

# Forest View Junior School

## Inspection report

---

<b>Unique Reference Number</b>	122666
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	314362
<b>Inspection dates</b>	11–12 September 2008
<b>Reporting inspector</b>	Kenneth Thomas

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>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	197
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lynne Murray
<b>Headteacher</b>	Mrs Diane Davis
<b>Date of previous school inspection</b>	18 October 2004
<b>School address</b>	Walesby Lane New Ollerton Newark Nottinghamshire NG22 9RJ
<b>Telephone number</b>	01623 860365
<b>Fax number</b>	01623 836743

---

<b>Age group</b>	7–11
<b>Inspection dates</b>	11–12 September 2008
<b>Inspection number</b>	314362

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Forest View Junior School is about the same size as most other primary schools. The school serves an area of significant disadvantage and the proportion of pupils with learning difficulties and/or disabilities is higher than average. There are few pupils from minority ethnic backgrounds and almost all pupils have English as their first language. Breakfast and after school clubs that are not managed by the governing body are provided on-site.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school judges its effectiveness to be satisfactory and inspectors agree. Concern for each child is reflected in the good care and guidance that support pupils' good personal development. Pupils benefit from effective links with external partners and in particular from strengthened links with the neighbouring infant school. The improved curriculum is helping to raise achievement and meet a wider range of pupils' needs. This is particularly seen in the better progress that middle and lower attaining pupils are making. However, the impact has yet to be seen on the achievement of higher attaining pupils. Pupils make good contributions to the school and local communities and display a satisfactory understanding of global issues. Pupils feel secure and act safely. They understand the value of healthy lifestyles and many participate in the good range of sporting, and other enrichment activities. Effective support for vulnerable pupils and those who struggle with learning significantly aids their progress.

From below average entry levels, pupils are now making satisfactory progress. As a consequence, standards in English, mathematics and science have risen recently and, although they remain below average, pupils are now better prepared for the next stage of their education. Successful action has led to a significant improvement in pupils' reading skills, but writing skills, and particularly those of boys, remain weaker. Teaching and learning are satisfactory. Pupils enjoy lessons and teachers make good use of paired and small group work to extend their thinking skills. In many good lessons, teachers use their extensive subject knowledge to build on pupils' answers through probing questioning. However, in some lessons pupils spend too much time listening to their teachers and are not given enough opportunity to develop their independent learning skills.

Leadership and management are satisfactory. The well focused leadership of the headteacher has guided the school through a period of instability in staffing and established a cohesive team of teachers and support staff. Pupils' progress is now monitored carefully and senior leaders meet regularly with teachers to discuss those pupils who are in need of further support. An established monitoring and evaluation programme is in place that increasingly allows the school to identify relevant areas for improvement. The school has satisfactory capacity for continued improvement and provides satisfactory value for money.

### What the school should do to improve further

- Raise standards of writing, particularly for boys
- Ensure that higher attaining pupils achieve as well as they can.
- Develop greater consistency in teaching and learning in order to accelerate progress and raise standards further.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Attainment on entry varies year on year but is mainly below average. Inspection evidence shows that most pupils are now achieving better than in the past. Standards, although below average, are improving and most pupils are now making satisfactory progress. This improvement was

reflected in a rise in the 2008 national test results, particularly in reading. However, standards in writing remain well below those in reading and there is still work to be done to ensure that standards, particularly amongst boys, rise to match the improvement seen in reading. The school achieved the Level 4 targets set for 2008, but not the higher Level 5 targets and raising the achievement of higher attaining pupils is an improvement priority. As staff seek to continue to improve standards, more challenging targets have been set for 2009 and pupils' progress towards them is being closely monitored. Pupils who find learning more difficult, vulnerable pupils and the few with English as an additional language are well supported and hence make satisfactory progress.

