

# Forest View Junior School

## Inspection report

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<b>Unique Reference Number</b>	122666
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	380511
<b>Inspection dates</b>	1–2 December 2011
<b>Reporting inspector</b>	John Horwood

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	161
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lynn Murray
<b>Headteacher</b>	Diane Davis
<b>Date of previous school inspection</b>	11 September 2008
<b>School address</b>	Walesby Lane New Ollerton Newark NG22 9RJ
<b>Telephone number</b>	01623 860365
<b>Fax number</b>	01623 836743
<b>Email address</b>	office20@forestview.notts.sch.uk

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<b>Age group</b>	7–11
<b>Inspection date(s)</b>	1–2 December 2011
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## Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons taught by seven teachers. Meetings were held with groups of staff and with the Chair of the Governing Body, and discussions were held with several groups of pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, progress monitoring records and school policies. They scrutinised 61 questionnaires returned from parents and carers, five from staff and 99 from pupils.

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

- Has there been effective action to improve boys' writing?
- Are the higher attaining pupils reaching the levels they should?
- Are middle managers having a significant impact on raising standards?

## Information about the school

This is a smaller-than-average junior school. Most pupils are from White British backgrounds. The proportion of pupils from minority ethnic backgrounds is much lower than average and none speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average and none has a statement of special educational needs. The proportion known to be eligible for free school meals is above average. Recent awards obtained by the school include the Activemark and Let's Get Cooking accreditation. A privately managed breakfast and after-school club operates in the school and is subject to a separate inspection.

**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

Forest View Junior provides a good education for all of its pupils. It is an improving school where pupils' levels of attainment have been rising and, in 2011, the Year 6 pupils attained levels above the national average. All pupils make good progress because teaching is good. Assessment data is well used by teachers to ensure that work is matched to pupils' abilities, but pupils are not yet consistently involved in assessing their own progress during lessons. Marking of pupils' work is regular but pupils are not always given sufficient guidance on how to get to the next level in their learning. Where guidance is given, teachers do not always ensure that pupils follow up their advice. The school provides good care, guidance and support for all its pupils. This is particularly true for pupils who have special educational needs and/or disabilities, as well as those who are potentially vulnerable because of their circumstances. The school works well with a wide range of support agencies, and with parents and carers, to ensure these pupils get the help they need. One wrote 'My son has an individual education plan and the school has listened to my concerns and done everything possible to meet his needs.'

Pupils' personal skills are provided for well within the good curriculum which has a strong focus on using cross-curricular topic work to make learning meaningful and interesting. Many of the topics are successfully designed to encourage boys as well as girls to develop their writing skills. Pupils' good moral and social skills are evident through their good relationships and the good behaviour of the vast majority. Pupils also have a good understanding of how to live a healthy lifestyle and how to keep safe. They use their social skills well to participate in activities in the local community. Although the curriculum provides well for pupils' spiritual and cultural development, there are not enough opportunities for pupils to meet people from different backgrounds to their own.

Leaders have developed a good partnership with parents and carers with good systems in place to keep them informed about their children's education and to help them support their children's learning at home. However, attendance is only average, mainly as a result of family holidays during term time. The questionnaire returns indicate that the parents and carers have concerns about how behaviour is managed, but inspectors found the procedures to be good. The effectiveness of the governing body is satisfactory although not all members have sufficient skills to monitor school performance and contribute to improvement. The school's self-evaluation is accurate and many key areas, such as teaching and progress, have improved from satisfactory to good since the previous inspection. There has been good progress in addressing

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all of the issues identified during the previous inspection, confirming that the school has a good capacity for sustained improvement.

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

- Raise attainment by:
  - ensuring that the marking of pupils' work always informs them how to improve it and that the teacher checks that they follow up the comments
  - involving pupils in monitoring and assessing their own progress
  - enabling all members of the governing body to develop their skills in monitoring school performance so that they can provide effective support and guidance to school leaders.
- Provide more opportunities for pupils to gain a greater understanding of other faiths and cultures through direct contact with people from different backgrounds.
- Work with parents and carers to improve pupils' attendance and to ensure that they are better informed about school procedures to manage behaviour issues.

