

# Pennine View School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 135545           |
| <b>Local Authority</b>         | Doncaster        |
| <b>Inspection number</b>       | 341665           |
| <b>Inspection dates</b>        | 15–16 March 2010 |
| <b>Reporting inspector</b>     | Kath Halifax     |

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

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| <b>Type of school</b>                      | Special  |
| <b>School category</b>                     | Community special                                |
| <b>Age range of pupils</b>                 | 7–16   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 109  |
| <b>Appropriate authority</b>               | The governing body                               |
| <b>Chair</b>                               | Mrs Phylis Callodine                             |
| <b>Headteacher</b>                         | Mr Glyn Davies                                   |
| <b>Date of previous school inspection</b>  | Not previously inspected                         |
| <b>School address</b>                      | Old Road<br>Conisbrough<br>Doncaster<br>DN12 3LR |
| <b>Telephone number</b>                    | 01709 864978                                     |
| <b>Fax number</b>                          | 01709 864996                                     |
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 14 lessons taught by 12 different teachers. Further time was spent looking at pupils' records of achievement, work books and information about pupils' progress. Inspectors held meetings with pupils, governors, staff and other professionals and looked at the school's review of its work, the current development plan, minutes of governing body meetings and documentation to ensure pupils are safe. The responses to 33 parental questionnaires were analysed.

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

- whether or not pupils achieve equally well in all subjects
- how well teachers use assessment to plan the next steps in learning
- how effective the new management structure is in driving school improvement
- how well the curriculum meets the needs of pupils with additional special needs and pupils in mixed-age classes
- how effectively the school promotes pupils' awareness of cultural diversity.

## Information about the school

The school opened in autumn 2008 following the local authority's reorganisation of its provision for pupils with special educational needs. While it primarily caters for pupils with moderate learning difficulties, over a third have additional needs such as emotional and behavioural difficulties, communication needs and autism. All pupils have a statement to meet their special educational needs. Small proportions of pupils are from minority ethnic backgrounds or in the care of the local authority.

The school has a number of national awards for its work including the Activemark, the National Healthy Schools Status and Investors in People.

**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 that provides good value for money. In the short time it has been open, the leadership team has come together successfully and further effective teams have been formed for the management of the different age groups. In addition, the school has gained recognition for its work through national awards such as Investors in People and Activemark. Appropriate structures and effective communication ensure all adults feel part of the team. School self-evaluation now includes all members of staff. Consequently, leaders know what the school does well and what is needed to raise achievement. This gives good capacity to continue to move the school forward.

Pupils make good progress which leads to attainment improving significantly term-on-term. This is as a result of proficient teaching and a relevant and strengthening curriculum. Their progress is consistent across most subjects. Pupils make the best progress in reading and in their personal development, but they do not achieve as well as they could in writing. This is because, while pupils gain knowledge and skills quickly in subjects such as science and religious education, there is too great a dependency on worksheets so pupils do not have the opportunity to write at length or imaginatively. Where pupils are writing in other subjects, the use of literacy targets is inconsistent. For example, while pupils are meeting their target to use full stops and capital letters in their literacy books, this is not being carried forward to other subjects. Pupils' achievement in sport and art is outstanding.

While teaching is good overall, there is too much inconsistency in how teachers assess and record pupils' achievements and in the way they use assessment to plan further work. Detailed information has been collected on pupils' performance in literacy, numeracy and science. The content is such that it is easy to identify gaps in learning. However, the information about pupils' achievements in other subjects is not so focused, so weaknesses cannot be readily spotted.

Pupils receive outstanding care and support. This is reflected in their excellent understanding of how to keep safe and healthy. Furthermore, through a very well-thought out independent travel programme, pupils visibly grow in confidence and begin to take charge of their own lives. This prepares them very well for their life out of school.

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

- Raise attainment in writing by:
  - providing more opportunities for pupils to write at length and for different

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purposes in other subjects

- making better use of individual literacy targets when pupils are writing in other subjects
- improving pupils' spelling, punctuation, sentence structure and use of imaginative vocabulary.

■ Improve assessment procedures to accelerate learning by:

- ensuring the quality of data collected is as focused for all subjects as it is for literacy and numeracy
- ensuring teachers are consistent when marking work to indicate the next steps in learning
- ensuring teachers consistently make the best use of assessment information when planning further work
- consistently involving pupils in evaluating how well they have done in each lesson.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy their learning and want to do their best. This was clearly evident when, for example, in design and technology, pupils spoke enthusiastically about their ideas for designing and constructing a land yacht. Similarly in a science lesson, pupils with considerable needs were thrilled to be scientists taking part in National Science Week by undertaking eggperiments.

From a low starting point, as a result of their special educational needs, pupils make good and rapidly improving progress throughout the school and achieve well. Though it was the first year the school was open, all pupils left with nationally recognised awards in English, mathematics and information and communication technology. This enabled them all to move on to further education or training. Through tracking progress, appropriate additional help enabled pupils who learn more slowly to catch up quickly and the more able to be fully challenged.

Pupils' attendance is above average. They are well behaved and their positive attitudes contribute well to learning. Pupils of all ages respond very well to the numerous opportunities to take responsibility, with older pupils commenting how having to apply for jobs such as laundry worker and sport helper prepares them well for the world of work. All pupils care about the school, and their local and wider communities. They are justifiably proud of their plans to develop the grounds, taking particular care that the planned shrubbery meets with the approval of neighbours in the adjacent bungalows. Pupils are generous fundraisers, making generous donations to charity. Though an almost all white school, pupils respect cultural diversity, talking animatedly about celebrating the traditions of different faiths. Moreover, they are full of admiration for their classmates who have produced informative multi-media presentations about life in their home country.

