

# Forest View Primary School

Latimer Road, Cinderford, GL14 2QA

**Inspection dates** 4–5 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy
	This inspection:	<b>Good</b> <b>2</b>
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 headteacher and his deputy provide clear direction for staff. They are well supported by leaders at all levels, including governors, to further improve the progress all pupils make.
- Children in the early years get off to a good start in their learning. This ensures they are prepared well to start Year 1.
- Pupils make good progress in their learning and standards in reading, writing and mathematics are rising quickly.
- Disadvantaged pupils and those with special educational needs are supported well by work provided that is appropriate to their needs.
- The quality of the teaching throughout the school is good. Teachers provide a nurturing environment; consequently pupils want to learn. Teaching assistants take an active role and support pupils well.
- Pupils enjoy their work and say that when the lessons are fun it helps with their learning.
- The relationships between adults and pupils are warm and respectful. Pupils are confident to ask for help with their work.
- Pupils' behaviour is good; they are friendly, polite and welcoming to visitors. Pupils feel very safe in the school and are aware of how to keep themselves safe. Adults throughout the school ensure that all pupils, and particularly those facing challenging circumstances, receive the care they need.
- The themed approach to learning provides inspiration and enjoyment. It effectively promotes pupils' spiritual, moral, social and cultural development. Pupils are well prepared for life in modern Britain.
- Parents and carers are highly positive about the school. The very large majority believe their children have an excellent experience at school.
- Governors are fully involved in the life of the school. They have an accurate view of the school's performance and both support and challenge the headteacher to make sure the school continues to improve. Governors ensure they are kept up to date with training, including those new to role.

### It is not yet an outstanding school because:

- The quality of teaching is not yet consistently high enough to ensure that all pupils make outstanding progress.
- At times, the work for the most able does not provide sufficient challenge.
- Pupils do not always use their phonic knowledge (the sounds that letters represent) across Key Stage 2 to support their reading.

## Information about this inspection

- During the inspection, 16 part lessons were observed. Two of these were jointly observed with the headteacher. In addition, inspectors observed small groups of pupils taught by teaching assistants.
- Inspectors heard pupils from Year 2 and 6 read and they also held meetings with three groups of pupils, including the school council.
- Meetings were held with senior leaders, staff and four governors, including the Chair of the Governing Body and a tutor from the University of Gloucestershire. In addition, the lead inspector had a telephone conversation with a consultant who works with the school.
- Inspectors looked at a range of documents, including the school's data on pupils' current progress, planning and monitoring documents and records relating to behaviour, attendance and the safeguarding of children. Inspectors scrutinised the school's arrangements for spending, including the additional funding for sports and the pupil premium.
- The inspectors took into account the 26 responses to the online questionnaire, Parent View, as well as the school's own survey of parents' views in January 2015. The inspectors also had informal discussions with parents at the start of the school day.
- They took account of responses to the staff questionnaire from 30 members of staff.

## Inspection team

Sarah Jones, Lead inspector

Additional Inspector

Hester Millsop

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average primary school.
- The school converted to become an academy in February 2013. When its predecessor school, of the same name, was last inspected in September 2011 it was judged as good overall.
- The large majority of pupils are from White British backgrounds.
- The proportion of disabled pupils and those with special educational needs is above average.
- The proportion of pupils supported by the pupil premium (additional government funding which supports pupils known to be eligible for free school meals) is twice the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils are taught in some mixed age classes in both Key Stage 1 and 2.
- Early years provision consists of two Reception classes offering full-time education.
- The school is part of the West Gloucestershire Support Partnership a group of 37 local schools who work together to help raise standards and improve experiences for pupils. The school is linked to Dene Magna Secondary School as part of the Teaching School Alliance.
- The school has close links with the University of Gloucestershire and contributes to the initial teaching programme.
- The school provides a breakfast club which is managed by the governing body. The school also provides a number of after-school clubs, which include art, dance, friendship and homework club.
- The school holds the Achievement for All Quality Lead Award and Healthy Schools Plus status.

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

- Improve the quality of teaching and raise pupils' attainment by:
  - ensuring all teachers have high expectations of what pupils can achieve, especially of the most able pupils
  - providing further opportunities for pupils to develop their reading skills, so that all pupils read with confidence as they move through different year groups.

