

Forest View Primary

Rembrandt Avenue, South Shields, Tyne and Wear, NE34 8RZ

Inspection dates 10–11 March 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The excellent drive and vision of the headteacher, ably supported by a very effective deputy headteacher and the governing body, have made sure that the school has improved a great deal since the last inspection. Together with continuously improving middle leadership, they ensure that pupils achieve well.
- Teaching is good and sometimes inspiring. Staff expect pupils of all abilities and starting points to achieve well.
- Pupils make the fastest progress when their work in lessons is challenging and makes them think hard, logically and critically.
- Those pupils who are disabled, have special educational needs, disadvantage or speak English as an additional language are all supported well to make good progress and achieve well.
- Behaviour is good and at times exemplary, both in classrooms and in social areas. Pupils enjoy coming to school, reflected in their steadily improving attendance, and are eager to learn and work hard.
- Provision in the early years is good. Children develop an eagerness to learn new things which prepares them well for learning in Year 1.
- A strong ethos of nurturing and caring pervades the whole school. Families are warmly welcomed when they require help and support.
- Pupils are considerate and polite. They are well informed of the different forms that bullying takes, including cyber-bullying.
- Thoughtful, high quality care contributes much to the happy and harmonious school atmosphere. As a result, pupils feel safe and secure.
- Spiritual, moral, social and cultural development is promoted well through the wide and varied range of curriculum experiences, both in and out of school.
- Governors, who share the passion of the headteacher, are well informed and very committed to providing a high quality learning resource for the local community.

It is not yet an outstanding school because

- Teachers' expectations of what pupils can achieve are not always high enough and the quality of their questioning can be variable. As a result, progress and achievement can be a little uneven.
- Pupils do not always reach high enough standards in mathematics and opportunities are missed to apply and practise their mathematical skills in all subjects.
- A small minority of parents are not sure that improvements in the school's work are fully supporting their children's learning and development.

Information about this inspection

- The inspectors observed teaching and learning in lessons, including seven paired observations carried out with the headteacher and deputy headteacher. Work scrutiny was also carried out with the headteacher and deputy headteacher. In addition, the inspectors made a number of short visits to lessons and undertook learning walks around the school in order to check on the quality of what is provided for pupils.
- The inspectors spoke with pupils and had discussions with the headteacher, middle leaders, staff, parents, governors and the local authority school improvement adviser.
- Inspectors examined a range of documents including those related to safeguarding, the school's view of how well it is doing, the monitoring of staff performance, the school's improvement plan and records relating to pupils' progress and behaviour.
- The inspection team took account of the 25 responses to the on-line questionnaire (Parent View) and of the 16 responses to the inspection questionnaire for staff.

Inspection team

Clive Petts, Lead inspector	Additional Inspector
Derek Sleightholme	Additional Inspector
Anne Vernon	Additional Inspector

Full report

Information about this school

- This is a larger-than-average sized primary school.
- A very large majority of the pupils are of White British backgrounds with a very few who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- Currently, there is a much higher than average proportion of disadvantaged pupils eligible for pupil premium funding. This funding is to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- A very few pupils are from service families and are supported through the services premium.
- Children in early years attend the Nursery part time for either morning or afternoon sessions. They attend full time in Reception.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- The school has experienced a large turnover in staffing since the previous inspection.
- A deputy headteacher was appointed in January 2014.

What does the school need to do to improve further?

- Raise achievement particularly in mathematics by:
 - sharing even more widely the high expectations of what pupils of all abilities can achieve that already exist in the school
 - maximising opportunities for pupils to apply and practise their mathematical skills in all subjects
 - ensuring that teachers' questioning follows pupils' thinking closely, and constantly checks on and tests their knowledge and understanding.
- Continue to build upon the positive experiences of parents participating in and supporting the achievement and development of their children.

