

# Pendle View Primary School

Gibfield Road, Colne, Lancashire, BB8 8JT

**Inspection dates** 11–12 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pendle View Primary School has improved considerably since its last inspection.
- The quality of teaching has improved and is outstanding overall. It is never less than good and often excellent. Teachers use their assessments of pupils extremely well to plan work that is very well suited to their needs.
- Lessons are invariably interesting to the pupils because teachers use exciting resources and encourage them to be active rather than passive in their learning. There are frequent changes of activity.
- The pupils' individual education plans guide their learning splendidly. These, as well as top-notch teaching, result in pupils achieving outstandingly well. Their progress is often much better than that of similar pupils in other schools, although occasionally not enough is demanded of more-able pupils.
- Pupils' behaviour is outstanding. They get on well together and their relationships with staff are super.
- The rare pockets of difficult behaviour are invariably associated with pupils' communication difficulties and frustrations. Staff expertly manage these so pupils get back on track and do not disturb the learning of others.
- Staff know the pupils exceptionally well and are very vigilant to ensure no pupil misses out. As a result, pupils are very safe and any underachievement is quickly spotted and rectified. Safeguarding arrangements are extremely strong.
- The staff are a tightly knit team who support one another very well. They are led outstandingly well by the impressive headteacher and deputy headteacher who are driving forward improvements at a pace.
- The leadership and management of teaching have been extremely effective and have resulted in improved recording and assessment, better use of information and communication technology (ICT) and planning of lessons. Feedback to teachers following lesson observations and well-focused training have contributed greatly to improved teaching.
- The senior staff and governors have an accurate view of the school. This is helped by the thorough and regular checks they make to ensure teaching is of high quality and pupils are achieving as well as they can.

## Information about this inspection

- The inspectors observed 12 lessons, taught by nine members of staff including three teaching assistants. Two of the observations were jointly undertaken with the headteacher and deputy headteacher.
- Meetings were held with pupils, the Chair and Vice Chair of the Governing Body, members of staff, an external consultant who works with the school and the school nurse. Additionally, a telephone conversation was held with a representative of the local authority.
- The inspector took account of the five responses to the online questionnaire (Parent View), the 23 staff questionnaire returns and the school's June 2012 and November 2012 surveys of parents' views.
- The work of the school was observed and a number of documents were looked at including the school's monitoring records, self-evaluation, data about students' progress, records relating to behaviour, attendance and safeguarding, the school improvement plan and records of governors' meetings.

## Inspection team

Eric Craven, Lead inspector

Additional Inspector

Christine Potter

Additional Inspector

## Full report

### Information about this school

- Pendle View Primary School provides for pupils with a wide range of special educational needs including moderate, severe and profound learning difficulties, autistic spectrum disorders and physical and sensory difficulties. Some pupils also have complex medical needs. Each of the pupils has a statement of special educational needs.
- The pupils are transported to and from school and, in the main, come from the district of Pendle in Lancashire.
- Numbers have risen since the last inspection. A little over a third of the pupils have transferred in recent years from local mainstream primary schools. There are about twice as many boys as girls. Around half of the pupils are from White British families with the next largest group being of Pakistani heritage.
- The government provides extra funding for the school for pupils who are known to be eligible for free school meals, who are looked after by the local authority or who are children of families in the services, through the pupil premium. The proportion of pupils known to be eligible to be supported by the pupil premium is a little above average.
- The awards the school has achieved include the Leading Parent Partnership award, Sports Active Mark and Healthy School award.

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

- Further improve the achievements of some pupils, particularly those who are more able, by taking every opportunity to get them to think harder and longer when posed questions or challenges before staff provide prompts or guidance.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Pupils' attainment, because of their special educational needs, is well below that of pupils nationally. Nevertheless, the progress they make in their learning is excellent.
- The school's impressive data show pupils are making unswervingly good and often outstanding progress in their learning. Teachers' assessments are checked to ensure they are accurate and these show that, in comparison to similar pupils in other schools, many of the pupils here are making above-expected rates of progress.
- Those pupils who have additional physical and sensory support also make excellent progress, often in short periods of time, because of the high-quality and intense support they get. A good example is of one young pupil receiving physical support from a specialist teaching assistant. He increased the length of time he is able stand unaided from seven seconds to 12 seconds during one of the inspectors' lesson observations. He was delighted with his impressive achievement.
- The school's excellent analyses of its data show that no different group of pupils, including those from different minority ethnic backgrounds, fare worse than others. Indeed, all the pupils eligible for the pupil premium made at least good progress in English and mathematics last year, with a high proportion making outstanding progress.
- The achievement of the pupils has improved year on year since the previous inspection, with increasingly higher proportions making excellent progress. For example, the percentage of pupils judged to be making outstanding progress in both English and mathematics has increased from 20% in 2009/10 to nearly 75% in 2011/12.
- Other evidence such as awards, certificates and trophies show how well the pupils achieve, not only in their subjects but in their personal and social development as well. Parents who returned the school's recent questionnaire and who contributed to the online Ofsted questionnaire fully endorse this. Unanimously, they are very pleased with the progress their children make.

