

Inspection of Forestdale Primary School

Wareham Road, Frankley, Birmingham, West Midlands B45 0JS

Inspection dates: 19 and 20 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires Improvement

What is it like to attend this school?

Pupils enjoy attending this friendly school. Staff work together to do their best for everyone. Parents appreciate the support given to their children. Pupils work hard and learn to get along with each other. This helps them to feel safe.

Pupils behave well and know how to treat others with respect. Occasionally, pupils do not make the right choices, but they know that adults will help them sort out any difficulties. Pupils said that bullying happens occasionally, but it is dealt with quickly by staff. Adults model the behaviours that they want pupils to copy, such as good manners.

Leaders have high expectations for pupils, who achieve well in most subjects. Leaders have set out clearly what pupils should learn in many subjects, but this is further along in some subjects than others. Pupils are growing in confidence to talk to others and to share ideas about their learning.

Leaders provide pupils with a range of opportunities to join clubs and to go on trips. Pupils enjoy this range of activities. Leaders invest in free musical instrument lessons for all pupils in key stage 2. This provides pupils with wider opportunities beyond the planned curriculum.

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

Leaders have developed an ambitious curriculum. In most subjects, the curriculum is well designed so that pupils' learning builds on what they already know. For example, in mathematics, leaders have introduced a refreshed curriculum. This helps teachers to understand the specific knowledge that pupils should learn and when they should learn it. In most subjects, staff use assessment strategies well to help pupils remember and recall their learning, for example, by using quizzes in science.

In a small number of subjects, the curriculum is not as well designed. Leaders have not identified the important knowledge they want pupils to learn and when they should learn it. In addition, leaders have not checked how well the curriculum is being delivered. In these subjects, pupils do not achieve as well as they could.

Leaders' work to improve the phonics curriculum has had a positive impact. Staff follow the same approach to deliver this curriculum and this helps them to know exactly which sounds to teach and when to teach them. This helps to ensure that pupils learn to read well. Pupils who are in danger of falling behind get extra support. This supports more pupils to become fluent readers by the time they start in key stage 2.

Children in the early years settle well into school life. This is because well-trained staff understand and meet their needs. The curriculum supports children to learn important communication and social skills, especially the youngest children. Children listen to adults, talk with others and take turns to play together. Teachers identify children who are not keeping up with their learning and provide extra help, so they can keep up.

Leaders ensure that staff identify the needs of pupils with special educational needs and/or disabilities (SEND). Staff ensure that these pupils are well supported to access the same curriculum as their peers. Careful checks on how well pupils have learned the curriculum allow staff to target additional support effectively. Leaders have invested in resources to support pupils with their mental health and well-being. This helps pupils to regulate their feelings and emotions. As a result of leaders' and staff's actions, pupils with SEND achieve well.

A range of curriculum experiences, visits and themed days help pupils to learn about the world they live in. Visits to contrasting localities help pupils to recognise life outside of their locality, for example, a trip to the seaside. Pupils recognise the diversity in their school, and learn from one another. This helps them to be tolerant and respectful of others, and prepares them well for later life.

Leaders and staff work together to make sure that pupils, 'believe, aspire, excel.' Governors check that their vision is being brought to life for staff and pupils. Staff know they can ask for support from leaders, and they give many examples of the ways in which leaders consider their workload and well-being. They feel their workload is manageable. Governors have sought advice to help them improve their work. They have a clear oversight of their duties. Linked governors have a good understanding of their areas of responsibility. For example, safeguarding and phonics governors make frequent checks on leaders' work. This allows them to challenge and support leaders in an informed way.

Safeguarding

The arrangements for safeguarding are effective.

Leaders regularly train staff to help keep pupils safe. Governors have also received safeguarding training and this helps them to check on the quality of training for staff. Staff meet regularly to identify any pupils who might be vulnerable. Any concerns get shared and acted upon quickly. The school's pastoral work builds positive relationships with parents. This helps staff to support pupils and families to get help when they need it.

Pupils understand about how to stay safe online, including protecting themselves when sharing personal information.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not set out the precise knowledge that they want pupils to learn and when they should learn it. Because of this, pupils find it hard to build on what they already know and this hampers their learning. Leaders should ensure that the curriculum in all subjects clearly identifies the most important knowledge for pupils to learn and the order in which it should be taught.
- Leaders in some subjects have not monitored the implementation of the curriculum. This means that they do not know what is working well or how well pupils are learning what they should. Leaders should ensure that subject leaders have regular opportunities to monitor their subjects.

How can I feed back 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 information from Ofsted Parent View 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.

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	133759
Local authority	Birmingham
Inspection number	10241259
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Adrian Ridge
Headteacher	David Foster
Website	www.forestdale.bham.sch.uk/
Date of previous inspection	16 June 2021, under section 8 of the Education Act 2005

Information about this school

- Leaders do not use any alternative provision.
- Children in the early years are taught in one part-time Nursery class and one full-time Reception class.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with leaders, including the headteacher. The lead inspector also met with three members of the governing body and spoke to a representative of the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some

pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.

- Inspectors also spoke to leaders about the curriculum and assessment strategies in some other subjects.
- Inspectors reviewed a range of other school documentation, including policies and records of meetings.
- Inspectors met with leaders about the school's safeguarding procedures. Inspectors reviewed policies and records relating to safeguarding, bullying, pupils' behaviour and attendance. Inspectors spoke to pupils and staff about pupils' safety.
- Inspectors observed pupils' behaviour in lessons and at lunchtime. They spoke formally with groups of pupils as well as talking to pupils in lessons and around school.
- Inspectors reviewed responses to Ofsted Parent View and the pupil and staff surveys.

Inspection team

Richard Kentish, lead inspector

Ofsted Inspector

Sue Parker

Ofsted Inspector

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