

# Forest View Primary School

## Inspection report

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<b>Unique Reference Number</b>	115517
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	379088
<b>Inspection dates</b>	12–13 September 2011
<b>Reporting inspector</b>	Jenny Batelen

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Derek Hasleden
<b>Headteacher</b>	Ben Lyons
<b>Date of previous school inspection</b>	16–17 June 2009
<b>School address</b>	Latimer Road Cinderford Gloucestershire GL14 2QA
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<b>Fax number</b>	01594 824772
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## Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons and 10 teaching staff. They held meetings with representatives of the governing body, staff and groups of pupils. Inspectors observed the school's work, and looked at documents including the school development plan, safeguarding and welfare arrangements, and records of pupils' progress. They also analysed questionnaires from staff, pupils and 93 parents and carers.

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

- The consistency of teaching throughout the school, and how this is being further improved in order to continue to raise standards.
- How effectively the monitoring of teaching and learning supports staff development.
- How well pupils of all ages are involved in their own learning and are able to influence developments in the school.

## Information about the school

This is an average-sized primary school serving the town of Cinderford. While most pupils are from a White British background, there are a small number of pupils from a wide range of other ethnic heritages. The proportion of pupils known to be eligible for free school meals is above the national average. The proportion of pupils identified with special educational needs and/or disabilities is above average and these include a range of moderate learning needs. The proportion of pupils with statements of educational needs is higher than average and includes physical disabilities and a range of specific learning needs. The acting headteacher has been in post for 10 months and the acting deputy headteacher in post for eight months. Pupils in Key Stages 1 and 2 are organised in mainly mixed-age classes. The governing body manages a breakfast club. The school has achieved Healthy School Plus status.

A children's centre, managed by the local authority, operates from rooms within the school, and most of its children go on to attend the school's Early Years Foundation Stage (Reception class) at the age of four years. The children's centre was inspected separately, but at the same time as the school, and findings are published in a separate report.

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

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

**2**

### Main findings

Forest View Primary is a good school. Pupils enjoy coming to the school and behave well in lessons and around the school. They feel safe because of the good supervision and, as one pupil said, 'gates and fences that keep out strangers'. Pupils feel that 'teachers are our friends' and will always help them. Parents and carers feel well informed and particularly appreciate the support given to pupils with special educational needs and/or disabilities ensuring that they can play a full part in the life of the school. 'The school is a welcoming place where all teachers and teaching assistants work extremely hard on each child as an individual' is representative of the many positive comments from parents and carers.

Good induction procedures ensure that children in the Early Years Foundation Stage make a happy, confident start to school. When pupils leave the school, attainment in English and mathematics is just below the national average. This represents an improvement and attainment has risen, particularly over the last two years. The school has rigorous plans in place to raise attainment further. Progress for most pupils, including those with special educational needs and/or disabilities, is good. This is because of the careful tracking of each pupil's progress and targeted interventions put in place to support particular learning needs.

The majority of teaching and learning is good across the school, including in the mixed-age classes, but the school recognises the need to ensure there is greater consistency in all year groups. In some lessons, there is not enough challenge in the tasks set, especially for the more-able pupils, and, as a result, progress is not always as good as it could be. Most pupils are clear about what they are learning in each lesson and know what is expected of them in their tasks. Other adults in the classrooms are very well deployed to ensure that good support is given, especially to pupils with special educational needs and/or disabilities. Relationships between all in the class are strong and supportive. Marking is clear about how successful pupils have been in meeting the success criteria for the lesson, but there is not always enough opportunity for pupils to assess their own work, or respond to the marking and so take responsibility for their own learning. There are strong cross-curricular links made in many lessons and pupils are involved in planning what they will learn. The regular use of the well-equipped information and communication technology suite ensures pupils develop good skills, but there is not yet the opportunity for pupils to use these skills fully across all areas of the curriculum.

The headteacher and governing body have led the school through a time of considerable change. There is clear vision and commitment from all staff that has enabled the school to make rapid improvements since the last inspection. Regular monitoring of achievement across the school means there is ongoing evaluation of

the effectiveness of the school and a realistic view of its strengths and the challenges ahead. Clear, accurate priorities for improvement are identified and are rightly focused on raising attainment. Consequently, the school has a good capacity to sustain improvement.

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

- Raise attainment in English and mathematics by:
  - ensuring that the work provided for all pupils, especially the more-able, is appropriately challenging
  - enabling pupils to take more responsibility for their learning through assessing their own work and responding to comments in marking.
- Extending the use of information and communication technology across the curriculum.

