



Forest Glade Primary School

Inspection Report

Unique Reference Number 122562
Local Authority NOTTINGHAMSHIRE
Inspection number 292441
Inspection dates 5–6 February 2007
Reporting inspector Michael Miller

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

Type of school	Primary	School address	Mansfield Road
School category	Community		Sutton-in-Ashfield
Age range of pupils	4–11		Nottinghamshire NG17 4FL
Gender of pupils	Mixed	Telephone number	01623 452 770
Number on roll (school)	197	Fax number	01623 452 771
Appropriate authority	The governing body	Chair	Mrs Pam Shaw
		Headteacher	Mrs Caroline Steels and Miss Jo Gibby (Acting Headteacher)
Date of previous school inspection	22 October 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Forest Glade Primary School is an average sized school in Sutton-in-Ashfield in Nottinghamshire. There are proportionately more girls than boys on roll. Pupils enter the school, in the Reception Year, with broadly expected levels of attainment. Nearly all pupils are of White British heritage. Very few pupils speak English as an additional language and none require additional support. The proportion of pupils claiming free school meals is below average. A below average percentage of pupils have learning difficulties or disabilities. The proportion of pupils with a statement of special educational need is very low.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Forest Glade Primary School is a good school. It uses its resources effectively. Staff, governors, and particularly the site manager, ensure the buildings are maintained to a good standard. The school makes very good use of its environment; it is an interesting and attractive place for the pupils both to work and play. It has continued to improve since its previous inspection, has good capacity to improve further, and provides good value for money.

Key to the school's success is the real work ethic engendered by the staff, and shared by the pupils. Staff have high expectations of the pupils, who respond with a keen desire to learn. Provision is good, right from the Foundation Stage. Consequently, standards are above average, and pupils' achievement is good. Writing work remains a focus for further improvement, but the literacy and numeracy standards attained by pupils provide a secure foundation for their future well-being. Pupils build effectively on their key skills and learning. The school is successful because it focuses well on the pupils' personal development. The school's core values are contained in its 'Golden Rules', which are understood well by all the pupils. There is a strong ethos for learning because the school emphasises positive approaches. Pupils appreciate internal values more than external rewards. They are proud of their school, the opportunities it affords them and are keen to take on responsibility.

Learning and teaching are good. Pupils appreciate the ways in which they are included in learning, and in lessons. They are open in approach and expect to take an active part in learning. Planning is good, and assessment is developing well as a tool for raising achievement. However, the use of good assessment records to monitor and note the pace of pupils' progress is not yet sharp enough. Overall, academic support and guidance is good. There is good attention to pupils' health and safety. Pupils feel cared for and valued. They know that when required, good support and help is available. Display enhances learning well, but the planned coordination of display themes to raise the profile of whole school initiatives, such as with literacy work, is not developed fully.

The curriculum is good. It promotes learning well, and is enriched through extra-curricular and other activities. However, the school is aware that, because of recent developments in national strategies and the National Curriculum, a thorough revision of what is taught is now due. Teachers talk enthusiastically about a 'root and branch' review of the curriculum in order to ensure it continues to meet the needs and interests of their pupils.

The school is led and managed well because its leaders appreciate the need to ensure the pupils continue to get a fair deal in their education. The headteacher is currently on secondment for the academic year. The acting leadership team continues to work hard to secure the right conditions within which pupils can prosper. Attendance has risen because pupils want to come to school. Parents comment very positively on the school's inclusive, family nature.

What the school should do to improve further

- Bring together the good elements of assessment and progress tracking to monitor more effectively the actual pace of pupils' progress, and therefore improve further, target setting and challenge for all groups of pupils.
- Complete the planned review of its curriculum to ensure its response to developing national strategies and initiatives is adapted fully to meet the specific needs of pupils at the school, and secure further their achievements.
- Embed the school's initiatives for improvement, particularly for writing work, through the more coordinated display of pupils' work, not only to raise the profile of the improvements but also to emphasise links between subjects.

