

Gilnow Primary School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 105198 |
| Local Authority | Bolton |
| Inspection number | 355723 |
| Inspection dates | 10–11 November 2010 |
| Reporting inspector | Michael McIlroy HMI |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 219 |
| Appropriate authority | The governing body |
| Chair | Mrs Julia Ryan |
| Headteacher | Mrs Marian Moulton |
| Date of previous school inspection | 24 January 2007 |
| School address | Gilnow Gardens Bolton Greater Manchester BL1 4LG |
| Telephone number | 01204 333724 |
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors observed 14 lessons and several small teaching groups and held meetings with nominated staff, two groups of pupils and two representatives from the local authority. A telephone conversation was held with the Chair of the Governing Body. Inspectors observed the school's work and looked at the school's development planning, school policies and safeguarding documentation. They also scrutinised 66 parental questionnaires as well as questionnaires from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- What the current progress of pupils was, including that of pupils in Key Stage 1.
- Whether safeguarding arrangements had been improved and were satisfactory.
- How safe pupils felt they were in the school, given that some felt insecure in the school at the time of the last inspection.
- Whether the care, guidance and support the school provides for pupils was good.
- Whether teaching was good.
- Whether leadership and management were satisfactory and not overly dependent on external support.

Information about the school

The school is smaller than average size. Four-fifths of pupils are from minority ethnic groups, which is over three times the average. The largest group of pupils are of Pakistani heritage. Three-quarters of pupils speak English as an additional language and the proportion of pupils entering and leaving the school during the school year is higher than average. The proportion of pupils with special educational needs and/or disabilities is in line with that found in other schools, although that of pupils with a statement of special educational needs is above average. The number of pupils known to be eligible for free school meals is twice the average. The school has received considerable support from the local authority for some time, due to concerns about low standards and some discontinuity in leadership. In October 2009, the school was inspected and given a notice to improve because it was performing less well than it could be reasonably expected to perform. The school is currently led by an acting headteacher.

The school holds Healthy School status.

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

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In October 2009, the school was given a notice to improve because safeguarding policies and arrangements did not fully meet statutory requirements. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Arrangements for the safeguarding pupils are now satisfactory.

This is a satisfactory school, with a number of good features. Pupils achieve well during their time at the school. They enter the school with levels of skills and abilities that are well below those expected for children of their age. They make good progress overall in their learning so that by the time they leave Year 6 they have attained standards in English and mathematics that are average. Pupils in Key Stages 1 and 2 attain less well in English than in mathematics, due to weaknesses in writing. A contributing factor to this weakness in writing is that pupils do not have sufficient opportunities to write at length in subjects other than English. Also, some less-able pupils do not have enough good opportunities to consolidate their basic written skills because work they complete independently is not always matched to their ability. Key to pupils' good progress is the good teaching and the good care, guidance and support they receive. These enable most groups of pupils to make similar progress, although over time, boys make faster progress than girls. Pupils' attainment is supported by a satisfactory curriculum. This focuses strongly on numeracy and literacy but covers other subjects in less depth and breadth.

At the last inspection, some pupils said they did not feel safe in school. Inspectors found that concerted action by the school has improved this and that pupils do now feel safe in school. Pupils are well behaved and they have a good understanding of what constitutes a healthy lifestyle. They make a satisfactory contribution to the development of their school and to the local community. Pupils' spiritual, moral, social and cultural development is good. However, despite action by the school that has led to improvements in overall attendance, the attendance is low and too many arrive late at the beginning of the school day.

The school is satisfactorily led and managed by the acting headteacher and the recently appointed acting senior leadership team. They have a broadly accurate view of the school's effectiveness. Some of these leaders and managers, such as subject leaders, are still developing in their roles. Nonetheless, with the good support of the local authority and two external consultants successfully tackled the areas that were identified for improvement at the last inspection. As the effectiveness of leaders and managers has increased, the local authority has reduced appropriately its support for the school. Although some key responsibilities of the governing body are currently retained by the local authority, governance is satisfactory. Governors provide an adequate level of challenge for leaders and managers.

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The school's satisfactory leadership and the recent improvements in results and the care, guidance and support that pupils receive show that the school has an adequate capacity to improve further.

What does the school need to do to improve further?

