

Inspection of a good school: The Forest View Academy

Walesby Lane, New Ollerton, Newark, Nottinghamshire NG22 9RJ

Inspection dates:

1–2 October 2019

Outcome

The Forest View Academy continues to be a good school.

However, the inspector has some concerns that standards may be declining, as set out below.

What is it like to attend this school?

Pupils like coming to school and are polite to each other and visitors. They enjoy being classroom ambassadors, and the older pupils enjoy voting for head boy and head girl.

Pupils do not achieve as well in reading as in mathematics. Leaders' plans to improve the teaching of reading are in the early stages of introduction. Pupils are excited by the new initiatives in reading that have been introduced this term. Many say they enjoy reading. They are keen to win raffle tickets for reading at home.

Pupils' views are valued. The school council representatives contribute to decisions, for example on the installation of a new bike and scooter shed.

Pupils behave well most of the time. They usually work hard and listen carefully in lessons. They understand the systems of rewards and sanctions, including the use of red cards.

Pupils say they feel safe in school. They trust their teachers to take care of them. They can use the 'worry monsters' if they have a problem or talk to their teachers straight away.

Pupils say that bullying is rare in their school, but if it does happen then Mrs Harrison sorts it out quickly.

What does the school do well and what does it need to do better?

One of the main priorities for the school this year is to improve the teaching of reading. These plans are still in the early stages of being implemented. Leaders and staff have set times in the school day when pupils can read for pleasure. However, staff do not read aloud to pupils regularly. Some pupils were unsure of when class storytime takes place.

Some pupils struggle to read accurately or fluently. They cannot use a knowledge of phonics to sound out unfamiliar words when they come across them. Staff are not well enough trained in the teaching of reading to help pupils who need to catch up quickly.

Mathematics is taught well. Teachers follow well-structured plans that focus on what pupils will learn each year. Pupils can use their mathematical skills across other subjects. For example, in Year 6, during a 'brain break', pupils were asked to work out percentages in relation to the days of the week.

Pupils with special educational needs and/or disabilities (SEND) have appropriate resources in the lessons to help them learn. Staff adapt activities for pupils with SEND so that they can achieve at least the 'must' star target.

Trust leaders have put new plans in place to make sure all subjects are taught regularly and in a logical sequence. The early signs are that this new approach is working well. For example, in geography, pupils enjoy learning about other countries. Pupils in Year 5 could speak confidently when comparing the eruption of Mount Vesuvius to a more recent volcanic eruption in Iceland. Although the school's subject leaders contributed to these plans, they are still developing a secure overview of how their subjects are taught.

Leaders have introduced three 'golden threads' to promote pupils' personal development. These are standards, aspiration and cultural diversity. During the inspection, I saw the impact of this through an assembly on Hinduism. Year 4 pupils had the opportunity to develop this theme further in a workshop.

Pupils take part in a wide range of after-school activities and residential visits. The school choir performs at events for the local community such as the Christmas 'switch-on' and singing in local care homes. Leaders and pupils value the link with the mayor and pupils are chosen to meet with local councillors. Pupils are well prepared for life in modern Britain.

Teachers enjoy planning as a team as it means they can share tasks and reduce workload pressure. Class sizes are small, so each teacher has fewer books to mark. Staff appreciate the help they have received from leaders in planning the subjects they teach.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to spot potential welfare concerns. They follow the school's policy for managing concerns. They know what to do if they think a pupil may be at risk.

Leaders act immediately on concerns that are brought to their attention. They work with the local authority and other agencies to ensure that pupils get the help that they need.

The designated lead for safeguarding makes sure that pupils have someone whom they can go to if they are worried about anything at home or in school. If any pupil has put a note in the 'worry monster', it is quickly followed up.

The recruitment of new staff is well managed. All the correct checks are made before they start in school.

What does the school need to do to improve?

- The school's approach to professional development is not focused enough on the teaching of reading. Leaders need to ensure that all staff receive the necessary training to plan and deliver the reading lessons effectively, including the teaching of phonics.
- Teachers do not read to pupils often enough to foster a deep love of reading. Leaders should increase the frequency of class storytimes so that all pupils can develop a passion for books.
- Leaders need to ensure that those pupils who are behind with their reading are supported to catch up quickly, and should monitor carefully how urgently this is being addressed.
- Senior leaders have introduced a new curriculum framework which they recognise is in its infancy. Leaders should now develop the role of the curriculum leaders in all subjects, so they have a deep and secure knowledge and understanding of the subject they lead and an overview of its implementation in all year groups.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Forest View Junior School, to be good in December 2011.

How can I feedback my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143886
Local authority	Nottinghamshire County Council
Inspection number	10110118
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	Board of trustees
Chair of trust	Sue Trentini
Principal	Ruth Harrison
Website	www.forestviewacademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined The Forge Trust, a multi-academy trust, on 1 January 2017.
- The principal has been in post since January 2019.

Information about this inspection

- During the inspection, I spoke with the principal and met with the leaders for mathematics and English. I also met with the special educational needs coordinator (SENCo). I met with the chief executive officer and trustees from The Forge Trust.
- I considered the teaching of reading, mathematics and geography in depth. In doing this, I made joint lesson visits with the principal and talked to teachers and pupils. I examined samples of pupils' work during the lesson visits and with the subject leader.
- I met with the office manager to discuss recruitment procedures.
- I listened to a sample of Year 3 pupils read. I met with pupils to discuss behaviour, safeguarding and learning in school. I asked them about their views of bullying.
- I analysed documents, including the school's improvement plan, published data and reports showing the school's view of its own performance.

Inspection team

Karen Slack, lead inspector

Ofsted Inspector

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