

# Pennine View School

Old Road, Conisbrough, Doncaster, DN12 3LR

**Inspection dates** 26 - 27 september 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils are happy at this school and make good progress from their starting points. They are keen to do well and to acquire new skills. They respond enthusiastically to the opportunities to demonstrate their learning during lessons, and to all staff and pupils in the daily 'show and tell' assembly.
- Teachers' expert subject knowledge and good use of data enable them to plan lessons to meet pupils' needs, particularly in English and mathematics.
- Pupils are well cared for and feel safe at school. They behave responsibly around school and in lessons. Activities at break and lunchtime are much enjoyed by pupils and help to extend their learning and have a good impact on their social development.
- Effective teamwork and a shared vision to do the best for all pupils drive good leadership and management throughout the school. The many strengths and good practice in the school have been maintained since the last inspection.

### It is not yet an outstanding school because

- Not all teaching is of the very highest quality. Leaders' monitoring and evaluation are not sufficiently focused on learning from the best practice to promote excellent teaching to ensure all pupils make rapid progress.
- Governors are not thoroughly monitoring the impact that their decisions about how to use pupil premium funding is having on pupils' achievement and behaviour.
- More could be done in all subjects to help pupils to become better writers, particularly at Key Stages 3 and 4.

## Information about this inspection

- Inspectors observed 13 lessons, and this included all classes and teachers. Four lessons were joint observations with senior leaders. In addition, they observed a 'show and tell' assembly.
- Meetings were held with staff, with members of the governing body, a representative from Doncaster local authority and with pupils.
- Inspectors took account of the responses to the staff questionnaire. There were no responses from parents and carers to the online questionnaire (Parent View). Inspectors spoke with a parent and took into account the responses to the school's own recent parent's survey.
- Inspectors observed the school's work, and looked at a number of documents, including the school's own data on pupils' current progress, pupils' work, documents relating to safeguarding and planning and monitoring documentation relating to behaviour and attendance.

## Inspection team

Gina White, Lead inspector

Her Majesty's Inspector

Marian Thomas

Additional inspector

# Full report

## Information about this school

- The number of pupils at the school has remained broadly the same since the last inspection and there are almost twice as many boys as girls on roll.
- Many pupils join the school from mainstream schools mostly in Key Stage 3 and Key Stage 4.
- All pupils have a statement of special educational needs, with the greatest proportion experiencing moderate learning difficulties.
- Since the last inspection the proportion of pupils with behavioural needs has increased to around a third of the school and a smaller proportion of pupils have autistic spectrum conditions or speech, language and communication needs.
- The proportion of pupils eligible for pupil premium is above the national average, and a small number of children are in the care of the local authority.
- Most pupils are White British with a few pupils from a range of minority ethnic backgrounds.
- The school has the Healthy Schools Award (2009) and gained the Basic Skills Award in March 2012.

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

- Improve all pupils' confidence in writing and accelerate their progress by:
  - taking every opportunity for pupils to undertake relevant writing tasks for a range of purposes and audiences in all subjects
  - ensuring that teachers take account of pupils' literacy targets when planning writing tasks in all subjects
  - making sure that the school's literacy policy is implemented consistently in all subjects and courses.
- Promote excellent teaching to ensure all pupils make rapid progress in their learning by:
  - ensuring that teaching assistants know how to challenge and support the pupils they are working with and consistently do so
  - ensuring that good practice in questioning is shared across all teaching teams to improve the learning for all pupils ensuring that leaders systematically monitor and evaluate the school's initiatives and interventions.
- Ensure that the governing body regularly monitors the impact that its decisions about the use that pupil premium funding is having on improving the achievement and behaviour of those pupils that it was intended to benefit.

## Inspection judgements

### The achievement of pupils

is good

- Pupils' attainment on entry to the school varies widely but is well below the expectations for their age due to their disabilities and special needs. Good measures are in place to identify what they know and can do within a short time of starting at the school. This leads to very clear attainment targets for pupils in each subject. Regular reviews during the year demonstrate that the vast majority of pupils make good progress relative to their starting points.
- By the end of each key stage, pupils' progress in English and mathematics compares favourably to national averages. By the end of Key Stage 2, most pupils' progress in reading, writing and mathematics exceeds national expectations. Girls and boys achieve equally well and there is no difference in the progress of other groups of learners, including those eligible for pupil premium.
- Opportunities for pupils to apply their skills practically are helping to secure their understanding of basic mathematics. In the lessons seen, the use of robots helped pupils in a Key Stage 3 class to use directions and develop number skills when programming. In a Key Stage 4 lesson, pupils applied strategies for rounding numbers up and down in whole centimetres and decimals to measure everyday products such as magazines, a Wii Sport, and different sized blocks.
- Most pupils in all classes are becoming increasingly confident in developing communication and literacy skills. Pupils are proud of their achievements to match sounds and letters or to discuss the parts of stories that they liked best. Pupils read to someone individually or in small groups regularly. Their learning is well promoted by using phonic skills to help them break down and read unfamiliar words.
- In Years 10 and 11, pupils' reading is supported well by age appropriate books. Some pupils enjoy the new reading scheme because, 'There are good stories with hard words.' Although this is helping to deepen pupils' skills, the school also continues to use a wide range of other reading material for those who do not enjoy reading books.
- Since the last inspection, opportunities for pupils to write in subjects other than English is developing well in Key Stage 2 and the use of visits and themed activities such as 'Message in a bottle' provide useful experiences for pupils to write about. However, many pupils in Key Stages 3 and 4 remain less confident and dislike writing. Opportunities to write in subjects other than English are not developed enough to enable them to make more rapid progress at Key Stages 3 and 4.
- Pupils are well supported to take the next steps in education and training. By the end of Key Stage 4 all pupils gain at least two qualifications or awards that recognise their studies and achievements. Most achieve more, and the proportion of pupils who leave school with entry level English, mathematics, science, and information and communication technology (ICT) has steadily increased in the last two years.

