

# Inspection of an outstanding school: Pendle View Primary School

Gibfield Road, Colne, Lancashire BB8 8JT

---

Inspection dates:

28 and 29 November 2023

## **Outcome**

Pendle View Primary School continues to be an outstanding school.

## **What is it like to attend this school?**

Pupils receive a warm welcome from staff at the start of each day. Pupils respond with big smiles and say good morning to each other as they join their friends in class. This positive start to the day helps pupils to feel valued, well cared for and ready to learn.

Pupils are happy in school and they have fun while they learn. They enjoy opportunities to use music and song in different activities. For example, pupils sing together during dance and physical movement lessons. Children in the Reception Year sing rhymes and play music while enjoying stories.

Pupils said that adults in school are kind to them and that they feel listened to. Every pupil is enabled to have a voice and to express their opinions and choices. The school has high expectations of all pupils. It works in close partnership with parents and carers and other professionals to ensure that all pupils achieve or exceed these expectations.

On occasion, pupils express their emotions through their behaviour. When this happens, staff know exactly what to do to support and help pupils. For instance, a pupil may need a quiet calm environment, a walk or some sensory support. This helps pupils to quickly settle back into learning.

## **What does the school do well and what does it need to do better?**

The school's curriculum is highly ambitious. Pupils study the full range of national curriculum subjects. The school has also ensured that pupils' education, health and care (EHC) plans are an integral part of each pupil's curriculum. This knits together seamlessly to enable pupils' personal and educational outcomes to be achieved.

Staff have a comprehensive understanding of pupils' needs. This helps them to design learning activities that engage pupils, no matter what their special educational needs and/or disabilities (SEND) are. For example, teachers choose resources that stimulate senses and memories for some pupils. They also use resources and activities very well to

reinforce pupils' learning across different subjects. For example, pupils learn about the Vikings in history and read stories and write about life as a Viking in English lessons.

Staff routinely check on what pupils know and understand. Staff do not move pupils on in their learning until they are ready for their next step. This ensures that pupils can apply their knowledge and skills fluently and in different contexts, so that they build on what they already know.

The school has an exciting and well-embedded culture of reading. From the Reception Year to Year 6, pupils are immersed in reading. Staff carefully select books to expand pupils' imaginations and transport them to different cultures. Staff are highly trained. This enables them to deliver the school's phonics programme consistently. Children in the early years, and those at the early stage of learning to read, quickly gain the reading knowledge that they need to decode unfamiliar words. Staff also ensure that pupils understand what they read, for instance, by discussing the characters and the plot in stories.

Pupils, and children in the early years, typically behave well. They respond well to staff's sensitive guidance when they need support to manage their emotions and behaviour. Pupils' attendance is a high priority for the school. The school works in partnership with parents and health professionals to ensure that pupils' medical needs are well met. It supports and reassures parents who worry about their child attending school. Where needed, the school works closely with the local authority. This ensures that pupils' attendance improves over time.

Pupils develop a strong understanding of different cultures. They are immersed in cultural and religious festivals through lesson activities, whole-school focused days and weekly celebrations. Parents are welcomed into school to celebrate with their children. Pupils relished the recent Eid celebration, where they dressed up, ate traditional meals, had henna body painting, danced and sang traditional songs.

The school ensures that staff have the time that they need to undertake their roles and responsibilities. Staff appreciate that leaders listen to them. The school also carefully considers staff's well-being. For example, staff have access to confidential external support that they can access at any time.

Governors want the very best for all pupils. They assure themselves of the quality of education that the school provides through a range of activities, including visits to the school and talking with staff and pupils. Governors challenge leaders to ensure that the school continues to provide pupils with an outstanding quality of education.

## **Safeguarding**

The arrangements for safeguarding are effective.

## Background

When we have judged outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in December 2012.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

|  |  |
|--|--|
| <b>Unique reference number</b>             | 135012   |
| <b>Local authority</b>                     | Lancashire   |
| <b>Inspection number</b>                   | 10269028   |
| <b>Type of school</b>                      | Primary special  |
| <b>School category</b>                     | Community special  |
| <b>Age range of pupils</b>                 | 2 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 131  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Peter Williams   |
| <b>Headteacher</b>                         | Fran Clayton   |
| <b>Website</b>                             | <a href="http://www.pendleview.lancs.sch.uk">www.pendleview.lancs.sch.uk</a> |
| <b>Date of previous inspection</b>         | 8 February 2018, under section 8 of the Education Act 2005                   |

## Information about this school

- At the time of this inspection there were no two-year-old children on roll at the school.
- The school does not make use of alternative provision for pupils.
- All pupils at this school have SEND and have an EHC plan. The school caters for pupils with visual impairment, hearing impairment, speech, language and communication needs, autistic spectrum disorder, multi-sensory impairment, physical disability, moderate learning difficulty, severe learning difficulty and profound and multiple learning difficulty.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.

- Inspectors met with the headteacher and other leaders. An inspector also spoke with a representative of the local authority.
- An inspector met with members of the governing body, including the chair of governors.
- Inspectors carried out deep dives in these subjects: communication and early reading, physical development and mathematics. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, observed pupils reading to a familiar adult and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents expressed through Ofsted Parent View, including the free-text responses. They also considered responses to Ofsted's online survey for staff. There were no responses to the pupil survey to consider.
- Inspectors also considered documentation around behaviour, attendance and pupils' personal development.

### **Inspection team**

Julie Bather, lead inspector

Ofsted Inspector

Stephen Ruddy

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023