluent readers as they progress through school and the older pupils have a good knowledge of books and authors, and can express clear preferences for their choices.

Progress in mathematics, though good overall, is not as strong as it is in English. This is because the curriculum is not always as well matched to pupils' level of understanding. Leaders have already identified the need to review the curriculum for mathematics in order to tailor it more specifically to the needs of pupils. Parents and carers are overwhelmingly satisfied with the progress their children are making and pupils also feel they are making good progress. Inspection findings concur with these positive views.

## Quality of teaching

Teaching is consistently good and some is outstanding. Teachers establish very positive relationships with their pupils. Activities are interesting, promote pupils' application of skills well and make effective links between different subjects.

In the Reception class, tracking and assessment of children's work is robust and is used to good effect to plan appropriately for individual children's needs. Children were actively engaged in one session responding enthusiastically to the teacher's reading of a story and developed their writing skills well using their knowledge of sounds effectively.

Lessons are well planned and adapted for the different abilities of groups. Links between subjects made within topic work help to capture pupils' interest, particularly in English. Teachers consistently share learning objectives and lessons progress at a good pace. They make good use of questioning to help pupils develop and explain their thinking and pupils are able to work well both independently and collaboratively. Interactive whiteboards are used in each class to support teaching, and pupils' information and communication technology skills are given a boost through useful timetabled sessions. Teaching assistants provide effective support for those who have special educational needs and those who are disabled, managing group and one-to-one teaching effectively.

Where teaching is at its strongest, pupils are challenged at an appropriate level and the teacher intervenes precisely and appropriately to move all pupils' learning on. Plans are adapted and flexible and pupils are able to use and apply their skills to real-life problems, which engage and motivate them highly effectively. For example, in a mathematics lesson pupils worked collaboratively to design a theme park, within given budgetary constraints, and considered the impact of their decisions on potential profit.

In English, marking is consistent, giving pupils good indications of what they need to do to improve their work. However, in mathematics, activities are not always sufficiently well matched to pupils' needs because the use of marking and the application of next steps in their learning are not as consistently applied. This prevents some pupils from making accelerated progress.

Pupils say that lessons are fun and that the teachers 'challenge us but we crack it'. They are enabled to work in different groups, have the opportunity to work cooperatively with others, and to support others in their learning very effectively. This, and the strong relationships between adults and pupils make a valuable contribution to pupils' good spiritual, moral, social and cultural development. Inspectors agree with parents' and carers' unanimous view that their children are taught well at the school.

## Behaviour and safety of pupils

Pupils' outstanding behaviour and consistently high attendance make a very strong contribution to their good achievement. Parents and carers understandably are highly positive about the behaviour and safety of their children and feel that any incidents

of bullying are dealt with effectively. 'Well behaved, taught to a high standard', 'Children are polite and care for each other', are typical of the responses received. All the pupils spoken to were clear about the expectations of behaviour and knew the behaviour policy, rewards and sanctions well. They were confident that any unkind behaviour is dealt with promptly and felt that behaviour is always good. Some older pupils are anti-bullying ambassadors and undertake their responsibilities seriously, checking 'worry boxes', although they say there is very little in them. Records support this view with very few recorded incidents and no exclusions. Pupils say that they feel very safe in school and felt that any incidents of bullying are very rare. They were able to describe how to keep themselves safe both in and out of school, including how to use the internet safely.

Pupils have high expectations and excellent attitudes to learning, which is evident in their support of one another. They listen attentively to their teachers, respond very well to each other and settle quickly to work, meaning that lessons proceed without disruption. Pupils respond very well to staff's consistent and positive management of behaviour. Classrooms and other areas of school are calm and orderly. Pupils arrive punctually at school and lessons start on time. Excellent support for pupils who are disabled, those who have special educational needs, and those who visit regularly from the special school, ensures that these pupils are fully integrated in the life of the school.

### **Leadership and management**

Senior leaders and managers, including the governing body, have a clear and ambitious vision for the school, which is shared by all staff. The governing body is well informed, provides good support and effectively holds the school to account. Since the last inspection, the school has maintained the standards attained by pupils and improved the quality of teaching. Performance management is effective overall and training needs clearly identified. There is a good capacity to improve further.

Senior leaders use extensive data to accurately track pupils' progress and to identify where action needs to be taken to ensure improvement. For example, recent changes to the marking policy for English have had a positive impact. All teaching staff undertake monitoring in subject teams. However, the monitoring and evaluation of marking in mathematics and pupils' next steps have not been regular enough to pick up some inconsistencies in practice across classes.

The curriculum is good and pupils enjoy the links between subjects, with pupils proudly showing and discussing their well-presented topic books. The curriculum develops pupils' social skills and confidence well with, for example, opportunities to learn to touch type, lessons about democracy and the introduction of a programme to encourage pupils to gain confidence in reading out loud. Through partnerships both locally and globally pupils are able to talk about diversity and cultural differences. These make a valuable contribution to pupils' good spiritual, moral, social and cultural development. The curriculum is further enhanced by visits, visitors and a wide range of extra-curricular activities. The school is strongly inclusive, welcoming pupils from a local special school who are integrated well. Discrimination is not tolerated. All pupils have equal opportunity to be included in all activities.

Safeguarding arrangements meet requirements and are given a high priority, with training up to date.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



2 February 2012

Dear Pupils

### **Inspection of Gawsworth Primary School, Macclesfield SK11 9QU**

Thank you for talking to us and helping us when we visited your school recently. We thoroughly enjoyed talking to some of you, hearing some of you read and seeing how much you enjoy your lessons, playtime and lunchtime with your friends. Your views and questionnaire responses tell us that the overwhelming majority of you are very happy with all aspects of school life. Our purpose in visiting your school was to find out at first-hand how well you are doing in your work and what the leaders could do to make the school even better. You go to a good school.

Children in Reception get off to a really good start and make rapid progress. You all achieve well through the rest of the school so that attainment is above average by the end of Year 6. Achievement is good because your behaviour and attendance are excellent and the teaching is of good quality. You thoroughly enjoy the many interesting activities arranged for you and the good opportunities to think for yourselves. Your headteacher and all the school's leaders lead the school well and are determined to keep on improving your school. However, I have asked them to help you make even better progress, in mathematics, by making sure that what you are taught matches more carefully what you need to learn and that you are clear about what you should do next to improve through teachers' marking and the next steps they give you to help you to improve .

I hope you will play your part by continuing to work hard and to do your best to make your school even better.

Yours sincerely

Vanessa MacDonald  
Lead inspector

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