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

### **Grade: 2**

Pupils are enthusiastic about school and appreciate what it offers them. As one said, 'I get bored when I am not here'. Positive attitudes to school help ensure a calm atmosphere. Pupils behave well in lessons and socialise very amicably at play times. They understand how to stay healthy and keep safe and appreciate the many opportunities the school offers for physical activity. Their spiritual, moral, social and cultural development is good. They show interest and respect when learning about the lifestyles and beliefs of others. Attendance is satisfactory. Pupils understand the importance of literacy and numeracy skills for their future opportunities and develop satisfactory workplace skills. The school council provides pupils with a voice and, through the Eco team, pupils help to improve the environment. These and other positions of responsibility, provide pupils with a good understanding of their role in the school and wider communities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Staff have worked hard to improve the quality of teaching and learning and the benefits are seen in many good lessons. These lessons proceed at a brisk pace, with well-planned learning activities to stimulate interest and provide an appropriate level of challenge. Because classroom management is very effective, good behaviour and positive attitudes to learning are features of all lessons. In many lessons pupils have the opportunity to talk to a partner about their work. This has a positive impact on learning because pupils are encouraged to think through and improve their ideas before working independently. However, this good practice is not consistent. In some lessons, pupils spend too much time listening to their teachers and are not given sufficient opportunities to think and learn independently or to work out answers for themselves before teachers provide an explanation. Marking is effective and assessment information is being used well to identify pupils for additional small group work and booster classes. This is helping to raise standards.

### **Curriculum and other activities**

#### **Grade: 2**

A good and improving curriculum meets the needs of pupils increasingly well. The curriculum is well organised to meet the needs of the school's mixed age classes in Years 3 and 4. An appropriate emphasis on literacy and numeracy is having a positive impact on standards, as is the use of electronic whiteboards to enable learning through sound and vision. A good range

of visits, such as the Year 6 residential visit to France, and visitors to school extend pupils' learning. A range of out-of-school activities including games, computer and gardening clubs, are well attended and enjoyed by many pupils. Activities such as these make a significant contribution to pupils' personal development and their capacity to enjoy healthy and fulfilling lives.

## **Care, guidance and support**

### **Grade: 2**

The school provides a supportive environment in which pupils feel safe. Arrangements for child protection are working well and meet government requirements. Careful attention is paid to health and safety. Staff know pupils well and provide them with good personal support. Help for pupils who find learning more difficult and for vulnerable pupils is particularly good and the school support for gifted and talented pupils is being strengthened. Pupils say that they trust adults and feel secure in school. The school has done much to enhance support and guidance for pupils' academic development. This is contributing to the better progress pupils are now making. Target setting is now well established and class teachers carefully monitor pupils' progress. The school works closely with a range of external agencies and strives to involve parents and carers to maximise pupils' learning.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The good leadership of the headteacher has provided the school with a clear direction during a period of instability in staffing. She has strengthened senior leadership and assembled a committed team of teachers and support staff. Together they ensure that this is an inclusive school and a cohesive, friendly community. Senior staff understand the strengths of the school and areas where improvement is needed. Improvements in teaching and learning have, for example, stemmed from successful training and are beginning to have a positive effect on standards. Middle management is satisfactory. The roles of staff with coordinating responsibilities have been strengthened and they are now more involved in checking and evaluating the quality of provision in their areas of responsibility. Governance is also satisfactory. Because governors are more closely involved with monitoring the work of the school, they are now better equipped to fulfil their roles. Learning resources and finances are managed well. Senior staff understand the needs of the community served by the school and ensure that pupils have a satisfactory understanding of the diverse needs of the wider society.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

**Achievement and standards**

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

---

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



## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

15 September 2008

Dear Children

Inspection of Forest View Junior School, New Ollerton, Nottinghamshire, NG22 9RJ

As you know, we recently inspected your school and this letter is to tell you about our findings. However, first, I would like to thank you all for the help you gave us during our visit. Your friendly smiles and cheerful greetings made it a pleasure to be in your school and we greatly appreciated your comments and opinions.

Our main finding is that Forest View is an improving school and one in which you are making steady progress. Because you are well cared for you are making good progress in your personal development. Your attitudes and behaviour are good and this is a real help to your teachers as they can concentrate on helping you to learn. You told us how your teachers and other staff make sure that in many lessons you are active and that learning is challenging, but fun. We agree with you and have asked if more of your lessons can be like this. We were really pleased to see how much improvement there has been in your reading and we have asked the school to match this in your writing, and particularly the boys' writing skills. We have also asked your teachers to stretch a bit further those of you who find work easy.

You know that your headteacher, governors and all of the adults who work with you want you to do as well as you possibly can and help the school to become even better. You have a very important part to play in the school's success. Having met you, we know you will all want to try your very best to help your teachers. Through your good behaviour, hard work and the care you show each other, together with willingness to take on responsibility, you all help to make this such a happy school.

With our best wishes for your future success.

Dr Kenneth C Thomas

Lead inspector