Inspection judgements

The leadership and management are good

- Senior leaders, including the governors, have worked diligently to create a caring and harmonious climate for learning, eradicating past underperformance and underachievement. As a result, teaching has been systematically strengthened and improvements sustained.
- Leaders and managers have an accurate view of school performance because they rigorously check on pupils' progress, achievement and the standards that they reach. Middle leaders are playing an increasingly key role checking on the impact of teaching and classroom support to ensure that all pupils make at least good progress and achieve well. Working cohesively, leaders and managers are totally committed to ensuring that all improvement gains are sustained and added to continuously.
- The curriculum is rich and varied and provides a stimulating range of memorable experiences which capture and hold pupils' interest extremely well. For example, visits such as those of a menacing Viking warrior motivated pupils to research their brutal attacks on villages along the east coast. The school's fostering of spiritual, moral, social and cultural development is an emerging strength and helps to reinforce British values very well, such as in the participation in democracy week when pupils find out how local and national government works.
- Performance management systems are well embedded and make certain that there is no automatic pay progression. Staff skills and talents, including those of the newly qualified staff, are nurtured particularly well. This is because staff training is carefully tailored to meet both school improvement priorities and those of individual members of staff. Staff freely share their imaginative ideas, although now and then opportunities are missed to share high expectations and innovative thinking even more widely.
- Caring staff ensure equality for all and they make certain that discrimination in any form is not tolerated so that all pupils are able to achieve their full potential.
- Additional funding to support disadvantaged pupils is used effectively, with close checks in place to make sure that pupils' progress and attainment catch up with those of their peers.
- The primary school physical education and sport funding is used successfully to increase rates of pupil participation, enhance staff coaching skills, promote healthy lifestyles and foster higher skills in a range of sports. This includes pupils participating in coaching sessions run by Newcastle Eagles professional basketball team.
- The inspectors found that parental confidence in the school's effectiveness is increasing as the quality of teaching improves and pupils' achievement rises. The school's recent parent surveys, inspectors' conversations with parents during the inspection, discussions with pupils and the views of the local authority all support this finding. In their responses to the online questionnaire, a small minority of parents raised concerns about performance, indicating that the school did not enjoy their full confidence.
- Safeguarding and child protection meet requirements. Procedures are firmly established with a great deal of effective practice adopted in the day-to-day management and care and protection of pupils.
- The local authority challenges and holds senior leaders to account effectively. Consequently, it has an accurate view of both school performance and the rate of improvement.
- **The governance of the school:**
 - The governing body is rightly proud of the school's highly positive ethos and the improvements that have been made since the previous inspection. Governors openly acknowledge the efforts made by the headteacher to transform the school. They are forthright in their praise and see her as the 'rock' that relentlessly drives the school forward.
 - Governors monitor the school closely, checking on the progress that pupils make. They display a good insight into the quality of teaching. This includes checking that pupil premium funding has the desired impact. Governors also ensure that performance management is effective and has the desired impact.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. At times it is exemplary and makes a strong contribution to pupils' learning in lessons. Children arrive and settle in school happily and quickly. They learn to follow classroom routines well and play together harmoniously throughout the day.
- Pupils are polite and courteous. They are clear about the boundaries for their conduct which are set for them and appreciate the meaningful rewards that their good and sometimes exemplary behaviour brings. Pupils learn to value tolerance and respect for difference. This is illustrated in their often high quality

partner discussions when they freely exchange their ideas and views before arriving at an agreement.

- Pupils are well informed about the different forms that bullying can take. They are particularly well informed about cyber-bullying in all of its forms. Discussions with pupils reveal that any incidents of inappropriate or unkind behaviour are infrequent. Pupils report that staff are always close by to resolve any concerns or worries that they may have.

Safety

- The school's work to keep pupils safe and secure is good. Pupils are knowledgeable about risk and danger, and are safety conscious when they play and learn together. They are clear about how to keep themselves safe and free from harm.
- Older pupils thoroughly enjoy taking responsibility, such as when making sure that younger children are helped, supported and supervised sensitively while enjoying themselves with their friends at social times. This helps to prepare pupils well for modern life. Almost all parents feel that their children are safe in school.
- Since the previous inspection, the school has worked tirelessly to improve attendance. This includes work with families and specialist agencies. As a result, attendance has improved steadily year on year and is currently broadly average.

The quality of teaching

is good

- The quality of teaching and classroom support is good, with examples of thought-provoking learning. For example, imaginative writing tasks are having a positive impact on improving the quality of pupils' writing. The school fosters an enjoyment and love of reading successfully. Increasingly, pupils read widely and often. This includes boys who in the past have been reluctant to read. Teachers plan challenging work and expect that pupils of all backgrounds and starting points work hard. Excellent staff role models make certain that high quality relationships are common place in classrooms.
- Thorough systems to check on pupils' progress and development ensure that the ability and needs are accurately pinpointed. This includes those with complex needs and disadvantaged pupils. An interesting range of memorable experiences, including the imaginative use of themes and topics which link subjects together, help to extend pupils' knowledge and deepen their understanding. Nevertheless, opportunities are occasionally missed to apply their mathematical skills, including in practical ways, in all subjects.
- When pupils' progress is quickest and achievement high:
 - using available information activities are carefully shaped to match and challenge the ability, needs and interests of all pupils
 - excellent relationships create much mutual respect in stimulating classroom environments
 - questioning skilfully checks on and tests pupils' knowledge and understanding, and fosters their critical thinking skills well
 - accurate and helpful marking makes it clear to pupils what has been done well and what corrections need to be made.
- At times when progress rates are a little uneven and in the very few cases when achievement requires improvement:
 - activities are not always matched closely enough to ensure the right level of challenge and demand
 - tasks lack essential variety and interest to stretch pupils' thinking and deepen their understanding sufficiently
 - now and then opportunities are missed to apply and practise their skills in other subjects, particularly in mathematics.
- In learning activities when achievement is highest, pupils' interest is triggered and held as learning is brought to life in imaginative ways. An example of this is writing about the feelings and emotions of soldiers and their families during the Second World War following a visit to Eden Camp, a local outdoor military museum.
- Teaching assistants make an effective contribution to the quality of teaching and learning. In Reception, the progress children make acquiring early reading, writing and number skills is speeding up, because their learning is systematic, well organised, regular and targeted well by both teachers and teaching assistants.
- The quality and consistency of marking is good. Pupils are well informed about how well they have done and what corrections are needed to remedy misconceptions. Helpful guidance for improvement is given, although occasionally opportunities are missed to add to the steps for improvement to make even more

