



# Forest View Primary School

## Inspection Report

**Unique Reference Number** 115517  
**LEA** Gloucestershire  
**Inspection number** 279614  
**Inspection dates** 23 January 2006 to 24 January 2006  
**Reporting inspector** Patricia Davies AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Latimer Road
<b>School category</b>	Community		Cinderford
<b>Age range of pupils</b>	4 to 11		Gloucestershire GL14 2QA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01594 822241
<b>Number on roll</b>	375	<b>Fax number</b>	01594 824772
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Pat Byett
<b>Date of previous inspection</b>	22 January 2001	<b>Headteacher</b>	Mr Ian Barkley

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 23 January 2006 - 24 January 2006	<b>Inspection number</b> 279614
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Forest View is a large primary school serving an economically disadvantaged area. There are pre-school and family facilities on the school site. Most pupils are from White British families, but there is a small group from other ethnic backgrounds, and a small number of pupils with English as an additional language. The proportion with learning difficulties is above average. When pupils join the reception classes their attainment is below that expected of pupils of a similar age. There have been many changes to staff since the last inspection and, at the moment, several teachers are temporary appointments. Recent changes have particularly affected Year 6.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The overall effectiveness of the school's provision is satisfactory and value for money is satisfactory. Forest View gives its pupils a sound education, and with outstanding aspects to its pastoral care. These strengths ensure pupils feel safe and secure in school and behaviour is good. Inconsistencies in the quality and outcomes of the school's work, and especially in teaching and learning, result in pupils' achievement being satisfactory as a whole. Teaching is satisfactory, but activities are not always well matched to pupils' ability or challenging enough, especially in mathematics. Assessment information is not used as effectively as it could be to set individual targets, or gain a detailed understanding of the school's academic performance. As a result, pupils do not have enough guidance on how they can improve and some important improvements have not been made as swiftly as they should. Without this sharply focused information about its work, the school has a more positive view of its effectiveness than inspection evidence found. The school judges its effectiveness as good.

Pupils achieve well in English, where the school has focused its attention, and there has been good improvement to the support for pupils with learning difficulties, and to science and information and communication technology (ICT). Provision in the reception classes is good and these pupils achieve well because teaching is lively and planned carefully. However, improvement has not moved as swiftly as it should in other areas, such as mathematics and assessment. These factors demonstrate that the school has satisfactory capacity to bring about future improvement.

### What the school should do to improve further

- Raise teachers' expectations in mathematics so that pupils are consistently challenged to do their best, particularly the more able.
- Ensure that individual targets are matched more closely to the levels pupils are expected to achieve within the requirements of the National Curriculum.
- Give pupils better guidance on how they can improve their work.

## Achievement and standards

### Grade: 3

Because the school has given closer attention to improving some subjects than it has to others, achievement is mixed and satisfactory overall. To some extent, achievement has been affected by disruption to staffing, particularly in Year 6. However, inconsistencies in the quality of teaching, and in the use of information about how well pupils are doing, have also created differences in the rate of progress across the school and between subjects. Targets are challenging enough for the majority, but more could be expected of higher-attaining pupils.

When pupils join the reception classes their attainment is below that of pupils of a similar age. Some have difficulties in speaking and have few skills to help them learn how to read and write. In response to stimulating teaching, pupils in these classes

make good progress, so that attainment is broadly average by the start of Year 1. Progress is satisfactory, rather than good, in Years 1 to 6. Evidence taken from lessons and pupils' work shows that standards are broadly average by the time pupils leave the school at Year 6.

Thorough teaching of basic literacy skills ensures good achievement in English, including the small group of pupils with English as an additional language. Good support for lower-attaining pupils and those with learning difficulties has been particularly successful in this subject. The development of a more investigational approach to teaching has accelerated achievement in science, which is now satisfactory. Improvements to the teaching of mathematics have been slower than those for English. However, a greater emphasis recently on using mathematical knowledge to solve problems has ensured pupils make satisfactory progress.

## **Personal development and well-being**

### **Grade: 3**

This area of pupils' growth and understanding varies in quality and is satisfactory overall. Pupils enjoy school and participate well in activities. Many take part in sporting and musical activities within school and the wider community. As one pupil commented, "We learn lots of different topics and we enjoy clubs and visits". Attendance is satisfactory.

Pupils' moral and social understanding is good, fostered by a good start in the reception classes and warm relationships with staff. Most pupils behave well, and are friendly and polite. Only when teaching is not sufficiently challenging are pupils' attitudes less positive. Pupils contribute well to the school community by taking on responsibilities at break times, for which they have been specially trained. Several year groups are involved in these initiatives and pupils are clear about the purpose of their roles. Some have learned how to negotiate and mediate when there are difficulties, and these skills stand them in good stead for working with others in later life. Spiritual and cultural awareness is sound. There has been some improvement to these aspects since the school was last inspected, but development has not been significant. For example, the school is aware that there are too few visits to places that would increase pupils' understanding of other cultures and religions. Most pupils understand that exercise is good for them, but initiatives to promote a greater awareness of the need to eat healthily have had a more limited response. Pupils gain good basic literacy skills for use as adults, but numeracy skills are not as thoroughly developed.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall, but there is wide variation. The strongest teaching is in the reception classes and of key skills in reading and writing across the school. Lower-attaining pupils and those with learning difficulties