## Outcomes for individuals and groups of pupils

<b>2</b>
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Pupils' achievement is good. They start school with skill levels that are generally below those expected for their age. Careful planning and targeted interventions ensure that a very large majority of pupils make good progress and some groups make outstanding progress. This was apparent in an English lesson when pupils were asked to record their response to a novel they were reading. Careful modelling of writing and using lists of phrases and words that they had found in other writing meant that all pupils were able to express their thoughts in a clear and concise way. They spoke of their enjoyment and enthusiasm for the book and were also able to talk about what was expected of them in their writing. Pupils with special educational needs and/or disabilities are well supported, but also encouraged to be independent and to play a full part in the life of the class. Consequently, they make good and sometimes outstanding progress. More-able pupils respond well when challenges are presented to them.

Pupils have a good understanding of how to keep themselves safe. They appreciate and understand the systems in place to help them be safe, such as the colour-coded visitor badges. They say that they have no concerns about bullying, play well together and are confident that adults in school will help them sort out any worries or concerns. There is a good understanding of how to lead a healthy lifestyle; pupils maintain a healthy diet in school and participate in many physical activities through the curriculum and the range of extra-curricular sporting opportunities. This is recognised in the school's achievement of the award of Healthy School Plus.

Pupils make a strong contribution to the life of the school. The democratically elected school council were involved in the development of the curriculum and have taken part in staff appointments. Different year groups have responsibilities such as 'Munchtime Monitors', buddies and mediators, and running the school library. Pupils contribute to the wider community through fundraising and support of a range of charities.

The school has worked hard to improve attendance and, as a result, there is an

improvement in punctuality and attendance figures are average and rising. Pupils work well together in class to support each other’s learning, as was demonstrated when a group of Year 6 pupils discussed together whether rhetorical questions were a feature of the text they were studying.

Pupils have some opportunities to reflect on their learning within lessons and assemblies allow them the chance to think about a range of issues. Inter-faith visitors help them to understand about different beliefs and cultures. The school provides a range of opportunities to develop pupils’ cultural understanding with visiting theatre companies, storytellers and artists.

*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>	3
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>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>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	3
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

In the best lessons, careful planning, based on regular assessments, ensures that pupils are able to learn and make good, and sometimes excellent, progress. Teachers have good subject knowledge; they are passionate about sharing this with their pupils and also about improving their own skills. Strong cross-curricular links are made in many lessons and pupils are particularly helped to understand how their writing skills can be used in a range of situations. Clear success criteria shared at the start of the lesson and constantly referred to mean that pupils know exactly what is required of them. The assessment and tracking process ensures that targeted interventions are put in place for individuals, groups and classes. Because of these, the school has evidence of some outstanding progress being made. Pupils receive good quality feedback about their work, often orally, but do not always have enough opportunity to respond to this feedback.

Pastoral care is a priority of the school. The school provides a welcoming and warm

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<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

environment. Careful and detailed arrangements are in place for transition at all stages in the school. The family support worker gives strong support to pupils and their families, and good use is made of outside agencies for the benefit of all pupils. The spacious school site means that there are many areas to use in order to provide extra support, including physiotherapy. The breakfast club is a valued resource for some pupils and their parents and carers.

The theme-based curriculum makes good use of the school grounds and the local area. The mix of whole-school and individual class themes brings pupils across the school together at different times of the year. A wide range of extra-curricular opportunities further supports pupils’ personal development. Trips and residential visits broaden pupils’ experiences. Working with outside organisations has helped the school to overhaul the reading materials in school and produce their own, such as the professionally produced book of ‘Forest Tales’.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher is committed to enabling all pupils to be able to achieve well. He is extremely well supported by the deputy headteacher and the senior leadership team, who share his long-term vision for excellence. The whole staff have risen to the challenges presented in the last year and so have seen significant improvements. Members of the governing body have a range of skills and regular training that enables them to support the work of the school well. They share in the identification of priorities for improvement and in the regular evaluation of progress being made. There is a clear understanding among all leaders and managers of the key priorities for further improvement and there is a regular review of targets that have been set and adjustments made as necessary. Teaching and learning is rigorously monitored through observations, moderation of pupils’ work, pupils’ progress discussions and a mentoring programme that supports staff in order to improve consistency across the school. As a result, staff are well supported to improve their skills.

The tracking arrangements in place mean that the school is able to work towards ensuring equality of opportunity for all pupils. This means that the school is well aware of those groups and individuals not making enough progress and has strategies in place to ensure the gaps continue to close.

The school has introduced and adopted good practice across all areas of safeguarding, which is well managed by senior members of the school, including governors. Parent and carer concerns are noted and addressed, as in the tightening of site security. The use of colour-coded visitor badges means that staff and pupils

know which visitors should be accompanied.