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*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>2</b> |
| Taking into account:  |          |
| Pupils' attainment <sup>1</sup>   | 4        |
| 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        |
| <b>The extent to which pupils feel safe</b>   | <b>1</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>1</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>2</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

**How effective is the provision?**

Pupils make good progress as a consequence of good teaching. Those in Years 3 to 6 benefit from teachers who have a good understanding of the latest primary practice. Equally, students in Years 7 to 11 make good progress because teachers have specialist knowledge about their subjects, leading for example to GCSE in art. In most classes, support assistants are used well to further the learning of individuals and groups and to record incidental learning. In the best lessons, teachers are skilled at using questions to elicit explanations from pupils and to further the learning of differing abilities. For example, in a lesson about the 'Jurassic Forest', more able pupils extended their historical and geographical knowledge when describing the landscape and the impact of the environment on dinosaurs.

Teachers assess pupils' work conscientiously, but the quality of assessment is variable. For example, in some classes, pupils' records of achievement are very well organised, dated, and with detailed annotation clearly demonstrating progress. However, this is not always the case. Equally, assessment information is not always used effectively to plan activities that are an exact match for each pupil's capabilities. Pupils appreciate the

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

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positive comments written in their books, but there are too few comments to guide them on how to improve their work.

Though some pupils are educated in mixed-age classes, the curriculum has been designed to ensure it is age and need appropriate. The introduction of the 'themed curriculum' has resulted in greater enjoyment for primary-age pupils. A range of awards and good provision for work-related learning prepares pupils in Key Stage 4 well for their future. For example, work with an enterprise agency to construct a bridge enabled pupils to realise the importance of working as a team and using skills such as negotiating and persuading to achieve the best result. The extensive range of sporting activities and cultural visits and visitors contribute significantly to the strongly improving achievement in physical education and art. Good provision is in place for pupils who are talented, for example to take part in football club training and in national trials. Similarly, pupils' achievements in drama and music are furthered through stage productions and the Year 6 guitar group. The formation of a 'nurture class' for pupils with the most complex needs is paying dividends. This is evident in how these pupils are blossoming. Pupils in all age groups benefit from excellent relationships with adults. They are known and respected as individuals. Very good work with a range of health professionals and agencies contributes considerably to pupils' well-being and to that of their families. Where necessary, very well-considered arrangements are made for all pupils, not just the most vulnerable, regardless of the effort and time this involves.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 3        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

**How effective are leadership and management?**

The headteacher's child-centred approach is shared by all staff. All have a genuine desire to do the best for the pupils and their families. As a result, adults work together effectively to promote equality and celebrate the individuality of each pupil. Leaders routinely make good use of their systems to improve the provision. Consequently, as a result of the monitoring of classroom practice, the proportion of good or better teaching has improved and has raised attainment.

At the time of the inspection, arrangements for safeguarding pupils were good. Issues about safety and safeguarding are integrated into the curriculum, which raises pupils' awareness. In addition, the school works very well with parents to keep them abreast of all that is happening. For example, leaders are currently discussing Internet safety with the parents and carers of older pupils who use social networking sites at home.

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Governors fulfil their legal responsibilities and frequently question how plans and initiatives are affecting pupils' progress. Furthermore, governors bring an assortment of skills to the management of the school. For example, expertise in building design and finance has proved especially useful as the accommodation has been extended. Equally, governors are using their international links to further pupils' awareness of community cohesion.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>2</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |

**Views of parents and carers**

Parents think well of the school. This is reflected in comments such as, 'Thumbs up for this school'. Of the nine who commented, all were positive about the staff, leaders, teamwork and the welcoming atmosphere. A few parents or carers disagreed with individual questions, but did not make any mention of why.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pennine View 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 109 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 24             | 73 | 9     | 27 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe  | 27             | 82 | 6     | 18 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress   | 21             | 64 | 11    | 33 | 1        | 3 | 0                 | 0 |
| My child is making enough progress at this school   | 20             | 61 | 12    | 36 | 1        | 3 | 0                 | 0 |
| The teaching is good at this school   | 23             | 70 | 9     | 27 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning  | 19             | 58 | 11    | 33 | 1        | 3 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 21             | 64 | 12    | 36 | 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) | 18             | 55 | 13    | 39 | 0        | 0 | 0                 | 0 |
| The school meets my child's particular needs  | 24             | 73 | 7     | 21 | 0        | 0 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 19             | 58 | 13    | 39 | 1        | 3 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 14             | 42 | 18    | 55 | 1        | 3 | 0                 | 0 |
| The school is led and managed effectively   | 20             | 61 | 11    | 33 | 1        | 3 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 25             | 76 | 7     | 21 | 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 inspected between September 2007 and July 2008

|                      | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
| Type of school       | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| 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.**



16 March 2010

Dear Pupils

Inspection of Pennine View School, Doncaster, DN12 3LR

As you are aware, a little while ago a colleague and I spent a short time looking at your school. We really enjoyed your company. Thank you for taking time to talk to us about your work, and for giving us your views of school. It was clear from our discussions and the questionnaire replies we received from you and your parents that you enjoy school and think that you are very well cared for. You certainly impressed us with your knowledge of keeping safe and healthy.

Your school is providing you with a good education. As well as working hard, you enjoy lessons, clubs (especially circus skills and computer club), and visits out of school. You are well behaved and your attendance is good. Your progress is good because of the work your teachers and support staff do and the good curriculum.

Here are a couple of areas that would make your school even more successful.

- You do well in most subjects, but you need to make better progress in writing.
- A lot of information has been collected about your achievements in literacy and numeracy. More detailed information is now needed about your learning in other subjects.

We know you will do all you can to help your teachers and wish you every success in the future.

Yours sincerely

Katharine Halifax

Lead inspector

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