

# Colne Primet Academy

Dent Street, Colne, Lancashire BB8 8JF

## Inspection dates

10–11 May 2016

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The quality of teaching, while improving, is not consistently leading to all groups of pupils making good progress.
- Not enough of the most-able pupils make the progress they should. The proportion of pupils achieving A\* and A grades at GCSE is low.
- The pace of learning is sometimes too slow because teachers do not challenge all pupils well enough.
- Attendance is improving, but a minority of pupils still do not attend the school regularly enough.
- The behaviour of some pupils is not good enough in some lessons because the teaching they receive does not motivate them to learn.

### The school has the following strengths

- The headteacher and other members of the senior leadership team have transformed the culture and ethos of the school so that the school's vision of achievement for all is now being realised.
- Pupils' conduct around the school is orderly and respectful. Pupils feel safe in school.
- The gap in achievement between disadvantaged pupils and others has narrowed substantially.
- All pupils, including the most vulnerable, are very well supported and cared for.
- There is some good and outstanding teaching in the school and the attainment of pupils has risen steadily.
- The school's focus on improving pupils' numeracy and literacy skills is improving outcomes.
- Partners and sponsors have enhanced the quality of the curriculum and teaching throughout the school by providing good-quality professional development.
- The effective governing body holds the school staff rigorously to account.

## Full report

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.

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

- Raise the achievement of all pupils, especially the most able, by:
  - ensuring that teaching is consistently challenging and deepens pupils' thinking skills so that more pupils achieve the higher grades at GCSE
  - raising teachers' and pupils' expectations of the quantity and quality of work pupils produce
  - improving pupils' attitudes to learning by increasing their resilience, confidence and self-esteem
  - ensuring that all teachers deal effectively with off-task behaviour in lessons
  - continuing to work with pupils and their families to improve attendance, especially for those who are persistently absent.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher and other members of the senior leadership team are turning the school around. Leaders know and understand their roles and responsibilities very well. The leadership team gives clear and unequivocal messages about what can be achieved and how it is to be done. As a result, staff now have a much stronger sense of unity, a feeling of pride in what has been achieved and the determination to achieve more.
- All leaders, including curriculum and pastoral leaders, have a clear understanding of the strengths and weaknesses of the school and the determination to improve further. This has resulted in improving trends in achievement and attendance, and better conduct of pupils in class and around the school.
- Leaders have set about improving teaching as the highest priority. They use a comprehensive programme of training to improve teaching, and coaching for individual teachers where more intensive support is necessary. Teachers are encouraged to learn from and share good practice with staff in partner schools in the academy trust.
- Systems to check on the quality of teaching and pupils' progress are rigorous. The newly appointed curriculum leaders play a key role in supporting and developing the consistency of teaching in their areas. Professional development is relevant and valued by staff. Hard-edged appraisals have taken place and staff know what good and outstanding teaching looks like. Last year, few teachers moved up the pay scale because they had not met their targets.
- Leaders have established an effective behaviour policy that is used consistently. Teachers apply rewards and sanctions fairly. Nearly all pupils spoken with said that behaviour in the school was now better than it was, although some pupils were still not motivated to learn.
- Disadvantaged pupils are supported well and additional funding is used effectively. In addition to extra, small-group teaching in English and mathematics, school leaders encourage curriculum leaders to bid for funding in their areas for 'aspire' projects to accelerate progress and provide new learning challenges. Catch-up funding is used to support pupils in Year 7 who have lower reading ages and are struggling with spelling and writing. The recent review of how these funds are used concluded that they are being used effectively.
- Good leadership by the special educational needs coordinator has resulted in pupils who have special educational needs or disability making much better progress. Teaching assistants are well trained to support pupils with different kinds of learning difficulties.
- The curriculum is planned well to provide a good range of courses for pupils of all abilities. The most-able pupils can study separate sciences, psychology and French, while vocational and entry-level courses are available so that low-attaining pupils can excel. The curriculum has been revised to reflect the higher aspirations and expectations in the school.
- Pupils' spiritual, moral, social and cultural development is fostered effectively through many subjects as well as developing their understanding and appreciation of British values more generally. An example is the school's participation in the 'Building Bridges' project, which challenges stereotypes and brings communities together. Pupils in Year 9 are currently rehearsing a performance about racism to take to local primary schools. Last year, pupils held an international food fair in the town where members of the public could sample foods from across the world. Pupils are encouraged to become active citizens in school and have many opportunities to learn about democracy from their local Member of Parliament and visits to Whitehall.
- The core vision of leaders and governors is to prepare pupils well for the world of work. The school describes itself as a 'career-focused' school. Pupils have numerous opportunities for work experience, visits to local businesses and visits to colleges to learn about apprenticeships. All pupils in Years 9 to 11 receive individual careers guidance and pupils in Years 7 and 8 experience focused careers work each term. As a result, pupils are well prepared for life beyond school and the next stage of their education or training.
- School leaders carefully select alternative provision placements and check rigorously on the progress and attendance of the very small number of pupils who are involved in this programme.