- Raise standards in writing in Key Stages 1 and 2 by:
 - providing pupils with more opportunities to write at length in other subjects
 - ensuring that independent work for less able pupils that is designed to practise basic written skills is regular and matched more closely to their abilities.
- Improve the effectiveness of leadership and management by:
 - providing training to develop the roles and responsibilities of leaders and managers, including subject leaders, and governors to enable them to provide a higher level of challenge to the school's leaders and managers.
- Improve the attendance and punctuality of pupils by:
 - impressing more on parents and carers their responsibilities to ensure pupils attend regularly and punctually
 - strengthening measures to improve attendance and punctuality.
- Improve the curriculum by:
 - developing the current topics so that pupils study these in greater depth
 - strengthening links between subjects.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

2

Children start school with levels of skills and abilities that are well below average. Pupils' language and communication skills are particularly weak as many pupils have little command of English when they join the school. The progress pupils make in their learning between Year 1 and Year 6 is good overall and it accelerates in Key Stage 2.

Consequently, pupils attain average standards by the end of their time in school. Their attainment is higher in mathematics than in English, due to weaknesses in writing. This is partly due to pupils having limited opportunities to write at length in subjects other than literacy. A number of factors contribute to pupils' good progress. They listen carefully to instructions and take part in learning activities enthusiastically. A good example of this was in a mathematics lesson in Year 5, where pupils readily chanted answers to a difficult exercise that tested their knowledge of times tables. Pupils collaborate well when asked to do so. In several literacy lessons, pupils worked effectively with their 'talk partner' to discuss and formulate answers quickly to their teachers' questions. Evidence from lesson observations confirms that pupils with special educational needs and/or disabilities also make good progress because of the good support which they receive from skilled teaching assistants. Pupils who join the school during the school year and who speak little or no English also make good progress. Their needs are assessed quickly and they receive

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specialist support to promote their understanding of English. However, boys in the school make faster progress than girls over time, particularly in mathematics.

Pupils are well behaved in classes and around the school grounds. They feel safe in school. They know who to turn to if they have any concerns, for example, about bullying. They are confident that any worries will be dealt with promptly and effectively. Pupils have a good understanding of how to lead a healthy lifestyle. Those that were interviewed by inspectors spoke knowledgeably about what constituted a healthy lunch, how to eat healthily and about the importance of sporting activities. Pupils have satisfactory opportunities to contribute to the school and the wider community. Within the school, they have suitable opportunities to act as school councillors, librarians and classroom monitors. Opportunities to contribute to the local community are less well developed. Pupils' good team-working skills and their average attainment mean that they are adequately prepared for the future world of study and work. Although, it has improved since 2009, the attendance of pupils is low and too many arrive late for school. Pupils' spiritual, moral, social and cultural development is good. Pupils get on with each other well and they have a good understanding of right and wrong which contributes to their good behaviour.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 4 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is good. It is characterised by good relationships between staff and pupils, and by a fast pace in lessons. Teachers have high expectations of behaviour and of what

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pupils are expected to complete in class. Questioning is used well to establish what pupils have understood and to extend their thinking. Misunderstandings are cleared up quickly through good explanations. A good example of this was seen in a Year 6 fast moving mathematics lesson on calculating perimeters, where the teacher used familiar concepts, such as football fields, to reinforce pupils' understanding of the concepts of length and width. Information and communication technology (ICT) is used effectively to introduce new learning and to stimulate and hold pupils' interest. A good range of activities are used in lessons. Planning is good and work is usually well-matched to the abilities of pupils. Most work is well marked. Additional adults are well used to support the less able pupils and those with special educational needs and/or disabilities. Where teaching was satisfactory, some activities did not challenge pupils and time was not always well used. Occasionally, some work was pitched too high for less-able pupils who were working on their own.

The satisfactory curriculum focuses strongly on literacy and mathematics. Other subjects are covered in less detail and pupils do not have enough opportunities to develop their written skills in these subjects. Links between subjects are satisfactory. The curriculum is enriched by a number of educational trips and visitors and by an adequate range of extra-curricular activities, such as football and basketball clubs. Pupils receive good care, guidance and support. Teachers know pupils well and induction procedures for new pupils are good. Pupils who speak little English when they start school receive good tuition in small groups. This enables them to make good progress in learning English and eventually to access the curriculum. A good level of guidance is given to pupils about behaving well and working hard. The needs of pupils with special educational needs and/or disabilities are identified quickly and the effective support they receive in lessons contributes to their good progress. School leaders and visitors from the world of work provide guidance and encouragement to pupils about the importance of attending school regularly. The good weekly attendance of pupils is also celebrated by useful displays and these measures have helped bring about some improvement in overall attendance.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The acting headteacher and the members of the senior leadership team provide sound leadership for the school. Since their appointment to these temporary positions, they have worked closely with the local authority and external consultants to provide stable leadership for the school and to tackle the issues identified for improvement at the last inspection. The local authority, while still retaining some functions normally administered by the governing body, has steadily and fittingly reduced the level of support it provides

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for the school as the leadership team develops. Procedures and policies to ensure the safeguarding of pupils have been revised in order to meet statutory requirements. Action by the school, such as the anti-bullying week, has ensured that pupils now feel safe in school and know whom they can raise any concerns they may have. Assessment data is used well and satisfactory systems are in place to monitor and improve teaching and learning.