Parents and carers value the school and are appreciative of the many opportunities they have to talk to staff and to be involved in the life of the school. Informative newsletters and a well-maintained website keep them up-to-date with school news. Strong partnerships with local schools and the local authority have supported the school in the many recent developments. Links with the local rugby and football clubs strengthen the sporting provision and especially help the school to address the needs of pupils identified with particular talents and skills.

The school has a very good understanding of its religious, ethnic and social context. It makes a strong and valued contribution to the local community. There are links throughout the school with other schools in the United Kingdom and globally and, therefore, pupils are able to understand differences and similarities between themselves and others in different places.

*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>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>

## Early Years Foundation Stage

The good leadership of the Early Years Foundation Stage ensures that children are safe and happy and make good progress. Strong links with the children’s centre and home visits mean that children settle quickly into their new routines and this is appreciated by parents and carers. Children work and play well together; they share resources, as demonstrated in the ‘hospital’ tent as they prepared to be doctors and patients. The classrooms provide welcoming environments and the safe and secure outside area has a range of resources to encourage children to explore and learn through their play. This was demonstrated as children moved outside after practising counting and number recognition. They were able to develop these number skills by ‘feeding’ the ducks in the water tray the correct pieces of bread according to the number on the duck’s back. The school has correctly identified the need to further develop the outside area and ensure that children have as many opportunities as



possible to be outside.

Teaching is good and adults understand the needs of children in the Early Years Foundation Stage well. The range of activities provided includes a mix of adult-led and child-initiated tasks. Probing questions develop children’s thinking. There is regular and ongoing assessment that informs future planning. As a result, children make good progress and enter Key Stage 1 ready for the next steps in their education. ‘Learning Diaries’ provide a record of children’s progress using samples of work, notes and photographs. Children are being encouraged to reflect on their diaries as well as asking parents and carers to contribute. Parents and carers are encouraged to join in with ‘play sessions’ in school.

Children participate fully in the life of the school and were pleased to be awarded the attendance cup for the first week of term. They are encouraged to lead a healthy lifestyle with plenty of physical activity, healthy snacks and drinks. They are helped to understand how to keep themselves safe.

*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**

The proportion of questionnaires returned was above average for primary schools. Parents and carers are very supportive of the school. The large majority of responses were positive. Parents and carers particularly praise the support for pupils with special educational needs and/or disabilities. A very small minority of parents and carers feel that their concerns and suggestions are not listened to. During this inspection, inspectors found that the school works hard to listen and respond to parents and carers and to involve them in the life of the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Forest 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 238 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	52	43	46	1	1	1	1
The school keeps my child safe	52	56	41	44	0	0	0	0
The school informs me about my child’s progress	40	43	46	49	7	8	0	0
My child is making enough progress at this school	44	47	45	48	4	4	0	0
The teaching is good at this school	37	40	54	58	1	1	0	0
The school helps me to support my child’s learning	36	39	45	48	8	9	0	0
The school helps my child to have a healthy lifestyle	34	37	55	59	2	2	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)	38	41	40	43	7	8	0	0
The school meets my child’s particular needs	38	41	50	54	3	3	0	0
The school deals effectively with unacceptable behaviour	33	35	50	54	8	9	0	0
The school takes account of my suggestions and concerns	29	31	45	48	8	9	2	2
The school is led and managed effectively	33	35	56	60	2	2	0	0
Overall, I am happy with my child’s experience at this school	38	41	53	57	2	2	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.**



14 September 2011

Dear Pupils

### **Inspection of Forest View Primary School, Cinderford GL14 2QA**

Thank you for making us so welcome when we visited your school recently. Thank you also to those of you who returned questionnaires about your school. We enjoyed joining in your lessons and assemblies, talking to you and sharing information about your learning.

Yours is a good school and, as a result, you make good progress in your learning. There are many good things about your school.

- You behave well and you help each other. Thank you for being keen to tell us how much you enjoy school and to talk about the work you were doing.
- You listen carefully to your teachers and work hard in your lessons.
- All the adults in the school care a lot about you and make sure that you are very safe and well supported.
- You have lots of opportunities to keep active and healthy, and you have a good knowledge and understanding about how to keep yourselves safe.
- The adults who manage and run your school work hard to make sure you have the best opportunities to achieve well.

There are three things we have asked the school to do to make it even better. These are:

- to improve the standards you reach in English and mathematics by making sure that your teachers give you work that will challenge you and make you think
- give you more time to think about the work you have done and to respond to what teachers have written in your books
- give you more opportunities to use information and communication technology across all areas of the curriculum.

All of you can help by continuing to work hard and taking note of what the adults say when they mark/discuss your work.

Yours sincerely

Jenny Batelen  
Lead inspector

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