progress.

The achievement of pupils is good

- Since the previous inspection, decisive actions to improve the quality of teaching have improved the progress rates of younger children. In the past, low achievement resulted in standards at the end of Year 2 significantly below national averages in reading, writing and mathematics. Standards in the 2014 national tests revealed considerable improvement in all subjects. Inspection evidence confirms that the current Year 2 pupils are on course to consolidate the broadly average standards achieved in 2014 as progress accelerates and achievement rises. Pupils who are disadvantaged, disabled and those who have special educational needs are also making faster progress enabling them to catch up with their classmates.
- In the 2014 national tests at the end of Year 6, standards dipped in all subjects, appreciably so in mathematics. The school's relentless focus on raising achievement, including for the most able, is now paying dividends. Past underachievement is being eliminated systematically and the dip in standards reversed successfully. The accuracy of spelling, punctuation and grammar is improving at a good rate. Booster classes are targeting gaps in pupils' skills, especially in mathematics effectively.
- Inspection evidence reveals that current Year 6 pupils are on course to reach average standards in reading and writing, and a little below average in mathematics. The proportion of pupils expected to exceed what is expected of them in mathematics is rising quickly, catching up with the above average levels in reading and writing.
- The school's approaches to the raising of achievement of the most-able pupils have been sharpened up. This includes the application of their mathematical skills, especially when pupils are posed with challenging problems to unravel. Individual talents and skills are identified precisely and enrichment, booster and support sessions arranged. As a result, the proportions of pupils reaching the highest levels in reading, writing and mathematics are rising steadily.
- Disabled pupils and those who have special educational needs make the same good progress as their classmates. This is because their needs are identified accurately and effective classroom help and support organised. Pupils sometimes make rapid progress in their personal development because staff provide high quality personal support and guidance.
- In the 2014 tests at the end of Year 6, disadvantaged pupils were between two and three terms behind both other pupils in the school and other pupils nationally in reading, writing and mathematics. These gaps look set to be at least halved by the end this school year for pupils currently in Year 6. This is confirmed in accurate pupil progress information, observations of learning and scrutiny of the work in pupils' books.
- Younger pupils display skills which are broadly typical for their age, with their fluency and accuracy in their reading improving steadily. This is also having a positive impact on their spelling accuracy when writing. Older pupils are well informed about authors and themes and often become animated when discussing their favourite novels, such as *The Hunger Games*.

The early years provision is good

- Children start the Nursery with skills lower than are typical for their age. Speech, language, social, emotional and number skills are weaknesses. Children make a positive start in the Nursery, especially developing essential social, emotional, speaking and listening skills.
- Children settle cheerfully because the staff provide a warm, friendly and caring atmosphere in which all children can work and play happily. All children are kept safe and secure, whether indoors or outdoors. Although progress in the Nursery is a little variable at times, children of all starting points achieve well. In the vibrant Reception atmosphere, progress speeds up as children become self-assured and independent. Good self-control is acquired. As a result, children enter Year 1 with the confidence and skills to continue to achieve well. This includes those with special needs and the most able and talented.
- Teaching is good and at times very stimulating in Reception. Activities engage children's interests well and ensure that the essential skills acquired, especially in early reading, writing and number work are transferable to all areas of learning. Good opportunities are provided for children to discover and explore the world around them for themselves, both indoors and outdoors. Independent skills are promoted particularly well in the Reception.
- Staff check on, record and document children's progress and development frequently and accurately. This

informs activity-planning well and ensures that all areas of learning are developed equally and effectively. Parents confidently share helpful and relevant information about their children's development with staff. They are increasingly involved in the imaginative opportunities provided by the school to participate in their children's learning.

- Good leadership ensures that staff have an accurate grasp of the strengths in the quality of provision and the priorities for improvement, such as to continue to develop the outdoor area. This makes sure that the learning environments are well organised and there is a strong and continued emphasis upon fostering children's interests, skills and abilities.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135842
Local authority	South Tyneside
Inspection number	453509

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	298
Appropriate authority	The governing body
Chair	William Brady
Headteacher	Cheryl Ward
Date of previous school inspection	20 March 2013
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