

# Forest Lodge Primary School

## Inspection report

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<b>Unique Reference Number</b>	120090
<b>Local Authority</b>	Leicester
<b>Inspection number</b>	339595
<b>Inspection dates</b>	21–22 April 2010
<b>Reporting inspector</b>	Georgina Beasley

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	383
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Judith Hibbert
<b>Headteacher</b>	Mrs Karen Cane
<b>Date of previous school inspection</b>	18 January 2007
<b>School address</b>	Charnor Road Leicester LE3 6LH
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## Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons and teachers. Inspectors met with pupils, staff, governors and parents. They observed the school's work, and looked at teachers' planning, lesson plans, school improvement planning, safeguarding documents and other important policies. Fifty nine parent questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment, learning and progress in English, mathematics and science
- teachers' use of assessment to target pupils' specific learning needs
- the accuracy of the school's self evaluation and how it informs improvement planning.

## Information about the school

The school has a diverse population although most pupils come from White British backgrounds. An average proportion has special educational needs and/or disabilities, mostly for moderate learning and/or behaviour problems. A small number have significant learning needs. More pupils than usual receive support for their social and emotional needs. More pupils than average leave or join the school during Key Stage 2. Children in the Early Years Foundation Stage attend part-time in the younger class and full-time in the older class 2. A breakfast club runs every morning for 40 minutes. The school has achieved National Healthy Schools standards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school which is improving quickly. It has several good aspects. Pupils have positive attitudes and want to do well. They all behave well for most of the time and make a very positive contribution to the school. They have a good awareness of the need to be fit and healthy and so make healthy choices when they can. High quality care and outstanding safeguarding arrangements ensure pupils feel and are safe. Pupils get off to a good start in the Early Years Foundation Stage. They make good progress due to effective teaching and a rich curriculum. However, teaching in Year 1 does not consistently build on this good learning through well matched and challenging activities.

Pupils make satisfactory progress from their low starting points. Despite rapid improvement this year, attainment remains low at the end of Year 6. Not all pupils have caught up enough with the necessary learning to reach average levels. Securely satisfactory teaching, a greater proportion of good lessons across the school and the teaching of pupils in smaller focused groups are enabling many pupils to catch up a lot of lost ground in mathematics and reading this year. Actions to improve writing and science are effective, but have not had enough time to raise attainment to the same level.

Teachers use a variety of resources and methods to make learning enjoyable. They use assessment information effectively to plan group activities. However, when activities are taught to the whole class, it takes too long for the teacher to give individuals the support and/or challenge they need to ensure faster progress. The quality of feedback to pupils during and at the end of lessons is not consistent and so pupils are not always clear about how to improve their work and achievement. Sometimes teachers take too long introducing lessons and so pupils do not have enough time to complete the planned tasks to a high enough standard. A broad and rich curriculum offers interesting and meaningful activities that bring learning to life.

Strong teamwork and clear leadership are resulting in a staff team committed to do 'whatever it takes' to improve pupils' progress. The school has an accurate view of its strengths and those areas it still needs to improve. This has resulted in a focused development plan and monitoring procedures that identify clear actions for improving outcomes for pupils. The headteacher, deputy and subject leaders check pupils' progress closely to see whether improvement strategies are working and, if not, why not. The school has focused on what matters most and the school now has a very positive climate where pupils enjoy their learning. 'I love school because it makes us have fun and makes us smart.' is one comment that sums this up. Good personal development and improvements in curriculum enrichment and teaching are helping pupils to make

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rapid progress in closing the gap in their achievement. There is more work to be done to ensure consistently good teaching throughout the school. This means that, despite the many improvements made, the school's capacity to improve is satisfactory.