Achievement and standards

Grade: 2

Although attainment on entry into the Reception class is broadly average, children's communication skills are often weak. Their mathematical development varies from year-to-year. Three children are currently taught in the pre-school group, and these are being equipped well to start school. Standards broadly meet expectations by the end of the Foundation Stage. Pupils make good, steady progress from Reception onwards, to attain better than expected standards by Year 2, and above average standards by Year 6. They are prepared well for secondary school. Performance appeared to have fallen slightly in the 2006 national tests and assessments. However, careful school analysis shows this was due to changes in the school's population, and the specific learning difficulties or disabilities of some pupils. Inspectors agree that the underlying trend is one of good achievement by Year 2 and continued good progress to Year 6. Pupils with learning difficulties or disabilities are provided for well, and make good progress. Gifted or talented and higher attaining pupils are challenged suitably, and achieve particularly well.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual and cultural development, is good. Their social and moral development is outstanding, particularly through 'Golden Time' rules and the example set by staff. Pupils are polite, well-behaved and friendly, have positive attitudes and enjoy coming to school. Attendance is above average. They work together well, and residential visits develop teamwork and confidence through challenging activities. However, the lack of playing fields limits some games and sports activities. The School Council takes its role and influence very seriously. Older pupils show very good levels of responsibility. Younger pupils appreciate the support they get from Year 6 'buddies'. Pupils affirm that they feel very safe and receive very good support if they have any problems. Bullying is rare and dealt with effectively. Pupils show good awareness of healthy eating and lifestyles. They support charities which benefit the local and international community. A very strong work ethic helps to prepare pupils well for their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good because teachers know their pupils well and plan interesting lessons. Teachers use resources well to capture pupils' interest and involve them effectively in their learning. However, questioning and reviews of pupils' learning very occasionally lack depth. Teachers are supportive, and use praise well to develop pupils' confidence. Marking is frequent and pupils know what they have done well or how to improve. Recently introduced assessment procedures are developing well to enable teachers to identify more quickly those who are struggling or who need extra support. Working relationships between pupils and teachers are good. Pupils learn well and say they like school because 'lessons are fun' and 'teachers are good at helping them if they don't understand'. Teachers' planning is generally detailed and matches the work well to the different abilities of their pupils. Consequently, pupils find their work suitably challenging. Teaching assistants provide good support for those with learning difficulties or disabilities, so pupils make good gains in learning.

Curriculum and other activities

Grade: 2

The curriculum meets statutory requirements well. There is also a good range of extra-curricular activities and opportunities for curriculum enrichment. Themed days and weeks add much to the quality of learning. Residential trips and visits enhance well pupils' personal development and the curriculum. There is good provision for literacy and numeracy in order to develop pupils' key life skills. Teachers have been working hard on curriculum improvements, particularly in order to make learning more meaningful for their pupils. Subject reviews are a regular part of the school's cycle for improvement planning. However, the school recognises it is time for a thorough review of its curriculum in order to establish firmer links between subjects and topics. This is a strength of the school's professional approach.

Care, guidance and support

Grade: 2

The school provides good care for its pupils. Procedures for safeguarding children meet statutory requirements. Children and parents in difficult circumstances are supported well by the school. The development of healthy lifestyles, and healthy eating, is promoted effectively. Pupils take regular exercise and learn to swim. Teachers and teaching assistants ensure good provision for pupils with learning difficulties or disabilities. Pupils with behavioural and emotional difficulties receive good support from the learning mentor. Additional support, including that from outside agencies, is used effectively to secure pupils' progress. Links with parents, and the reports provided for them, are good. Links with secondary schools are good and help to ensure a smooth transition. Procedures for monitoring pupils' academic development have

been improved recently, but require refining. However, these systems are being used increasingly well to identify more accurately individual pupils' needs. Pupils have learning targets which they understand.

Leadership and management

Grade: 2

The school is led and managed well by its senior staff, who have stepped up to acting headteacher and deputy posts. Leaders have very high expectations of themselves, other staff and the pupils. They relish the professional opportunities provided, and are thoroughly committed to school improvement. Governors are playing a supportive and informed role, and governance is good. Planning is clear and well-considered. Monitoring and evaluation by subject coordinators and senior management is good, and is effective in focus. Overall, it is a school which knows itself well because self-evaluation is rigorous and provides an accurate view of the school's performance. Targets are realistic with a suitable level of challenge, based upon an informed understanding of the pupils and their abilities. As a team, the school's key leaders and managers are ensuring the pupils receive a good education.

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Inspection judgements

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

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

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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 performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Text from letter to pupils explaining the findings of the inspection

7 February 2007

Dear Pupils

Forest Glade Primary School, Mansfield Road, Sutton-in-Ashfield, Nottinghamshire, NG17 4FL

We would like to thank you all for welcoming us into your school, and for the ways in which you helped us with the inspection. Forest Glade Primary School is a good school.

These are the things we found are best about your school:

- Together with your teachers, you make the school a very friendly place.
- You work hard, enjoy learning, and this helps you to make good progress.
- You are rightly proud of your school because your teachers help you to achieve well.
- You work well together because you listen to each other and respect each other.
- You behave well, enjoy coming to school, and take good care of your environment.
- Your teachers give you good help and advice, and look after you well.
- Your teachers are determined to do all they can to help you to improve.

What we have asked your school to do now:

- Your teachers are working on improvements in the ways they track your progress and monitor your learning. We encourage them to continue to develop these good ideas in order to help you to achieve even better.
- Because they wish to help you to learn even better, your teachers want to review thoroughly what they are teaching you day-by-day to make sure it meets your needs. We agree with them that this is an excellent idea.
- Display makes your school and classrooms bright and cheerful. We have asked your teachers to explore ways this can be coordinated better to fit in with the topics on which you are working in each year group, such as your literacy and writing work.

You, too, can help by continuing to work hard, supporting each other and playing such an active part in school life. As you sing when leaving assembly, 'Reach up, jump up, give your friends the 'thumbs-up'! It's another new day!'.

With all best wishes

Michael Miller

Lead Inspector