### The quality of teaching

### is outstanding

- The parents contributing to Ofsted's online questionnaire and the school's own surveys agree that their children are well taught at this school. They have an accurate view of the quality of teaching which, overall, is outstanding. It has improved since the last inspection when it was judged good.
- The impressive characteristics of the teaching include: frequent changes of activity and well-prepared practical tasks which capture and maintain pupils' curiosity and enthusiasm; super ways of helping pupils understand how well they are achieving; splendid relationships between pupils and staff shown by good humour and respect that play a part in making learning fun; and the work of teaching assistants who know exactly what they have to do because of the close-knit working between teachers and teaching assistants.
- A great example of a practical learning opportunity suitably pounced upon by staff was seen in the Early Years Foundation Stage. Children were encouraged to practise their number work while playing outside by writing numbers with their fingers in the frost.
- Teachers' assessments of pupils are excellent. Alongside very good communication with parents these help them to know pupils extremely well. With this information they plan work that is very closely matched to the pupils' needs, which means they stay focused and most often achieve the objective set for them in the lesson.
- Questioning of pupils by teachers is good and helps them gain an immediate understanding of how well pupils are learning. However, there are a few occasions when more demands could appropriately be made on some pupils' thinking. This is particularly the case with some more-able pupils. Staff are occasionally too eager to prompt a pupil or provide support before the pupil has thought long and hard enough about the question or problem.
- The quality of teaching observed during the inspection included intensive support for pupils with

physical and sensory difficulties. This is of very high quality and makes telling differences in helping pupils to access their lessons through improved balance, positioning and movement, and in calming their agitations. Teachers say how much improved pupils are as result of the support from the school's dedicated physical and sensory support teams.

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

- This is a very safe and secure school because, at all levels, staff are extremely vigilant to ensure pupils are well and safely cared for. Staff are well trained in keeping pupils safe. The school's records of the suitability of adults for employment are exemplary. The school's arrangements for ensuring the safety of the pupils are exceptionally well managed.
- The pupils who met with inspectors say they are happy and safe at the school and parents wholeheartedly agree. A comment from a parent typifies the feelings of many. 'It has exceeded our expectations. A safe and happy place for children to reach their full potential.'
- The pupils are taught well to keep themselves as safe as possible and the more able have a rudimentary and helpful understanding of the dangers of the internet.
- Pupils' behaviour in the lessons observed was never less than good and in more than half of the lessons it was outstanding. Around the school and at break times pupils get on well together and there are good examples of some of the more able pupils taking on small responsibilities by helping those who are less able. Pupils' and parents' views show that behaviour is typically excellent.
- When a pupil does pose behaviour problems staff manage this extremely well. They are well trained and follow the school's agreed procedures. Individual plans and support strategies, that also involve parents, are in place for those pupils who need them. A parent endorsed this excellent work in saying, 'Since my child has started at this school her behaviour has improved. As a parent I feel my child is in safe hands and I trust the school and staff with my child.'
- The school's rewards are meaningful to the pupils and they work hard for these. The awards many of them achieve demonstrate how well they behave and, where necessary, improve their behaviour.
- Pupils' attendance is high in comparison to the average special school but lower than mainstream primary schools. Pupils' absence is more often to do with medical problems. Attendance has improved since the last inspection because of the rigorous systems for following up absence, conveying the importance of attendance to parents and rewarding pupils' good attendance. Attendance matters are splendidly well led and managed.

### **The leadership and management** are outstanding

- The school has improved substantially since the last inspection. This is because of the impressive leadership and management of the headteacher and deputy headteacher, ably supported by other senior members of staff. The Early Years Foundation Stage is extremely well led and managed.
- Staff work admirably as a close-knit team. Morale is high and all staff are clear about what the school is trying to achieve. They are proud to work at the school and have high regard for the school's leaders who have exacting standards and high expectations married to a very supportive style of working that staff greatly value. Subject leaders are increasingly leading their subjects very well.
- Senior staff have a wholly accurate view of the school because they go to great lengths to measure its success. They leave no stone unturned in checking on individual pupils and different groups of pupils to ensure no one is missing out.
- A cycle of planning-doing-reviewing is well established. The school improvement plan is well formed to guide the actions of staff in achieving the school's priorities. Nevertheless, targets to further improve the quality of teaching or to maintain its high quality are not always linked to some of the actions listed in the plan. The school has well-shaped plans as to how it is to use

the recently allocated pupil premium funding and how it will evaluate the difference this makes to the achievements of the pupils concerned.

- Staff know the pupils very well and are extremely caring. Consequently, they are watchful for any inequality or discrimination. There is none because this is a school where individuals matter enormously and the needs of all pupils are met.
- The school's work with its partner agencies is in many cases exemplary. There are examples of accolades from other agencies for the way the school has helped them successfully deliver their services.
- The school's work with parents is excellent, again endorsed by the parents' survey responses. It is no surprise that the school has gained the Leading Parent Partnership award. A handful of parents feel that homework should be provided and in response the school is helpfully planning to send home information about homework and how parents can help their children's learning.
- The curriculum is very suitable for the pupils. Topics and themes that pull various subjects together in Key Stage 1 and Key Stage 2 respectively help the pupils see the relevance of what they are learning. Their spiritual, moral, social and cultural development is very strong, primarily because of the successful work of the staff in helping pupils communicate, socialise and understand the world around them.
- The local authority, quite appropriately, describes its involvement with this school as 'light touch'. It has justifiable confidence in the leadership and management of the school.
- **The governance of the school:**
  - The governing body makes a very marked contribution to the leadership of the school. The Chair and Vice Chair of the Governing Body lead the governors admirably. They are impressively well informed about all aspects of the school, especially about the quality of teaching and the progress made by pupils in comparison to those in other schools. Senior staff provide good information and governors are not afraid to ask telling questions. Governors are fully aware of the strong systems used by senior staff to check on teachers' performance. They are also aware that pay advances achieved by teachers suitably reflect the high quality of teaching at the school. The governors are very thorough in determining how effectively the school's resources are used, including pupil premium funding.

## 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>	135012
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	402663

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>	Community special
<b>Age range of pupils</b>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	59
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Yvonne Foster
<b>Headteacher</b>	Debbie Morris
<b>Date of previous school inspection</b>	5 May 2010
<b>Telephone number</b>	01282 865011
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