## What does the school need to do to improve further?

- Give teachers in Year 1 opportunity to work with practitioners in the Early Years Foundation Stage to ensure learning builds more consistently from this September on pupils' good start.
- Ensure consistency in teachers' feedback during and at the ends of lessons so that pupils:
  - have a clear understanding of what they are learning and why
  - know how to improve the quality of their work and make faster progress.
- Monitor teaching more rigorously to ensure that in lessons teachers:
  - give pupils enough time to practise, extend and apply their skills and learning
  - organise and structure activities that support and challenge learning more effectively.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Attainment in English, mathematics and science has been significantly below average for the last three years. Attainment in mathematics and reading has improved considerably this year and most pupils, especially those who started at the school in younger year groups, reach expected levels at the end of Year 6. Standards are also rising in science and writing, but there has been too little time for improvements to help pupils to fully develop their writing skills. Similarly, they have not had time to learn the breadth of knowledge needed in science to reach expected levels. Pupils learn satisfactory computer skills. Pupils with special educational needs make satisfactory progress because of more focused teaching in lessons and when they work in small groups. Pupils who need significant emotional support and those who speak English as an additional language make good progress from their starting points and learn well.

Pupils know how to stay safe and to keep fit. They choose healthy food items for snack and lunch, and are very active at playtimes. Pupils behave well at all times. They are attentive and concentrate well in lessons, especially when the teaching is engaging. They make a very strong contribution to the school community. Running the school tuck shop, involvement in the school council and acting as consultants and playground mediators give pupils a voice and enable them to gain the wider social and life skills they will need as they get older. Key literacy skills remain weak and are not at a high enough level to support pupils fully when they move to their next school. They have a good knowledge and respect for different cultures and beliefs. Attendance is improving rapidly

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and most pupils get to school on time.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching is improving because teachers use assessment information to more effectively meet pupils' specific learning needs in lessons. This is helping raise achievement. Teachers use resources, drama and the interactive whiteboards well to present learning in different ways and to keep pupils' attention. Teachers ask questions that require pupils to explain their thinking so that they can check that pupils understand what they are learning. Some teachers build on this more effectively than others by giving harder work or more support. There is not always time to do this when pupils are taught as a whole class. Some teachers give detailed feedback to help pupils check their work for themselves but this is not consistent. Many teachers take too much time introducing learning, which gives pupils too little time to practise, extend and apply their learning and skills, and so improve the standard and quality of their work. Teaching assistants give good support to pupils who need extra help with learning in lessons and when they work on individual tasks such as reading intervention programmes.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The curriculum for English, mathematics and science is satisfactory. After school clubs, the numerous and varied visits, including the residential experiences help pupils grow socially and make learning enjoyable. The breakfast, gardening and cookery clubs reinforce the need to eat healthy foods. Links between different subjects and solving real-life problems makes learning relevant. The IDEAS room gives pupils a quiet place where they can reflect and use their imaginations to develop individual ideas in a range of subjects. High quality care for pupils' welfare ensures pupils feel good about themselves. They settle quickly into school due to positive relationships between pupils and with staff. Good guidance for personal development ensures a confident move to their next class and school. The learning mentor gives good support to pupils who find it hard to behave well. Positive support for parents have resulted in improved attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and deputy lead by example. They set clear and firm expectations for what good teaching and learning look like within an atmosphere of collaboration and respect. As a result, they have built a staff team that works in partnership to strive for continuing improvement. 'From the headteacher down, everyone is focused on doing the best for our children.' was one parent's accurate comment. As a result, many aspects of the school are getting better, for example, attendance and achievement in reading and mathematics. Teaching and learning have improved because school leaders now check whether they are good enough. They see whether teaching is making a difference to pupils' outcomes, and give clear feedback to help colleagues do better. Subsequent improvements in learning and progress are resulting in higher attainment this year, albeit there is still lost ground to make up. Partnerships with local schools give pupils extra sporting opportunities. A positive link with schools in Namibia and Poland extends pupils' knowledge and understanding of world communities. Partnership with parents and carers is developing well and a growing number support pupils' learning in school. The school makes rigorous checks to ensure all staff follow the robust procedures for safeguarding meticulously to ensure pupils' excellent safety and welfare. Every child is included in planned activities. This is embraced by pupils too who recognise that those '...with special needs sometimes need extra support to be fully involved'. The governing body plays a full role in school improvement planning and makes sure statutory requirements are met. Governors visit regularly to gain the views of pupils, staff and

