

# Forest Hall Primary School

## Inspection report

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<b>Unique Reference Number</b>	108605
<b>Local Authority</b>	North Tyneside
<b>Inspection number</b>	356392
<b>Inspection dates</b>	25–26 January 2011
<b>Reporting inspector</b>	John Paddick

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Robert Snedden
<b>Headteacher</b>	Ms Carmel Parker
<b>Date of previous school inspection</b>	12 February 2008
<b>School address</b>	Delaval Road Forest Hall, Newcastle-upon-Tyne Tyne and Wear NE12 9BA
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## Introduction

The inspection was carried out by three additional inspectors. They visited 13 lessons taught by 11 teachers. Inspectors scrutinised a wide variety of pupils' work, especially in English, mathematics and science. Meetings were held with the headteacher, teachers with responsibility for subjects, the Early Years Foundation Stage leader and members of the governing body. Inspectors also met with a group of Year 6 pupils. They observed the school at work and looked at the minutes of the governing body meetings, the school development plan, records of pupils' progress and safeguarding documentation. Inspectors analysed 56 questionnaires from parents and carers and 122 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How high is the attainment of Year 6 pupils in English, mathematics and science.
- Whether academic targets set for pupils are sufficiently challenging.
- To what extent teachers are fully stretching the most able pupils.
- Whether the quality of teaching has improved since the previous inspection.

## Information about the school

Forest Hall Primary School is of average size for its type. The number of pupils on roll has fallen steadily since the previous inspection in line with local authority plans for a reduction to one form of entry. The vast majority of pupils are from White British backgrounds. Very few pupils are from minority ethnic groups or speak English as an additional language. A below average proportion of pupils is known to be eligible for free school meals. Around a sixth of the pupils have special educational needs and/or disabilities, which is below average. The percentage of pupils with a statement of special educational needs is below average. Since the previous inspection there have been many changes in staffing.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Forest Hall Primary School provides pupils with a satisfactory and rapidly improving standard of education. There are several good features. An example is the good quality of care, guidance and support that pupils receive. This is fully recognised by parents and carers and adds considerably to pupils feeling safe and secure. Another good aspect is the positive way in which pupils conduct themselves in and out of the classroom. Capacity for sustained improvement is good because attainment is rising quickly and managers have a strong determination to make all aspects of the school's work at least good. Self-evaluation is accurate and plans to further improve teaching and raise attainment have a high profile. There is compelling evidence to show that the gap between pupils' current attainment and the challenging targets that the school sets is narrowing quickly.

The school has tackled the areas for development from the previous inspection well.

Although the quality of teaching and learning is satisfactory overall, there is an increasing incidence of good lessons. However, there is still some teaching which is satisfactory rather than good and this reduces the pace of learning in some classes. An effective tracking system shows teachers exactly how much progress their pupils are making. It identifies any underachieving pupils quickly and triggers extra help for them. Most teachers fully challenge the most able pupils by setting work which fully engages them and moves them on quickly. The school runs smoothly on a day-to-day basis and provides a welcoming atmosphere for pupils, parents and carers.

Pupils display positive attitudes and they are keen to discuss their work and their school. They say that they enjoy their education and that their teachers make lessons interesting. They particularly value the wide range of extra-curricular activities which help to foster their personal development. Since the previous inspection, attainment in English and science has risen quickly but there has been a small decline in mathematics. Current attainment is at least average throughout the school and in some year groups it is better than that, particularly in reading. However, there is still a variation in the rates of pupils' progress. This is particularly evident in the weaker progress that lower ability pupils make in mathematics. The school is tackling this through some recently introduced intervention strategies but it is too early to tell whether they are being successful.

Up to 40% of schools whose effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve the quality of the currently satisfactory teaching to at least good by:
  - having a better balance between teachers' talk and pupils' activity

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- using more effectively the time available in lessons and increasing their pace.
- Raise the attainment of some lower ability pupils in mathematics by ensuring that the recently introduced intervention strategies are fully effective and evaluated regularly.

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

**3**

Pupils enjoy their education, are keen to do well and achieve satisfactorily. Their good behaviour and positive attitudes to their learning help to promote the atmosphere of calm and industry that pervades lessons. Good social skills and confidence mean that pupils enjoy productive relationships with the adults who work with them. Pupils' behaviour at playtime and lunchtime is particularly good. When working in pairs and groups in class, pupils display good communication skills. They have a strong grasp of what constitutes healthy living and give many examples of how this knowledge affects what they eat and drink. Pupils benefit from the wide range of opportunities that the school provides for them to take responsibility. Older pupils speak enthusiastically about the ways in which they are encouraged to help the younger ones. Attendance has improved since the previous inspection and is now above average.

Academic attainment has risen substantially since the previous inspection. Current attainment in Year 6 is average overall and achievement is satisfactory. The vast majority of pupils are making progress which is at least satisfactory and for some it is good. This applies to most groups of pupils, including those who have special educational needs and/or disabilities. In Year 6, pupils' reading skills are above average. Pupils take a pride in the presentation of their written work. This applies particularly to science and topic work. In mathematics in Year 6, a greater proportion of pupils than normal are fully confident with number, and with more demanding topics such as fractions, decimals and percentages. However, some of the lower ability pupils have struggled with this subject in the past. Even now they find difficulty in applying number bonds and mental mathematics processes and are working well below the expectation for their age.

