

Gilnow Primary School

Inspection report

Unique Reference Number	105198
Local Authority	Bolton
Inspection number	336447
Inspection dates	5–6 October 2009
Reporting inspector	Philip Martin

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	Mrs Julia Ryan
Headteacher	Mrs B True
Date of previous school inspection	4 January 2007
School address	Gilnow Gardens Bolton Greater Manchester BL1 4LG
Telephone number	01204 333724
Fax number	01204 333725
Email address	scharlton84@hotmail.com

Age group	3–11
Inspection dates	5–6 October 2009
Inspection number	336447

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and held meetings with staff, groups of pupils, parents, local authority officers and a school governor. They observed the school's work, and looked at pupils' previous work, policies and procedures, improvement plans and its own evaluation of its current strengths and weaknesses. Inspectors also checked the responses to questionnaires sent to parents and pupils. Parents returned 51 questionnaires in time for analysis. Inspectors also read those that arrived after this deadline.

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

- the quality of outcomes and provision in the Early Years Foundation Stage
- the progress that different groups of pupils make
- the quality of safeguarding policies and procedures
- how well leaders and managers improve outcomes for all pupils
- to what extent pupils feel safe in school.

Information about the school

Gilnow Primary School is close to Bolton town centre. The proportion of pupils eligible for free school meals is just over twice the national average. Most pupils are from minority ethnic groups, mostly of Pakistani origin. English is an additional language for a large majority of pupils. The proportion of pupils with special educational needs and/or disabilities is lower than average, although the proportion of pupils with statements of these needs is about average. The proportion of pupils moving into and out of the school at other than the normal times is higher than usual. Nursery and Reception classes provide for children in the Early Years Foundation Stage. The school is working towards the Healthy Schools Award. The school was issued with a formal warning by the local authority in December 2008 to raise standards. This was because standards and the performance of pupils at the school were unacceptably low and likely to remain so unless the authority exercised its powers. It is currently led by an executive headteacher appointed by the local authority to cover the absence of the headteacher, and by the deputy headteacher. The school shares its site with the Gilnow Sure Start Children's Centre.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to ensuring that safeguarding policies and procedures fully meet requirements. Leaders and managers have not reviewed and updated relevant policies frequently enough. The required staff training about such procedures is also out-of-date.

In January, the local authority gave the school a formal warning to improve because its leaders and managers were not providing enough support to raise standards. Since that time, with intensive and effective support, the school has come a long way. It is now providing an acceptable standard of education. Senior leaders and managers, including governors, supported by the local authority and the effective work of the inspirational executive headteacher, now show the capacity to make and, importantly, to sustain further improvements. They are monitoring and evaluating the school's work effectively. They have implemented strategies to improve pupils' learning and to ensure that all are clear about their part in continuing the improvements that have been made. This has resulted in improved teaching, which is now satisfactory, and improved outcomes in terms of higher standards and swifter progress. The school recognises that the quality of teaching, although satisfactory, is not yet at a high enough standard to enable pupils to overcome fully past underachievement. The school has introduced a useful system for monitoring pupils' progress. Teachers use this satisfactorily to plan work for different levels of ability. Despite this, work does not always fully match the abilities of a few pupils, for example, the most able. Standards have improved and levels of attainment at the end of Key Stage 2 are broadly average. Provisional results of national tests at the end of Key Stage 2 show considerable improvement over previous years, continuing an improvement begun in 2008.

Children start school in the nursery classes with standards that are very much below those expected for their age. They now make good progress, particularly in their personal, social and emotional development. The teaching and learning are suitably founded on the required areas of learning for children of this age. However, there are shortcomings because children in Reception do not have frequent daily access to the outdoor learning and play experiences to which they are entitled.

In questionnaires asking for their views, most parents agreed that the school keeps their children safe and that behaviour is good. Pupils' responses also showed that most feel safe in school. In discussions, however, a few pupils said they did not feel confident

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

enough to discuss their concerns about other pupils' behaviour towards them with a member of staff. This meant they did not feel safe enough for some of the time.

What does the school need to do to improve further?

