

Inspection of a good school: Forest View Primary

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

Inspection dates:

23 and 24 April 2024

Outcome

Forest View Primary continues to be a good school.

What is it like to attend this school?

Forest View Primary is a school which celebrates diversity and difference. There is a strong sense of belonging among pupils and staff. Pupils are clear on the need to be inclusive of everyone. Pupils are safe. They enjoy coming to school. Pupils are well cared for by staff.

Staff expect the best of pupils. Raising pupils' aspirations is central to life in school. Pupils benefit from learning about different careers. The school introduces pupils to jobs they might not otherwise discover. Academically, pupils do well across the school. Recent published outcomes show that there has been an increase in the number of pupils achieving higher standards in Year 6, particularly in mathematics.

The school's atmosphere is settled. Pupils are well behaved. In the Nursery, clear routines help children to be ready for Reception. A relatively high number of pupils join the school at different points during the year. Staff help pupils to take responsibility for welcoming new people into school. Leaders encourage pupils to come up with ways to help new pupils settle in. For example, pupils who are members of the school council came up with a 'buddy bench' initiative. If pupils spot anyone sitting on the buddy bench, they quickly go over to include them in their games. New pupils are swiftly made to feel that they are part of the school community.

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

The school's curriculum prepares pupils well for secondary education. Leaders have invested in appropriate training and resources. Teachers support all pupils effectively across the curriculum. The school has a well-resourced library. Pupils are enthusiastic readers. The school has an extensive range of musical equipment. Pupils gain a rich experience of the arts.

Staff adapt their teaching to meet pupils' individual needs. For example, teachers use physical resources to explain new mathematical concepts clearly. This helps pupils, including those with special education needs and/or disabilities (SEND), to understand new content quickly. Pupils with SEND complete calculations independently and keep up with their peers. Pupils with SEND achieve well.

Reading is very well taught. Staff have regular training to ensure that the teaching of reading is consistently strong. Pupils who find reading difficult get additional practice to help them to keep up. Pupils who arrive at school during the year get intensive reading support to catch up. Pupils benefit from studying high-quality texts throughout the school.

The school has developed the quality of the foundation subject curriculum. This work is having a particularly strong impact in the early years. For example, children in the Nursery learn key musical terms such as 'beat' and 'rhythm'. This means that children have a solid vocabulary ready to begin studying music. They are well prepared for Year 1. The curriculum also supports older pupils to secure a deepening knowledge of subjects such as history. For example, Year 2 pupils talk in detail about what they have learned about the Great Fire of London.

Although the wider curriculum is well designed, sometimes teachers do not focus enough on the most important knowledge that pupils need to remember. Some resources draw attention to less important content instead of the key knowledge that pupils will need to rely upon in future topics. This means that in some subjects, pupils forget important knowledge and vocabulary.

Pupils behave sensibly. They understand the importance of being kind to one another. Pupils are attentive in class. Lessons are very rarely disrupted by poor behaviour.

The school has taken effective action to improve attendance. Absence levels are below the national average. The number of pupils who are regularly off school has reduced over time. Pupils understand the importance of coming to school regularly. Leaders are right to continue to prioritise attendance.

The school puts great emphasis on the personal development of pupils. The work to develop pupils' character is strong. Pupils are proud to take on responsibilities. They are keen to share their views during discussions in a mature and considered manner. Pupils enjoy a wide range of extra-curricular activities, clubs and trips. For example, older pupils particularly enjoyed a visit to a local car factory to learn about careers.

There is a strong team ethos across the school. Staff are proud to work here. Staff say that leaders are considerate of everyone's well-being. Many parents and carers speak very highly of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some of the foundation subjects, insufficient emphasis is placed on the core knowledge that needs to be embedded in pupils' long-term memory. In a minority of cases, less important content is prioritised instead of the knowledge that pupils will rely upon in subsequent learning. As a result, pupils forget some important content in the wider curriculum. The school should ensure that teachers are clear about the most important knowledge that pupils need when considering feedback, retrieval practice and assessment so that pupils secure this knowledge over time.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2015.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	135842
Local authority	South Tyneside
Inspection number	10320374
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	245
Appropriate authority	The governing body
Chair of governing body	Kenneth Dawes
Headteacher	Emma Cook
Website	www.forestview.uk.com
Date of previous inspection	21 March 2019, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, a new headteacher has taken up post.
- At the time of the inspection, the school was not making use of any alternative provisions for its pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other senior leaders throughout the inspection. The inspector also met with several governors, including the chair and vice-chair of the governing body, as well as a representative from the local authority.
- The inspector carried out deep dives in reading, mathematics and music. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of

pupils' work. The inspector also listened to some pupils read to a familiar adult.

- The inspector discussed the curriculum in other subjects, looked at curriculum planning and spoke to pupils about their learning across the curriculum.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Discussions were held with pupils and staff on other aspects of school, such as pupils' wider personal development and behaviour.
- The inspector observed lunchtime arrangements and spoke informally to pupils and support staff.
- The responses to Ofsted's parent and staff surveys were considered.
- The inspector considered a range of school documentation, including behaviour records, attendance data and the school development plan.

Inspection team

Graham Findlay, lead inspector

Ofsted Inspector

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