## Outcomes for individuals and groups of pupils

**2**

Pupils make good progress from their below-average starting points. Attainment at the end of Year 6 has been broadly average over the last three years, having risen steadily from below average to above average since the previous inspection. There are no significant variations in the progress made by any groups of pupils. The quality of learning for pupils with special educational needs and/or disabilities is good. They make good progress because they are well supported in lessons by teaching assistants and are given tasks which are suited to their individual needs but challenging. Pupils who are known to be eligible for free school meals attain levels close to the national average for all pupils. Pupils enjoy learning, especially in cross-curricular work. Good examples of this were seen during the inspection in lessons with a science focus. In an outstanding lesson, pupils in Years 3 and 4 showed an intense interest in finding out facts about rocks and soils through various information texts and the internet. More able pupils were able to do independent research through the internet, and improving boys' writing was supported by 'writing for a purpose' to produce a poster for display in the school. Pupils who find work difficult were supported well by the teaching assistants in developing a fair test and all pupils thoroughly enjoyed the lesson. In another lesson, the task was made exciting by pupils being 'mad scientists' to carry out research and experiments. In a Year 5 and 6 lesson about the water cycle, pupils learnt at a good pace as a result of very good planning which included a good mixture of direct teaching and practical work.

In all lessons, teachers and pupils enjoy good relationships based on mutual respect and regard. In a very few lessons, pupils' progress slows when they are unsure just what to do, or have insufficient time to discuss their work.

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Pupils’ behaviour is good both in lessons and around the school. Pupils say that it is only a small number of pupils who behave poorly and that teachers deal with any problems well. There are a very few pupils who, at times, present significant challenge to staff, who deal with issues well. Parents and carers do not always see the evidence of actions taken by the school. Pupils conscientiously undertake a variety of responsibilities, including being a member of the school council or being a reading buddy to help younger pupils. They contribute to the wider community through many initiatives, including working with a local heritage group, singing at local care homes and producing Christmas cards for the mayor’s annual competition. Pupils’ good achievement, their positive attitudes to learning and their good personal skills ensure that they are well prepared for the next steps in their education.

*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>3</b>

**How effective is the provision?**

Teachers all have good subject knowledge, and make good use of information and communications technology (ICT) to support their teaching. In addition to an ICT room, good use is made of the ‘laptops’ which can be moved to the classrooms as required. Teachers have good relationships with pupils, and rewards systems such as ‘golden time’ are used consistently and effectively. The use of assessment systems to match work to pupils’ abilities is good and pupils are kept aware of targets and learning objectives. Marking of pupils’ work is regular but does not always tell pupils how to get to the next step in their learning. Teachers involve pupils in identifying what they already know during the initial part of the lesson. However, their

<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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involvement in monitoring and assessing their progress in the main activity is not sufficiently developed. Teaching assistants work closely with pupils who need extra help, including those with special educational needs and/or disabilities to make sure they understand the tasks and can make the same progress as others. It is well-designed to meet the needs of the mixed-age classes but not always adjusted to meet the needs of individuals. The curriculum makes a good contribution to pupils’ understanding of different faiths and cultures to compensate for the lack of cultural diversity within the school and local community. There is a wide range of enrichment activities, including a residential visit for each year group. There is a good range of well-supported after-school clubs including sport, art, gardening and cooking. Many of these are supported through partnerships with local organisations and sport groups.

Pupils, parents and carers agree that pupils are well cared for in school. Pastoral care is good throughout the school. The provision for pupils with special educational needs and/or disabilities is good, with these pupils integrated well in lessons. Good partnerships with external agencies provide additional support for pupils’ academic and social needs. Intervention strategies put in place to provide specific support are well-monitored to determine their effectiveness. School records show that there are very effective links to support those pupils whose circumstances may make them vulnerable. The vast majority of pupils transfer to the local secondary school with which there is good liaison to support a smooth transfer. The procedure for promoting improved behaviour is having a good impact but good work to promote attendance is hampered by the number of families who continue to take children on holiday during term time.