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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>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>3</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>

<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

## How effective is the provision?

Teaching is always at least satisfactory and its quality is improving rapidly. The proportion of good lessons is continually improving and this is helping pupils to make up for the slippage caused by staffing problems in previous years. In the majority of lessons, teachers match work well to the needs of all the pupils in their classes, reflecting their good use of assessment to support pupils' learning. The greater challenge that they provide for the most able pupils is resulting in some high quality work. Teachers and their assistants manage pupils' behaviour well and usually ensure that the pace of learning is brisk. In the weaker, but nevertheless satisfactory lessons, there is a tendency for the pace of learning to be slower because the teacher dominates proceedings to the extent that pupils do not always have enough time to think and consolidate their skills. Good assessment procedures mean that all staff and the governing body know exactly how quickly all pupils are making progress and what National Curriculum levels they are reaching.

The curriculum is providing pupils with a secure and constantly strengthening route towards making satisfactory and sometimes good progress. Carefully researched intervention programmes provide extra help when any pupil needs to make up for lost ground. This is predominately successful but there is still work to do to help some lower ability pupils to catch up with aspects of their mathematical knowledge. A wide range of extra-curricular activities helps to underpin pupils' good personal development. Good

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quality care, guidance and support make a strong contribution to the quality of pupils' education. This feature of the school's work is fully recognised by the pupils who say that help is always on hand when they need it. Specialist help for the pupils with the greatest level of need is effective in enabling them to participate as fully as possible in all aspects of the life of the school.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher provides the school with strong and effective leadership. She is well supported by all other managers and has the confidence of staff, who share her high aspirations for pupils. Since the previous inspection there has been a relentless and effective focus on improving the quality of teaching and the progress that pupils make. There have been many staffing difficulties to overcome but the headteacher has stuck to her task and has systematically removed the barriers so that pupils can make better progress. The results are now very evident because the school is much improved and pupils are doing much better than at the time of the previous inspection. The governing body has been effective in supporting the headteacher in the pursuit of higher attainment and better teaching. The governing body understands the school's strong features and knows what still needs to be improved.

Good safeguarding features are firmly in place and have a high profile in the daily life of the school. Risk assessments are meticulously carried out and effective. The promotion of equal opportunities is satisfactory rather than good, because some pupils are still making up ground lost due to previous staffing difficulties. Apart from that, the school promotes equal opportunities well and there is no evidence of discrimination. Promotion of community cohesion is a developing area. Pupils' community work in school is strong and effective but they have limited direct access to people from the range of cultures that make up the population of Britain.

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*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: 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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children in the Early Years Foundation Stage benefit from a welcoming environment and good teaching. In recent years, cohorts of children have entered the Nursery with skills that have been below the level expected for their age overall. Good progress in Nursery and Reception means that they enter Year 1 with broadly average skills and abilities. The good progress that children make results from consistently good and imaginative teaching linked with a robust assessment system that pinpoints where they all are and what needs to be improved upon. Very occasionally, lessons become less productive around the time that there is to be a change of activity.

Children develop effective personal and social skills quickly. Reading, handwriting and drawing improve quickly and children are keen to show their work to visitors. Confidence increases as they get used to routines and the adults who work with them. Listening skills develop strongly and children soon learn to sustain concentration and share when working and playing with their peers. Good leadership and management mean that the programme is well organised, vibrant, interesting, colourful and compelling. Frequently, children are extremely motivated by the way teachers and their assistants organise and present activities. All members of staff work well as a team and provide good care and attention for the children. An excellent 'learning journey' folder celebrates children's successes and provides a strong link with parents and carers.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers generally have a very positive view of the school and the quality of education that it provides for their children. Inspection evidence supports these positive views but also identifies key improvements that still need to be made. A few parents or carers have some concerns about the school. Some parents and carers had concerns about the way that the school deals with unacceptable behaviour and others were concerned about leadership and management. These issues were followed up during the inspection. Inspectors found that rather than these being weak areas they were actually some of the school's strongest features.

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

Ofsted invited all the registered parents and carers of pupils registered at Forest Hall 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 243 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	45	27	48	4	7	0	0
The school keeps my child safe	28	50	25	45	1	2	1	2
My school informs me about my child's progress	14	25	36	64	5	9	1	2
My child is making enough progress at this school	15	27	35	63	4	7	1	2
The teaching is good at this school	17	30	32	57	4	7	0	0
The school helps me to support my child's learning	12	21	35	63	3	5	1	2
The school helps my child to have a healthy lifestyle	16	29	37	66	2	4	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)	19	34	29	52	3	5	1	2
The school meets my child's particular needs	17	30	31	55	6	11	1	2
The school deals effectively with unacceptable behaviour	11	20	33	59	7	13	2	4
The school takes account of my suggestions and concerns	9	16	31	55	8	14	3	5
The school is led and managed effectively	12	21	33	59	6	11	4	7
Overall, I am happy with my child's experience at this school	17	30	33	59	5	9	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



27 January 2011

Dear Pupils

**Inspection of Forest Hall Primary School, Newcastle-upon-Tyne, NE12 9BA**

Thank you for making the team so welcome when we came to inspect your school recently. A particular thank you goes to those of you who filled in the questionnaires or met with me to talk about your school. We would also like to thank those of you who were so keen to show us your work when we were in class with you. We were particularly impressed by your good behaviour and the mature, sensible way that you conduct yourselves and how well you are cared for and kept safe.

We found that Forest Hall Primary School is providing you with a satisfactory and quickly improving quality of education. Your headteacher has done a good job since the previous inspection because lessons are better and most of you are making much better progress. You now have much higher targets than previously and teachers are checking on your progress carefully to make sure that you reach them. We are pleased to see that your teachers and their assistants are giving you extra help if you are having difficulties with your work.

Your school can still improve and we have asked the governing body, headteacher and staff to make some changes to enable you to learn more quickly. These are to:

- improve some lessons so that all of you are taught well all of the time
- ensure that those of you who are having problems with mathematics have the help you need to make more progress.

You can help by continuing to behave well and work hard.

Yours sincerely

John Paddick  
Lead inspector

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