## Inspection judgements

### The leadership and management are good

- The headteacher provides clear direction for the school. Staff are highly motivated, resulting in a clear collaborative approach to improving the experience for pupils. Staff morale is high and everyone works to achieve the high expectations set out in the school's planning documents.
- The headteacher has created a culture of high expectations that has resulted in good teaching and behaviour. Pupils' success is celebrated and is at the heart of all that the school does.
- There has been a clear improvement in pupils' achievement as a result of senior and middle leaders regularly checking the quality of teaching and pupils' progress in their books. Middle leaders effectively use the expertise in the school to extend the good practice and make sure all teachers' subject knowledge is secure and up to date.
- The school has worked well with local schools within the West Gloucestershire Support Partnership. This has provided many opportunities for sharing good practice, including reviewing the new approach to assessing pupils' progress. This has resulted in improvements in assessing pupils' progress.
- Leaders manage the performance of staff well. Teachers have annual targets related to pupils' progress and school improvements. These link to salary progression.
- The pupil premium funding is used to provide support and resources which help disadvantaged pupils to make at least similar progress to their classmates. It has been used in a variety of different ways, including the employment of an additional family and pupil liaison worker in the Reception class.
- The school's commitment that all pupils will achieve and be given the opportunities they need to succeed is evident in the support provided. Staff do not tolerate any discrimination and pupils understand that 'not everybody is the same'. In a Year 4 and Year 5 lesson on the life of Rosa Parks, pupils could talk with confidence about the discrimination she faced and understand why she took action.
- Leaders have planned well for the new curriculum, they have retained the themed approach that the pupils enjoy, with opportunities for pupils to develop their knowledge and skills in a range of different areas. Pupils in a Year 5 and Year 6 class researched 'people who have changed the world'. They enjoyed talking about the famous people's lives, including Vincent van Gogh, Charles Darwin and John Lennon.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. The school promotes tolerance and respect for all through work in class and assemblies. Pupils had the chance to reflect on their responsibilities and caring for others in a Key Stage 2 assembly. Pupils have a good understanding of British values and spoke about their experience of voting as part of the school council elections.
- The primary physical education and sport premium has been used effectively to employ coaches to work alongside teachers to develop the expertise of staff. The funds have also been used to provide after-school clubs and further opportunities for pupils to participate in local competitions. The number of pupils now engaging in sports activities has doubled since the start of the year. This is helping pupils to lead healthier lifestyles.
- Parents appreciate the opportunity to come into school and see their children's work as well as read with them every Friday in school. Parents are very happy with the work of the school and support it well. One parent commented that if their child could come to school on Saturday and Sunday they would be there.
- Safeguarding and child protection procedures meet requirements. The procedures are clearly set out and used in the daily care of children. All staff, including a family and pupil liaison worker, funded by the pupil premium to work closely with vulnerable pupils and their families, are quick to pick up concerns that could affect pupils' well-being or learning.
- **The governance of the school:**
  - The governing body provides effective support and challenge. Governors have a clear understanding of the school's strengths and areas for development. The governing body is very clear about the targets for the school and how these can be met. Governors have a good understanding of the management of teachers' performance and the implementation of the national Teachers' Standards. They ensure they have a good understanding of the quality of teaching and how underperformance is being tackled. Governors monitor spending carefully and are aware of how the school is using the pupil premium to improve pupils' achievement. Governors make sure that statutory responsibilities are met, such as making sure that safeguarding requirements are fully in place and effective. Governors ensure they are kept up to date with training, including on the analysis of pupil progress data, to improve their effectiveness, especially when holding leaders to account.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. Pupils are thoughtful and respectful to each other, adults and visitors to the school.
- Pupils enjoy their learning and want to be successful. They are aware of the school's routines and activities. There are a few occasions when some pupils lose interest in lessons and can become a distraction to others. However, any incidences are dealt with effectively in line with the school's behaviour policy.
- Pupils behave well around the school. They enjoy the responsibilities they have as prefects. Their roles include running successful lunchtime clubs, such as art club, for their peers. Members of the school council are proud of their achievements and say they enjoy sharing ideas and feel teachers listen to the ideas they have to improve the school. For example, they suggested improving the front of the school with plants, and playtime activities for their peers at break and lunchtime. They regularly contribute to school assemblies to update their classmates on their work.
- School records indicate that behaviour over time is good.
- Senior leaders, including the family and pupil liaison officer, follow up any absences from school to ensure all pupils attend regularly.
- The breakfast club is well attended and provides a safe and calm approach to the school day.
- The pupils, staff and parents are proud of their school. The grounds are clean and tidy, with no evidence of any litter, and the displays in the corridors are of a high quality.

**Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils are very confident that if they had any concerns they would know who to talk to.
- The school site is safe and pupils say they feel very safe in the school.
- Pupils are very knowledgeable about what constitutes bullying, including cyber bullying. They say bullying is not a problem in the school and school log books confirm this.
- Pupils are aware of how to keep themselves safe when working on computers. In a Year 3 lesson, pupils discussed what they would do if they had any concerns when working online, playing games or texting friends.
- Pupils enjoy the after-school activities and a pupil in homework club described the school as 'like home'.
- Parents overwhelmingly agree their children are safe at school. They value the support of the family and pupil liaison worker and appreciate his presence in the playground at the start of the school day.

**The quality of teaching is good**

- The headteacher has focused successfully on strengthening the teaching across the school. Teaching is now consistently good over time. There are clear expectations and well-established routines for pupils to follow. The improvements are having a positive impact on the attainment of all groups of pupils in reading, writing and mathematics across the school.
- Relationships between staff and pupils are warm and supportive. Pupils have the confidence to ask staff if they do not understand the work.
- The quality of writing is improving throughout the school with pupils having the opportunity to develop their writing skills in different ways. For example, reception children wrote an account of a recent visit to a farm.
- Phonics is taught well in Key Stage 1. However, reading skills in Key Stage 2 are sometimes held back because pupils do not always use their knowledge when reading more complex texts and tackling tricky words.
- The teaching of mathematics is effective. Pupils learn new skills when solving more challenging problems and completing investigations.
- The work provided in lessons is generally well matched to pupils' varying abilities. However, at times, the most able are not challenged as the work set is not difficult enough to ensure they make as much progress as possible in all year groups.
- Teaching assistants are used effectively to support pupils both in the classroom and in small groups. Disabled pupils and those who have special educational needs learn well, as they are well supported. Disadvantaged pupils benefit from a range of targeted support to meet their needs.
- The school has a clear marking policy. Teachers mark work regularly and pupils routinely act upon the

guidance offered on how they can improve their work.

### The achievement of pupils

is good

- Standards across the school are rising, particularly in writing and mathematics. All groups of pupils now make good progress in both Key Stage 1 and 2.
- The school has good systems for tracking the progress pupils make and it is clearly evident from the school's records that progress has improved. This progress is further evident in pupils' books. Pupils aim to do well and take a pride in their work. They are aware of their targets and what they need to do to move onto the next stage of their learning.
- In 2014, the attainment for pupils in Year 6 was just below that expected of their age group. However, there is evidence from teachers' assessment and pupils' books that the outcomes for 2015 in reading, writing and mathematics are on track to exceed those in 2014.
- The most able pupils benefit from the challenge in Year 6 and a few pupils are on course to exceed expected levels at the end of Key Stage 2 in writing and mathematics. However, the challenge for these pupils is not consistent throughout the school.
- Disabled pupils and those who have special educational needs make good progress. They benefit from the support both in the classroom and the planned activities when working in small groups tailored to meet their needs.
- Disadvantaged pupils now make progress broadly at the same rate as, or better than, their peers. By the end of Year 6 in 2014, gaps in their attainment and that of other pupils nationally were about three terms behind in writing and two terms behind in reading and mathematics. Compared with other pupils in the school, disadvantaged pupils were three terms behind in mathematics and writing and two terms behind in reading. The gaps in performance within school are continuing to close.
- Pupils enjoy reading and regularly read in school. One Year 6 pupil spoke about her enjoyment of reading about Nelson Mandela and how she found the book inspirational. However, not all pupils use their knowledge of phonics to read difficult words.

### The early years provision

is good

- Children join the school with knowledge and skills at levels well below those that are typical for their age. Children settle quickly into the school routines and make good progress. They are well prepared for joining Year 1.
- The early years provision is well led and managed. Staff are well trained and aware of the individual children's needs. Staff visit children in their nursery settings and in their homes before they start in Reception. These visits provide staff with the information they require to carefully plan to meet their varying needs.
- The quality of teaching is good. Teachers and teaching assistants work together well to ensure the activities planned meet individual needs and capture the interest of children.
- Disabled children and those with special educational needs make good progress because their needs are quickly identified and they receive well-targeted support.
- Children work and play well alongside each other within a happy safe environment. Children's behaviour is good. They listen to staff well and share equipment and toys with each other.
- Children have access to a wide range of activities that are available both inside and outside, including 'forest schools'. Staff routinely undertake risk assessments on activities to ensure all children are safe.
- Parents are very happy with the involvement they have with their child's education. They appreciate the opportunity to work with their children and see the progress they have made recorded in their 'learning journeys' (records of their achievement).

## 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

<b>Unique reference number</b>	139150
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	456269

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marc Gravell
<b>Headteacher</b>	Ben Lyons
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01594 822241
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