*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	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>2</b>

## How effective are leadership and management?

The headteacher leads a united team which shares the same vision for improving the school. The school development plan is focused on raising pupils’ achievement and systems are embedded to secure improvement. The relative weaknesses in the marking of pupils’ work and the involvement of pupils in assessing their own work have already been identified by the school as ‘the next steps’. The role of middle managers has improved since the previous inspection and they are now fully involved in monitoring outcomes within their areas of responsibility. Governance is satisfactory. Members of the governing body are active within the school and share the vision of the leaders. They have a mixed range of experience as a governor and

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not all have developed the skills of effective monitoring school improvement. Statutory requirements are met.

The effectiveness with which the school promotes equal opportunities is good. There is no evidence of any discrimination and pupils say that they are all treated fairly. All pupils have the same opportunities within lessons and other school activities, and make good progress. Safeguarding arrangements are good. Records of the suitability of all staff to work in the school are well-maintained and risk assessments are in place. The child protection procedures are very effective and systems to ensure concerns are identified at an early stage are in place. The leaders know their community well based on a clear audit which they carried out. They have established good links within the local community and are reaching out to areas beyond to get visitors into school from different faiths or communities. Opportunities to give pupils experiences of contrasting communities is proving difficult because of transport costs involved.

*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>3</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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Most parents and carers who returned questionnaires are satisfied with the school. Typical written comments include ‘We are pleased with all aspects at Forest View. My daughter loves her teacher and school.’ and ‘Communication with parents is good. Staff and senior management are approachable and ready to listen to parents and children’. There were several positive comments about the provision for pupils with special educational needs and/or disabilities. A few made written comments mainly about behaviour and this concern is reflected in the summary of the questionnaire returns. Inspection evidence showed procedures for dealing with poor behaviour are good, but details have not been made sufficiently clear to parents and carers.



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

Ofsted invited all the registered parents and carers of pupils registered at Forest View Junior 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 161 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	48	28	46	2	3	2	3
The school keeps my child safe	33	54	24	39	1	2	0	0
The school informs me about my child’s progress	29	48	28	46	1	2	2	3
My child is making enough progress at this school	24	39	30	49	5	8	1	2
The teaching is good at this school	30	49	28	46	1	2	1	2
The school helps me to support my child’s learning	24	39	33	54	1	2	1	2
The school helps my child to have a healthy lifestyle	22	36	34	56	0	0	1	2
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)	25	41	31	51	2	3	1	2
The school meets my child’s particular needs	22	36	35	57	1	2	1	2
The school deals effectively with unacceptable behaviour	26	43	24	39	8	13	1	2
The school takes account of my suggestions and concerns	20	33	33	54	3	5	1	2
The school is led and managed effectively	25	41	29	48	4	7	1	2
Overall, I am happy with my child’s experience at this school	27	44	28	46	2	3	1	2

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.**



5 December 2011

Dear Pupils

### **Inspection of Forest View Junior School, Newark, NG22 9RJ**

Thank you for making us so welcome when we visited your school, and for telling us your views. We really enjoyed our time with you. Your school is giving you a good education. You are making good progress because of good teaching. There are many things we admired.

- You enjoy your education and you told us that you feel safe in the school, where most pupils behave well.
- The topic work makes lessons meaningful and interesting.
- There are good relationships throughout the school, and adults look after you well.
- The school is working well with your parents and carers to support your learning.
- Mrs Davis and the senior staff do a good job.

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

- Ensure that the marking of your work always tells you how to improve it and that your teachers check that you have followed up their suggestions.
- Involve you in identifying how much progress you make in lessons.
- Help members of the governing body to develop their skills in monitoring how well the school is improving so that they can help the school improve further.
- Provide more opportunities for you to gain a greater understanding of other faiths and cultures through direct contact with people from different backgrounds.
- Work with your parents and carers to improve your attendance and to ensure that they are better informed about procedures to manage behaviour issues.

All of you can help the school move forward by continuing to work hard. We wish you every success in the future.

Yours sincerely

John Horwood  
Lead inspector

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