Adequate partnerships exist with external agencies in order to support vulnerable pupils. The governing body provides satisfactory leadership. Governors provide support and a satisfactory level of challenge for leaders and managers. The school engages well with parents and carers. Frequent newsletters keep them informed of school and class events and there are good arrangements, such as international coffee mornings and classes in literacy and ICT, to draw parents and carers who are new to the school and who speak little English, into school life. The school promotes community cohesion well. In addition to its effective work with new parents and carers, the school has developed good links with other schools that have different social and ethnic intakes. Any form of discrimination is tackled well. However, the different attainment of girls and boys over time means that the effectiveness with which the school promotes equal opportunities is adequate, rather than good. Given pupils' good achievement and other good outcomes, the school provides good value for money.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 3 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children enter the spacious and attractive Early Years Foundation Stage with levels of skills and abilities that are well below what is typical for their age. Many speak little English and consequently their language and communication skills are weak. Good induction procedures ensure that they settle quickly and nursery and reception children

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work and play well together. They make good progress in their learning due to good teaching and a good curriculum. Teaching is well planned and ensures that children are taught appropriately for their age. Teachers use successfully the many different and stimulating areas for learning that have been created in the recently extended indoor area. There is a good focus on developing children's language, numeracy and independent working skills and staff assiduously note and record individuals' progress. There is a good balance between teacher-directed activities and those initiated by children themselves. A good range of resources are used and these are linked appropriately to the different themes that children are learning about. Good use is made of the new sheltered area, although building work has limited the full access of children to large toys and the key stage's playground. The Early Years Foundation Stage is well led and staff work purposefully as a team.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The very large majority of parents and carers who returned questionnaires were supportive of the school's work. A few thought that the school was not well managed and that poor behaviour was not well dealt with. Inspectors found the leadership and management of the school to be satisfactory, and that pupils were well-behaved during the inspection and any incidents of poor behaviour were managed well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gilnow Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 66 completed questionnaires by the end of the on-site inspection. In total, there are 219 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 41 | 62 | 25 | 38 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 45 | 68 | 19 | 29 | 0 | 0 | 1 | 2 |
| My school informs me about my child's progress | 32 | 48 | 33 | 50 | 0 | 0 | 1 | 2 |
| My child is making enough progress at this school | 32 | 48 | 27 | 41 | 1 | 2 | 1 | 2 |
| The teaching is good at this school | 36 | 55 | 27 | 41 | 0 | 0 | 1 | 2 |
| The school helps me to support my child's learning | 36 | 55 | 27 | 41 | 1 | 2 | 1 | 2 |
| The school helps my child to have a healthy lifestyle | 32 | 48 | 32 | 48 | 1 | 2 | 1 | 2 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 32 | 48 | 32 | 48 | 1 | 2 | 1 | 2 |
| The school meets my child's particular needs | 28 | 42 | 35 | 53 | 0 | 0 | 1 | 2 |
| The school deals effectively with unacceptable behaviour | 28 | 42 | 35 | 53 | 2 | 3 | 1 | 2 |
| The school takes account of my suggestions and concerns | 26 | 39 | 34 | 52 | 2 | 3 | 1 | 2 |
| The school is led and managed effectively | 21 | 32 | 37 | 56 | 2 | 3 | 3 | 5 |
| Overall, I am happy with my child's experience at this school | 39 | 59 | 26 | 39 | 0 | 0 | 1 | 2 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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 | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on 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 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: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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. |

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.



12 November 2010

Dear Pupils

Inspection of Gilnow Primary School, Bolton, BL1 4LG

Thank you for being so polite and welcoming when we inspected your school recently. Your school is a satisfactory school and has a number of good features. Some of the best things we found were:

- you make good progress in your learning during your time in school
- you are well taught
- you feel safe in school
- your behaviour is good
- you are well cared for and supported in school
- you know well how to lead a healthy lifestyle.¿

We have asked the acting headteacher, staff and the governing body to make a number of improvements. These include improving your attendance and punctuality. You can help in this, by ensuring that you come to school every single day and on time. The first minute of the school day is as important as the last minute.

We have also asked that results in writing are improved and that the subjects that you study outside the literacy and the numeracy hour are studied in more breadth and depth. We have also asked that leaders, managers and the governing body of the school receive extra training to help them to carry out their roles.

Once again, many thanks for being so helpful when we visited your school.

Yours sincerely

Mr Michael McIlroy

Her Majesty's Inspector

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