- Ensure as a matter of urgency, that safeguarding requirements are fully met and that care, guidance and support is improved by:
 - bringing relevant policies up-to-date and planning regular reviews
 - training all staff in the necessary safeguarding procedures.
- Raise the quality of teaching from satisfactory to good by:
 - using the information available from measuring pupils' progress to finely tune the work provided.
- Improve the quality of provision in the Early Years Foundation Stage by:
 - ensuring that all children in this stage have daily access to outdoor facilities for learning and play.
- Enhance pupils' sense of security by:
 - assessing the full nature and extent of their concerns and
 - implementing procedures designed to build self-confidence and ensuring that all pupils are fully aware of the results of their actions on themselves and others.

Outcomes for individuals and groups of pupils**3**

Although standards and progress were low in previous years, provisional results for 2009 and an examination of pupils' work from this year show a clear improvement. Pupils make satisfactory progress in both key stages because of satisfactory teaching. Standards are broadly in line with national averages in English, mathematics and science by the end of Key Stage 2. Pupils from the full range of ethnicities and backgrounds, including the largest group, pupils of Pakistani origin, make similar progress with regard to prior attainment. Boys and girls make similar levels of progress. Some pupils arrive at the school with little or no previous education and at an early stage of learning English. These pupils are supported well and are quickly absorbed into the life and work of the school. Effective support is also provided for pupils with special educational needs and/or disabilities and they too make satisfactory progress. Most pupils talk about how much they enjoy school and say they feel safe, but some do not always feel this way. For the majority of pupils, their spiritual, moral, social and cultural development is good. For a very few, this aspect is less satisfactory. Their lack of social and moral development leads them to engage in oppressive behaviour. A few pupils mentioned this in discussions with inspectors, referring to instances of bullying and racist name-calling they have experienced. Some of these pupils are not confident enough to bring their concerns to teachers or other staff. Behaviour in lessons is usually good, although some pupils are over-boisterous in the playground. The school's morning 'Wake and Shake' sessions prepare pupils for the day's work and encourage them to lead healthy lifestyles.

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

They willingly take on responsibilities such as being members of the school council or as play leaders. Although pupils' attendance is still below the national average, levels of attendance have steadily improved over the last three years and are now very close to the local authority's targets for the school. The school is now working more successfully with parents and pupils to overcome persistent absence. This is having a positive impact on pupils' learning. Most pupils are developing a satisfactory set of skills and knowledge to prepare them for the next stages of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
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	3

How effective is the provision?

The school is refining its systems for evaluating pupils' progress. Teachers at both key stages use this information satisfactorily to plan lessons that match the different ability groups in each class. This shows that one of the local authority's concerns leading to the formal warning is being successfully dealt with. In a very few instances this work is not as closely matched as it might be so that some pupils are not fully challenged. For example, a few pupils in a mathematics lesson found the work too easy so did not make as much progress as they might have. Teachers mark pupils' work regularly and are in

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

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

the early stages of ensuring that marking offers useful advice for improvement. Teaching assistants, including bilingual assistants, provide a good level of support and have a positive impact on pupils' learning, including those with special educational needs and/or disabilities. The curriculum is rightly focused on providing children with basic literacy and numeracy skills. Pupils have fewer opportunities to practise these in other subjects. The curriculum is enriched with a good range of activities that add extra interest, enjoyment and understanding of the local community. During the inspection, a visit from a poet and illustrator fired pupils' enthusiasm for reading and writing. Teachers are deeply concerned for pupils' welfare and learning and look after them well in school but safeguarding procedures and practices do not meet requirements.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	4

How effective are leadership and management?

Since the formal warning, the school has worked very well in partnership with the local authority to implement and embed improvements and raise ambition. The plans for improvement have recently been reviewed and revised. They are based on an accurate assessment of the school's strengths and weaknesses and identify the right priorities for further improvement. The senior leadership team, supported by the fully committed executive headteacher, have been refining their skills. They now have an accurate view of the school's strengths and weaknesses and display a clear ambition to drive further improvements. They have also ensured that all members of staff are fully aware of their part in sustaining improvements and raising standards. The quality of governance has improved as a result of training and following support from the local authority. However, governors have been remiss in not ensuring that safeguarding procedures are fully in place. Measures are already being taken to rectify this situation as governors have improved their understanding of what is required in this area. Governors have developed their skills and are now providing an adequate level of support and challenge. Staff work hard to ensure that all pupils are given the opportunity to learn and develop no matter what their background or gender. The school has a good awareness of the pupils' backgrounds and makes a satisfactory contribution towards promoting community cohesion. It has engaged in some effective work to bring in members of the local community, for example, the 'Welcome Breakfast' and joint community activities with a group of local schools. The executive headteacher has a good understanding of the school's current position and has drawn up a relevant plan for further action.