## ■ The governance of the school

- The governing body has set up a challenge and improvement board to focus on the effectiveness of the school leaders in raising standards. They are ambitious for the school and do not settle for mediocre performance. During the inspection, the chair of the governing body led an assembly for pupils in key stage 3 to explain why he cares about their education and to set out his ambitions for them and for the entire school. Governors have a constant focus on understanding how well teaching is improving and how pupils' progress is accelerating. They check on the achievement of disadvantaged pupils, rates of attendance, behaviour and safeguarding at every meeting. Governors ensure that funds are spent wisely. The review of governance that took place following the previous inspection found that governance was strong and effective.
- The partnership between the governing body and the Pendle Education Trust is effective. The trust has provided advice and training for teachers and leaders. The school has access to other local schools and colleges and staff are able to share expertise and experiences. The school has also used these contacts to check its own judgements about the quality of teaching and learning and the accuracy of its own assessments. For example, staff have developed an effective marking and guidance system since the previous inspection.
- The arrangements for safeguarding are secure. The school has comprehensive safeguarding procedures in place that meet all requirements. Staff have up-to-date training and the school has effective links with parents, which enhance the arrangements to keep pupils safe.

## Quality of teaching, learning and assessment **requires improvement**

- The quality of teaching varies across the school. Teachers' expectations of the quantity of work pupils should produce and the quality of work they are capable of achieving are sometimes too low, particularly in the school's long lessons. In these circumstances, activities are not sufficiently challenging, so that pupils do not work hard enough or quickly enough. The most-able pupils sometimes have to work at too low a level before they can move on to more demanding tasks. This slows their progress.
- Sometimes learning is slowed by the poor attitude of a minority of pupils, particularly older pupils, whose off-task behaviour is not tackled effectively by staff.
- Sometimes pupils assess their own or each other's work and this does not always promote effective learning and deeper understanding. Some departments are not providing sufficient support for pupils' revision in preparation for examinations.
- Teaching assistants are well prepared for lessons and employ effective strategies for pupils who have special educational needs or disability so that they make a real difference for specific, targeted pupils.
- Many pupils join the school with poor skills in reading, writing, speaking and mathematics. The school has developed and implemented a literacy strategy which is raising standards in all year groups. One-to-one support for low-attaining readers is provided as well as the 'drop everything and read' strategy. Pupils receive additional support to improve handwriting and are taught to take responsibility for regularly checking their spelling, punctuation and grammar.
- The school has developed a consistent marking and assessment policy, which nearly all teachers are implementing well. Teachers are providing helpful guidance to pupils on how they can improve their work, although not every pupil responds to this positively.
- In an increasing number of subject areas, teachers use high-quality questioning to probe pupils' understanding and plan challenging activities that capture pupils' interest and enthusiasm. These characteristics were noted particularly in mathematics, science, business studies and psychology.

## Personal development, behaviour and welfare

## **requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Pupils speak confidently about issues such as racism and homophobia and are clear that these are not acceptable. Pupils are confident that any such instances are dealt with effectively in school if they occur. They know how to keep themselves safe in risky situations, including when using the internet and social media.
- Pupils are safe and feel safe. The school has good links with other agencies that provide good support for pupils' well-being when it is needed.
- Outcomes for pupils are improving because of the very high level of care and support that pupils receive. These include 'hot-spot' interviews, and a counselling service which supports pupils with emotional or mental health issues. Pupils in Year 9 are working with the Lancashire Minds project to promote health and well-being.
- Pupils enjoy the range of work experience available to them and feel well prepared for life after school.
- Pupils newly arrived from elsewhere, including pupils from Italy and Pakistan, appreciate their welcome and quickly settle in and make friends.
- The school's leaders keep a careful check on the curriculum and learning of the very small number of pupils who are educated in off-site provision to make sure they are safe and making progress.