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parents. They congratulate the school for its successes but challenge it if they have any concerns. The school gives satisfactory value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The children make good progress due to good teaching and a rich curriculum. Many now reach the expected levels by the start of Year 1. Good teaching of basic reading, writing and numeracy skills has resulted in the children starting in Year 1 with higher attainment this year in these aspects. Adults interact well to join in with play, to pose a question or to add a resource to move learning forward. Positive relationships and a strong emphasis on developing the children's personal skills ensure that they all settle quickly into the younger class and are confident for the move to Year 1. There are good opportunities for the children to learn indoors and outside through well-matched and often exciting activities. The variety of resources captures their imaginations and helps them develop and build on their starting points. Good leadership and management have resulted in effective use of assessment to track progress and plan relevant learning.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The parents who returned questionnaires and who spoke to inspectors are pleased with what the school provides. Parents recognise the many improvements in recent years and in particular the care for their children's welfare. Inspectors agree that pupils enjoy school and that the school's quality of pastoral care is very good. Although a small number of parents expressed concerns about behaviour, pupils behave well because the school has consistent expectations and deal with misbehaviour effectively. Teaching is satisfactory. The school is starting to build on the positive partnerships with parents by involving them more in the school's work and in supporting their children's learning in school and at home.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Forest Lodge Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 383 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	54	25	42	2	3	0	0
The school keeps my child safe	27	46	31	53	1	2	0	0
The school informs me about my child's progress	23	39	32	54	1	2	2	3
My child is making enough progress at this school	17	29	37	63	3	5	0	0
The teaching is good at this school	21	36	36	61	1	2	1	2
The school helps me to support my child's learning	21	36	32	54	3	5	2	3
The school helps my child to have a healthy lifestyle	20	34	34	58	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	29	34	58	3	5	0	0
The school meets my child's particular needs	19	32	31	53	4	7	1	2
The school deals effectively with unacceptable behaviour	18	31	32	54	6	10	1	2
The school takes account of my suggestions and concerns	14	24	36	61	3	5	2	3
The school is led and managed effectively	19	32	34	58	2	3	1	2
Overall, I am happy with my child's experience at this school	24	41	29	50	3	5	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



23 April 2010

Dear Pupils

Inspection of Forest Lodge Primary School, LE3 6LH

Thank you all for your welcome when we visited recently. Thank you for telling us so much about your school and why you like being there.

Your school is satisfactory because there are some things that are good and some things that could be better. You all behave well, are polite and work hard in lessons. The way all of the adults make sure you feel safe and good about yourselves is outstanding. This is helping you to be confident about your move to your next class and school. We were also impressed with how you all do so much to help the school, especially those who run the healthy tuck shop, help at playtimes and in the classrooms and those of you involved in making decisions through the school council. You told us that you enjoy going to school because of all the different things you do, like going on visits, playing sport, the after school clubs and working in the information and communication technology suite and IDEAS room. We agree that the school plans lots of interesting things for you to do and is one reason why your attendance is improving.

We have asked the school to make sure that:

- the learning activities in Year 1 help you to make the same good progress that you do in Foundation 1 and 2
- the teachers and other adults give you enough time in lessons to complete your work to a high enough standard, and to organise activities in ways that help you to learn more quickly
- every teacher gives you good feedback in lessons so that you are clear about what you are learning and why.

You can help by checking your own work and making sure it is as good as you can make it.

Thank you again for your warm welcome.

Yours sincerely

Georgina Beasley

Lead inspector

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