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

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	3
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	4
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start in the Nursery class with skills and knowledge that are very much lower than expected for their age. Many children have poorly developed independence skills and some do not speak English at home. Teachers and other adults support children well in the Nursery and Reception class so that they make great strides, particularly in their personal, social and emotional development. Adults look after children well and help them to learn how to be healthy and keep safe. The children enjoy learning alongside each other and become more confident speakers and listeners who delight in sharing their activities, and hats, with visitors. The two classes are not as well resourced as they should be, although adults make the best use of the resources they have. Some of these are a bit shabby and the children in the Reception class do not have access to a well stocked area where they can learn, work and play outdoors. Staff provide a good blend of activities in which children can follow their own interests, as well as other activities supported by adults. By the time they start Year 1, children are ready to learn and have reached broadly average standards. The leader of this stage is providing satisfactory support and guidance for those adults working within it.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The parents who responded to a questionnaire about their views show that the overwhelming majority agree or strongly agree that their children enjoy school. Most parents agree or strongly agree with the other points and feel that the school looks after their children well. A typical comment notes Gilnow is a caring school with a happy atmosphere.' A very small minority felt that the school was not led and managed well and that they were not informed well enough about their children's progress. The school's improved procedures for gauging pupils' progress now provide more detailed information that can be shared with parents. The inspection team found that leadership and management, although judged inadequate by the local authority earlier this year, is now satisfactory.

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 51 completed questionnaires by the end of the on-site inspection. In total, there are 227 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	57	21	41	0	0	0	0
The school keeps my child safe	30	59	19	37	1	2	1	2
The school informs me about my child's progress	23	45	24	47	4	8	0	0
My child is making enough progress at this school	19	37	28	55	2	4	1	2
The teaching is good at this school	21	41	28	55	2	4	0	0
The school helps me to support my child's learning	19	37	28	55	3	6	0	0
The school helps my child to have a healthy lifestyle	21	41	26	51	3	6	0	0
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)	17	33	27	53	0	0	0	0
The school meets my child's particular needs	17	33	30	59	3	6	0	0
The school deals effectively with unacceptable behaviour	15	29	34	67	2	4	0	0
The school takes account of my suggestions and concerns	21	41	26	51	3	6	0	0
The school is led and managed effectively	18	35	26	51	5	10	1	2
Overall, I am happy with my child's experience at this school	27	53	22	43	2	4	0	0

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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 pupil's 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.



7 October 2009

Dear Pupils,

Inspection of Gilnow Primary School, Bolton, BL1 4LG

I would like to thank you for the welcome you gave to my colleagues and me when we inspected your school. I would particularly like to thank those of you who spoke with inspectors and those who completed the questionnaire.

We found many positive things about the school. Children in the Nursery and Reception classes get off to a good start but they don't have enough opportunities to play and work outside. By the time you leave school, you are reaching standards that are close to what they should be because your teachers help you to learn. They use what they know about how well you are doing to plan satisfactory lessons, although these could be more challenging for some of you. The questionnaires told me that most of you enjoy school very much. Most of you behave well, but some of you do not. You told me about this in the questionnaires too. I was disturbed to hear that some of you don't feel confident enough to share your concerns about this behaviour with your teachers and other adults in school.

The school knows how to look after you and make sure that you are kept safe, but some of its guidelines are out-of-date and need to be checked. The school needs to make sure that all the adults who work there understand fully what they should do if they have concerns about your safety. This is a serious matter and needs to be dealt with quickly so we have given the school a Notice to Improve. This means that other inspectors will visit the school within the next few months to check that the necessary improvements have been made.

I have asked the school to do the following things to make it better than it is now by:

- giving children in the Reception class daily opportunities to learn and play outside
- improving teaching by using what it knows about you to plan lessons that help you all to learn
- getting all the guidance for keeping you safe up to date and making sure that all the adults in your school know what needs to be done to do this
- making sure that you all feel safe and that you have no reason to be concerned about the way that a few children behave towards you.

You can help by continuing to try your best at all times and thinking of ways that make

you comfortable to share your concerns.

Yours sincerely,

Mr Philip Martin

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.