

Pendle View Primary School

Inspection report

Unique Reference Number	135012
Local Authority	Lancashire
Inspection number	341597
Inspection dates	5–6 May 2010
Reporting inspector	Alastair Younger

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

Type of school	Special
School category	Community special
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	The governing body
Chair	Mrs Yvonne Foster
Headteacher	Mrs Debbie Morris
Date of previous school inspection	30 January 2007
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Introduction

This inspection was carried out by two additional inspectors. Five lessons were observed and two other classrooms were visited for shorter periods to ensure that all teachers were observed. Discussions were held with staff and governors, including parent governors. Many opportunities were taken to talk informally with pupils. Inspectors observed the school's work, and looked at much of its documentation including records contributing to self-evaluation, teachers' planning and all documentation relating to the safeguarding of pupils. Twenty-one parent or carer questionnaires were analysed along with many from pupils and staff. A telephone discussion was held with one parent.

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

- the effectiveness of the Early Years Foundation Stage and why it appears that children there achieve better outcomes than in the rest of the school
- the impact of absence on pupils' future economic well-being
- how well leaders and managers have coped with relocation, reorganisation and staff turnover since the last inspection
- how well teachers manage large classroom teams.

Information about the school

This is a school for pupils exhibiting a wide and complex range of special educational needs and/or disabilities. Learning difficulties range from moderate to profound and multiple. Increasing numbers of pupils display varying degrees of autism. A few pupils have recognised behavioural difficulties or some degree of sensory impairment. In many instances pupils' special educational needs impact heavily on their ability to communicate. All pupils have a statement of special educational needs. Boys outnumber girls by about 3:1 which is usual in schools of this type. Most pupils are White British or Pakistani, broadly reflecting the ethnic make up of the area. Looked after children comprise a higher than average proportion of pupils.

Pupils are often admitted other than at the usual time.

Since the last inspection the school has relocated temporarily pending future local authority plans. Within three years the school anticipates incorporation into a new campus setting alongside mainstream primary and high schools. Over the last two years there has been a large turnover in staff, involving about a third of teachers and classroom support staff. This has mainly been due to retirement and fluctuating pupil numbers. Among other recent awards the school has been recognised for excellence for innovative practice (relating to inclusion) and the promotion of healthy lifestyles. It has also been awarded the Early Years Kite mark.

Two teachers share responsibility for Key Stage 1. At the time of the inspection, one had been in post for seven days and the other had just returned from a one year maternity leave.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The quality of its care and safeguarding arrangements is outstanding. Through all the recent changes this school continues to thrive. Positive staff morale has been cemented through the effective management of change and new challenges, and anticipation of what lies ahead. Inspectors found that leaders, managers and governors share a realistic and optimistic vision of the future, based on a keen awareness of what has been done and what needs to be done to help the school maintain its good capacity for improvement.

This is a happy school. Parents say their children enjoy attending and their children agree. It is abundantly clear that this is the case in nearly all instances but there are times in a Key Stage 1 class where this is less evident. Here, pupils have rather too suddenly been transferred from the rich learning environment of the outstanding Early Years Foundation Stage into a learning environment that lacks the imagination and creativity of the Early Years Foundation Stage. Records show that these pupils achieve just as well as through the rest of the school but without the same positive sense of enjoyment shown by pupils in the rest of the school.

This is an extremely safe school. Pupils are outstandingly well cared for, guided and supported. Safeguarding procedures are outstanding and at the pinnacle of these procedures are the risk assessments for every activity and participant. Parents express total confidence in the school and every pupil consulted said they felt very safe.

This is a healthy school. Pupils take great delight in taking exercise and are proud to show off their understanding of the importance of living healthily. Most importantly the school, through exceptionally close partnerships with therapists and clinical practitioners, ensures that pupils' mental and emotional health develops in tandem with their physical health.

What does the school need to do to improve further?

- Extend the expertise and resourcing of the Early Years Foundation Stage into Key Stage 1 so that pupils maintain their enjoyment of learning.