### Behaviour

- The behaviour of pupils requires improvement.
- Pupils report that typical behaviour around the school is much better than it was at the time of the previous inspection. Their behaviour as they move between lessons and at breaks and lunchtimes is orderly and well mannered. The number of exclusions is falling each year.
- The attitude to learning of a minority of pupils does not support learning. Some older pupils in particular lack confidence and motivation and are reluctant to engage with the tasks they are set. This leads to limited work being completed in lessons and sometimes low-level disruption. These attitudes do not lead to pupils' underachievement.
- Although attendance has improved since the last inspection, a minority of pupils still miss too much school. The school has many strategies in place to promote attendance, but some pupils and families are slow to respond to these.

### Outcomes for pupils

### require improvement

- The proportion of pupils gaining five or more GCSE passes at grades A\* to C, including English and mathematics, has risen steadily over time. Pupils in Year 11 are now making faster progress, particularly in mathematics. However, few pupils achieve the highest grades of A\* and A.
- Attainment in English fell in 2015 because pupils entered for the higher tier examination were not as successful as in previous years. Currently, pupils' rates of progress are improving as a result of measures taken to increase pupils' skills in literacy. Overall standards are approaching the national average but there is more to do to overcome a long legacy of underachievement and to promote the achievement of the most-able pupils.
- The progress of low-attaining pupils is limited by their poor literacy skills. Work to remedy this is well under way. Smaller class sizes and individual support are making a difference.
- Standards are rising well in subjects such as science, art, drama, French and physical education, where teaching is good and progress is stronger. Pupils make outstanding progress in psychology. There is also improvement in the outcomes for pupils in English language and literature.
- Disadvantaged pupils make better progress in English and mathematics than others in the school. Their improving progress means that the gap in their achievement and that of others nationally has narrowed substantially. The school uses a range of strategies to support these pupils effectively.
- Work to improve literacy and numeracy skills in key stage 3 is making a difference and pupils in Years 7 to 9 are making much better progress.
- Pupils with special educational needs or disability make good progress. This is because they are well supported by knowledgeable teachers and teaching assistants.
- Pupils are well prepared for the next stage of their education or training because of the emphasis the school puts on work experience and careers guidance. Virtually all pupils move on to courses at different colleges and schools or to apprenticeships.

## School details

<b>Unique reference number</b>	139130
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10011692

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	300
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Roberts
<b>Headteacher</b>	Lynne Blomley
<b>Telephone number</b>	01282 863970
<b>Website</b>	<a href="http://www.colneprimet.co.uk">www.colneprimet.co.uk</a>
<b>Email address</b>	<a href="mailto:enquiries@colneprimet.co.uk">enquiries@colneprimet.co.uk</a>
<b>Date of previous inspection</b>	25–26 November 2014

## Information about this school

- The school is part of the Pendle Education Trust, which is sponsored by Nelson and Colne College.
- The school is much smaller than the average-sized secondary school.
- The proportion of pupils from minority ethnic backgrounds is above average.
- The proportion of pupils supported through the pupil premium is high and includes nearly half of the school. The pupil premium is funding to help overcome disadvantage and is for those pupils who are known to be eligible for free school meals and children looked after by the local authority.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils who have special educational needs or disability is above average.
- The school uses one alternative provider, Coal Clough High School, for a very small number of pupils.
- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.

## Information about this inspection

- Inspectors observed pupils learning in most subjects and in all year groups. Some of these observations were carried out jointly with the deputy headteacher.
- Inspectors looked at a range of pupils' work in many subjects across the school, either in lessons or as a separate activity.
- Meetings were held with the headteacher, other senior leaders, curriculum leaders, other members of staff and groups of pupils from Years 7 to 11. The lead inspector met governors, including the chair of the governing body, the chief executive of the Pendle Education Trust and the school's improvement partner.
- Inspectors looked at a range of documentation, including the school's self-evaluation and action plans, information about pupils' attainment and progress, records relating to pupils' behaviour and attendance, the school's safeguarding and other policies, and records on checking the quality of teaching and learning.
- They observed pupils' behaviour at break- and lunchtimes, and attended breakfast club, one assembly and some tutor sessions.
- Inspectors gained the views of parents from the 12 responses to Parent View, Ofsted's online questionnaire and from the school's recent parental surveys carried out at parents' evenings.
- The views of staff were gained from the responses to the recent school staff questionnaire and from discussions with individual teachers.

## Inspection team

Judith Straw, lead inspector	Ofsted Inspector
Anthony Clifford	Ofsted Inspector
Timothy Gartside	Ofsted Inspector

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