### The quality of teaching

is good

- The quality of teaching over time is good. Teachers demonstrate good subject knowledge and their expertise have developed further in English and mathematics as a result of training. A strength of the teaching in these subjects is the use of pupils' targets and 'I can' statements to better match work to pupils' needs.
- Teachers know their pupils well; they build good relationships with them. Lessons are planned well to appeal to pupils' interests and to consolidate and extend earlier learning. Most teachers explain tasks carefully and pupils are aware of what is expected of them.
- Where teaching is most effective, teachers regularly check pupils' work and their understanding and they adapt tasks in light of this to ensure that they are always challenging. Such teaching enabled pupils to build skills securely. For example, in a media lesson, pupils in Years 10 and 11 learned how to sign new letters to communicate words and quickly developed their signing and interpretation to communicate whole phrases.

- Occasionally, where teaching is less effective teachers did not always take enough account of the range of abilities in the class, for example to modify tasks to ensure they provided sufficient support or challenge.
- Generally, teaching assistants contributed well to individual pupils' learning and in small groups. Sometimes, too much support was given and this inhibited pupils' independence.
- Good use of questioning that promoted pupils' rapid learning by challenging them to think and to explain their own views and opinions was noted in the work of teachers and teaching assistants. This occurs in pockets across the school, but this good practice is not shared sufficiently across teaching teams to improve the learning for all pupils and accelerate their progress.
- Much attention has been given to the teaching assistants' role in supporting assessment by recording what pupils know and can do but this aspect was less well developed, particularly in Key Stages 3 and 4. Pupils' books are marked regularly and comments are discussed. Pupils enjoy checking their own work, and sometimes each other's, and say teachers help them to improve.

### **The behaviour and safety of pupils** are good

- Pupils enjoy learning, most persevere in lessons and take pride in their achievements such as being able to recognise more letters and sounds, and learning new skills such as being able to cook 'stuffed peppers'.
- The school is calm and orderly and pupils are well supervised. Pupils play well together and are responding enthusiastically to the break and lunchtime activities introduced to improve social interaction. Older pupils welcomed this saying, 'It's great here, there is plenty to do.'
- Evidence suggests that the good behaviour seen during the inspection is typical of behaviour in the school over time. For example, staff and pupils state that behaviour is good and this view is supported by parents and carers in the school's recent survey.
- Increasingly, learning mentors work with individual pupils in supporting them to settle quickly into school. This is helping them to manage their own behaviour. Rates of exclusion are low and the number of behavioural incidents is reducing.
- Attendance is broadly average and improving. The work of the pastoral team with pupils and their families helps some pupils to rapidly improve their attendance. Their support also enables pupils with medical conditions to continue with their learning.
- Pupils say they feel safe while at school. They report there is little bullying and staff act quickly to sort it out. They know that bullying is wrong and have some understanding of the different forms it can take. They understand risks and are well aware of how to stay safe when using the internet.

### **The leadership and management** are good

- Senior leaders have developed in staff a shared understanding of what the school is trying to achieve. Staff work effectively together to improve the quality of teaching and learning. A strong link exists between the quality of teaching, consistency in setting targets for staff appraisal, and robust arrangements for the management of teachers' performance.
- Leaders and managers continue to monitor the progress of groups well. Good practice in tracking pupils' progress, analysing data and moderating teachers' assessments has strengthened further since the last inspection. However, leaders are not consistently evaluating the impact that the school's intervention work has.
- Priorities in school plans focus appropriately on improving teaching and behaviour. Leaders have a detailed knowledge and understanding of their roles in supporting this. Monitoring and evaluation records show that the large majority of teaching is good and evidence from joint observation of the schools work supports the view that leaders have an accurate picture of the quality of teaching. However, leaders at all levels do not always identify what more is required to promote excellent teaching and learning.

- The curriculum is good but is not yet outstanding. Further work to develop pupils' independence and to improve Year 11 pupils' transition to education and training is underway. Partnership working with local schools and colleges makes a good contribution to the school's provision of courses and awards at Key Stage 4.
  - Pupils' spiritual, moral, cultural and social development is good. Trips, events and visitors to school enrich pupils' learning and contribute much to their development and achievement.
  - The school provides equality of opportunity well. Leaders monitor the achievement of groups effectively and know that no group performs less well than others. They ensure that pupils have access to the specialist resources they need to support their learning.
  - The local authority maintains contact but appropriately provides only 'light touch' support.
  - **The governance of the school:**
    - provides strong support and challenge and has a clear view of the school's work and strategic development
    - ensures statutory duties are met and safeguarding arrangements meet current requirements
    - is deployed well to keep overview of the budget, performance management and appraisal systems and pupils' achievements
    - takes part in decisions about the use of pupil premium funding but governors have yet to evaluate the impact that the activities have to accelerate the achievement and behaviour of those pupils it was intended to benefit.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	135545
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	402715

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

<b>Type of school</b>	Special
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7-16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	110
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Phyllis Calladine
<b>Headteacher</b>	Mr Glyn Davies
<b>Date of previous school inspection</b>	15-16 March 2010
<b>Telephone number</b>	01709 864978
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