Outcomes for individuals and groups of pupils

2

In nearly all lessons observed, pupils were achieving well and making good progress because they were being taught well and enjoying the opportunities that the good curriculum offered. As a result, pupils behaved well and tried their hardest to produce work they could be proud of and to join in enthusiastically with discussions. The

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exception in the Key Stage 1 class is the result of pupils transferring from the rich learning environment of the outstanding Early Years Foundation Stage into a learning environment that is more formal and less well resourced. Records show that these pupils achieve just as well as through the rest of the school but what diminishes is their sense of enjoyment.

Pupils enter the school with a huge range of ability and need. Those joining the Early Years Foundation stage are often at the earliest stage of learning and development. Those entering later, on transfer from mainstream schools, are usually more-able but still of well below average attainment. Overall progress is good and occasionally outstanding. Occasionally, individuals make sufficient progress to return successfully to mainstream school.

Good behaviour is the norm. On the few occasions when behaviour slips it is often the result of the recognised difficulties faced by pupils with autism. Pupils' considerate behaviour contributes well to the happy and safe community of the school. Low attendance is the result of a minority of pupils needing frequent time off school, usually as a result of complicated medical conditions. Attendance is broadly average for a special school but below the national average for all schools. Persistent absence is reducing due to the work being done in partnership with parents and carers and the school nurse. This is reducing the impact of low attendance on pupils' future economic well-being

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	*
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1

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

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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 extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Most lessons are well taught and there are frequent instances of outstanding teaching. Precise targets are set for each pupil taking account of earlier assessments. These targets are carefully moderated both internally and externally so that achievement of them provides an accurate measure of progress.

Much of the best teaching is by experienced teachers who have a particularly good understanding of the specialist skills needed for meeting the special needs of pupils. These teachers have high expectations and deliver lively lessons. They make good, imaginative use of stimulating resources to ensure that pupils stay alert and thoroughly enjoy their learning. The sense of excitement and enjoyment in a Year 4 geography lesson was particularly thrilling to observe. Where teaching is strongest, large staff teams are particularly well managed to ensure that skilled support is directed towards helping more dependent pupils with their behaviour and learning. Occasionally, lessons are led by experienced teaching assistants and when this is the case the quality of teaching remains good. Satisfactory teaching is mainly in the hands of newer, less experienced teachers who are less adept at gauging the level of challenge that pupils best respond to and who do not.

The curriculum meets all requirements and is exceptionally well enriched by visits and visitors. One reason why the previously mentioned geography lesson was so successful was its link to a forthcoming visit to the seaside. There are good links between different areas of the curriculum. Personal, social and health education extends through all lessons and often provides the framework on which other subjects build. The curriculum is broadened through many good opportunities for pupils to join in with lessons and activities in other mainstream and special schools. The curriculum for a small group of pupils in Years 1 and 2 is weakened by the fact that it becomes too formal too quickly at a time when pupils learning and development would benefit from longer access to the Early Years Foundation Stage approach to learning.

All pupils receive exceptionally well targeted support that often involves the many different professionals and agencies that pupils and their families rely upon. Work with these partners is exceptionally effective and contributes enormously to the well-being of pupils. It also ensures that the highly specific needs of some pupils do not limit participation in any part of the curriculum. Although attendance is low, much of it is unavoidable and the rate of absence is not a fair reflection of the extent of the school's work in trying to improve it. Pupils are exceptionally well prepared for moving on to other schools. Parents express overwhelming confidence in the school's ability to keep

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their children safe and happy.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Relocation and reorganisation have been well managed. Care has been taken to avoid any slippage in standards and provision caused by high staff turnover. The school continues to function well because an extensive programme of good quality training has been made available to staff. Staff enjoy working in the school and parents express confidence in the leadership, management and governance of the school. Regular monitoring of all aspects of the school's work, with a good contribution from governors, ensures that leaders and managers have a good awareness of how to build upon the strengths and eliminate weaknesses.

The school ensures that no pupils are discriminated against. Care is taken to ensure that care, guidance and support are directed precisely to where they are needed most. There are no significant differences in the achievement and progress of different groups of pupils.

The safeguarding of pupils is a high priority for the school. The assessment of risk in each and every situation is meticulously assessed to prevent avoidable accidents. The principles of safeguarding are embedded in an extensive and highly effective range of policy and practice. Great care is taken to ensure that new members of staff understand their role in ensuring the safety and protection of pupils. Exceptionally effective links with other key agencies are facilitated through crystal clear lines of communication and cooperative working.