are taught well because they receive good quality help from teaching assistants. Programmes of support, focused on specific needs, are particularly effective, especially in English, and increasingly in mathematics. Where teaching is most successful, activities are matched carefully to the needs of individual pupils. Teachers use interactive whiteboards to motivate and interest pupils. Questions are worded so that pupils really have to think about the answer. Inconsistencies in the quality of teaching were illustrated by too little variation in the work given to pupils of different abilities, particularly for the more able. This is particularly so in mathematics. Teachers do not always involve all pupils in question-and-answer sessions, especially quiet girls who do not readily take part. Sometimes pupils are not sure about what they should achieve by the end of the lesson and, very occasionally, pupils do not make enough progress.

Recent improvements to assessment procedures mean that teachers now have a much clearer picture of the progress pupils make. Half-termly assessments highlight gaps in learning and are used effectively to plan the next steps. However, these next steps are not consistently linked to pupils' individual learning targets. As a result, pupils are not always sure how they can make further progress against the levels of the National Curriculum.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum and other activities meet the range of needs and interests of pupils satisfactorily. The curriculum meets national requirements but improvements to important aspects of the mathematics curriculum are too recent to be fully effective. As a result, pupils' achievement in mathematics is not as good as it is in English, where developments are more advanced. Opportunities to extend pupils' experience, through visits, visitors and extra-curricular activities, are satisfactory. They are more extensive for sport and music, but do not ensure a wide enough understanding of different cultures and traditions. In order to extend the curriculum for personal, social and health education, the school is working towards a 'Healthy Eating' award.

In contrast, the curriculum for pupils in the reception classes is stimulating and varied. For example, an exciting story about the jungle was listened to with much attention and enthusiasm and the discussion afterwards was directed in such a way that everyone could contribute. The introduction of interactive whiteboards is enabling teachers to use ICT to support learning, particularly in English and science. For example, good use was made of a word-processing program for pupils to write their own traditional tales. Pupils with learning difficulties, and the small number with English as an additional language, receive a curriculum tailored carefully to their specific needs.

## **Care, guidance and support**

### **Grade: 2**

The overall care, guidance and support for pupils is good. While the quality of academic support and guidance is satisfactory, aspects of pastoral care are outstanding. There are extensive links with outside agencies, and these contribute significantly to the care of pupils with learning difficulties. Very good liaison with the Early Years Centre

means that the school has effective support systems in place from the moment children start school. Staff who have specific responsibilities for pastoral work are an integral part of the superb support for pupils with emotional and personal needs. They give considerable support to individual pupils and the school's playtime initiatives. A clear behaviour policy and an effective system of rewards successfully support pupils' positive attitudes and good behaviour. Child protection procedures are rigorously adhered to and there is a strong emphasis on keeping pupils safe.

The quality of academic support and guidance is now improving at a good pace. However, a number of procedures have not been firmly established. In particular, there is inconsistency in the way in which pupils are given individual targets, and these are not matched closely enough to the levels of the National Curriculum. The school's efforts to improve the quality of feedback to pupils means that comment is now often evaluative, but it still does not guide them to how they can make their work better.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are satisfactory. The roles of senior staff and subject leaders have been extended satisfactorily since the last inspection. This improvement has been most successful in English and for pupils with learning difficulties. Significant improvements have also been made to science and ICT. However, improvement has been slower and less effective in other important areas, most notably mathematics and assessment, which were key areas in need of improvement at the time of the last inspection. These factors show that the school is able to move forward satisfactorily and make further improvement.

The school's ability to analyse and evaluate its effectiveness is satisfactory, and is now developing more swiftly than it has in the past. The views of parents and pupils have been canvassed and used for planning priorities. Improvements to assessment are also helping the school to understand specific areas of weakness, identify slow progress and target pupils more effectively for additional support. The governing body is also aware that it must sharpen its monitoring of academic performance. Nevertheless, governors are supportive and are closely involved in planning for possible changes to the school following a local review by the local education authority (LEA).

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Dear Children

We enjoyed our visit to your school and thank you for making us feel so welcome. We liked talking with you and looking at your work. This letter is to tell you what we found out about your school while we were with you.

What we like about your school:

Adults in school take good care of you and you behave well.

Many of you look after others well, too, at break times, by acting as monitors and 'buddies'.

You say that you enjoy the clubs and visits and learning about different topics, and feel safe and happy at school.

Learning is exciting for those of you in the reception classes.

You do well in reading and writing, including those of you who find work more difficult.

Teachers are doing more to make science and mathematics lessons even more interesting, and the use of the whiteboards help to do this too.

What we have asked your school to do now:

Make sure that you are always challenged to do your very best in mathematics, especially those of you who find the work easy.

Give each of you better targets and advice to help you to improve your work further.

We wish you all the very best in the future.

Yours sincerely

Patricia Davies Lead Inspector