The school serves a broad and very varied community and takes considerable care to observe the sensitivities of different religious, ethnic and socio-economic groups. A good action plan clearly states the ways in which the school's contribution to community cohesion can be further developed. The school functions well as a harmonious community where different people's views are listened to and respected with the result that pupils and staff get on very well with one another.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage stands out as a beacon of excellence. Staff are skilled and experienced, not having faced the same turnover as the rest of the school. Children joining the Early Years Foundation Stage are frequently at the very earliest stages of learning and development. They quickly adapt to school life and show obvious signs of enjoyment as they make excellent progress towards meeting their goals. Progress is particularly good in developing an understanding of number, in physical, social and emotional development. It is slightly slower in language and literacy because these are the areas where children's special educational needs and/or disabilities impact the most. Nevertheless, children's ability to communicate strengthens considerably because of the skill of staff in promoting it by any means possible, such as by the use of signing. Excellent, informative and perceptive records are kept, starting with anecdotal notes of small signs of progress which are drawn together to form a precise picture of the progress children are making. Staff have a very perceptive understanding of the importance of what are often tiny but hugely important signs of progress. The high dependence of most children results in many activities that are adult led, but within this restriction great care is taken to identify any opportunities for children to make choices or to plan their own activities. Indoor and outdoor areas are bright, stimulating and well resourced. Teachers make learning fun and rewarding. The same outstanding quality of care, safeguarding and inter-agency work seen in the rest of the school applies equally here. Leadership and management are exemplary. The Early Years Foundation Stage is exceptionally well organised.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The responses of parents and carers to the questionnaire were overwhelmingly positive. Many wrote glowing testimonials reflecting their deep satisfaction with the ways in which the school is helping their children. Most parents and carers are very pleased with the way in which the school communicates with them but a tiny minority feel that they would like more information about the progress their children are making.

Inspectors agree with the positive comments of parents and carers. Home/school diaries are generally used well as a means of communication, but they do vary in quality from class to class.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pendle View 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 21 completed questionnaires by the end of the on-site inspection. In total, there are 48 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	81	3	14	1	5	0	0
The school keeps my child safe	20	95	1	5	0	0	0	0
The school informs me about my child's progress	16	76	4	19	1	5	0	0
My child is making enough progress at this school	15	71	5	24	1	5	0	0
The teaching is good at this school	19	90	2	10	0	0	0	0
The school helps me to support my child's learning	14	67	6	29	1	5	0	0
The school helps my child to have a healthy lifestyle	14	67	7	33	0	0	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)	16	76	4	19	0	0	0	0
The school meets my child's particular needs	16	76	5	24	0	0	0	0
The school deals effectively with unacceptable behaviour	15	71	5	24	0	0	0	0
The school takes account of my suggestions and concerns	13	62	8	38	0	0	0	0
The school is led and managed effectively	17	81	4	19	0	0	0	0
Overall, I am happy with my child's experience at this school	17	81	3	14	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 May 2010

Dear Pupils

Inspection of Pendle View Primary School, Colne, BB8 8JT

What a thoroughly pleasant time my colleague and I had when we visited your school the other day. We saw so many good things going on. Thank you for telling us about what you thought of your school and for making us so welcome.

Yours is a good, well managed school. You are well taught and make good progress. You are exceptionally well looked after, which is probably why you say you feel safe and happy. You are also well behaved.

You obviously enjoy all of the opportunities you are given to go on trips. The photos of those of you who went on a residential looked fun and I could tell how excited some of you were about going to the seaside in the near future.

It was good to see how seriously you take care to stay healthy. I particularly enjoyed watching you playing so energetically at break times and enjoying your school dinners.

The only thing that didn't seem as good as the rest of the school was the way in which you are helped to learn in Years 1 and 2. We felt that some of you might benefit from being taught in the same way as you were in the Early Years Foundation Stage, with a lot more resources and the chance to choose more of your own activities.

It was good to see how well you have settled in to your new school.

Yours sincerely,

Mr Alastair Younger

Lead Inspector

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