

Forest Glade Primary School

Inspection report

| | |
|--------------------------------|-----------------|
| Unique Reference Number | 122562 |
| Local Authority | Nottinghamshire |
| Inspection number | 340172 |
| Inspection dates | 22–23 June 2010 |
| Reporting inspector | Ruth McFarlane |

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

| | |
|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 208 |
| Appropriate authority | The governing body |
| Chair | Pam Shaw |
| Headteacher | Jo Gibby |
| Date of previous school inspection | 5 February 2007 |
| School address | Mansfield Road Sutton-in-Ashfield Nottinghamshire |
| Telephone number | 01623 452 770 |
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Introduction

This inspection was carried out by three additional inspectors. Eighteen lessons or part lessons were observed and 10 teachers or teaching assistants leading lessons were seen. Meetings were held with the chair of governors, groups of pupils and staff. Inspectors observed the school's work, and looked at a range of documentation including minutes of meetings, reports from external agencies, policies and planning. They read the responses to the staff and pupil surveys and the 35 parents' and carers' questionnaire responses.

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

- how well progress is measured and action taken to deal with any weakness in attainment
- how well the curriculum provides for individual needs
- in a school where pupils in minority ethnic groups have increased since the last inspection, how well the school provides equal opportunities and tackles discrimination
- the quality of staff teamwork and its role in driving improvement.

Information about the school

This is a smaller than average urban school. Most pupils are of White British heritage. A small but increasing number of pupils are from minority ethnic backgrounds, mostly Eastern European or Asian. Very few pupils speak English as an additional language. Fewer pupils than usual have special educational needs and/or disabilities. None has a statement of special educational needs. More pupils than is usual enter or leave at times other than at the start of the school year. Staff turnover has been high in recent years. The Early Years Foundation Stage comprises a small pre-school group for four year olds attending part time, and a 30-place Reception class for four and five year olds.

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?

2

The school's capacity for sustained improvement

2

Main findings

Forest Glade Primary School is a good school with a friendly ethos. Pupils are polite, keen to learn and proud of their achievements. They feel they are looked after well and questionnaires confirm they have no major concerns. Behaviour, and relationships throughout the school, are good. Pupils respond well when asked to take responsibility and enjoy opportunities to show initiative. For instance, the school council feels that their advice was fully taken into account about the facilities in the new classroom to be built shortly.

From a satisfactory start in the Early Years Foundation Stage, pupils achieve well, so that at the end of Year 6, they leave with most reaching the expected levels in national tests with a good proportion achieving above this. Some staff changes have contributed to inconsistent progress in recent years. A large intake of pupils into Year 2 in 2008-9 with more than half identified with learning difficulties led to the dip in attainment recorded for pupils aged seven in 2009. However, 2010 data show that these pupils are achieving well overall.

There are two main reasons for this improvement. Firstly, the monitoring of teaching has improved and, with it, the quality of lessons. Most lessons offer brisk pace and interesting activities and result in pupils' good and sometimes excellent progress. Some inconsistency remains. In just a few lessons, tasks were not well matched to pupils' different abilities because information about ability and progress provided by school leaders was not used well enough to guide lesson planning. Examples of teachers' excellent modelling of learning were observed. The school has taken immediate steps to rectify a very small amount of inaccurate teaching of spelling observed in the Early Years Foundation Stage.

The second reason for the good progress evident in pupils' work is that senior leaders have dealt successfully with the issues that were apparent at the time of the last inspection. As a result, tracking of pupils' progress has improved so that any underachievement can be dealt with quickly. The curriculum has been reviewed and developed, so that it provides well for the individual. Initiatives to improve a weakness in writing have been successful. The headteacher, along with other senior and middle leaders and governors, sets suitably challenging targets based on a thorough analysis of all the available information. As a result, the school's own evaluations are generally accurate and help set clear and achievable priorities for the future. For these reasons the school demonstrates good capacity to improve further.

The governing body provides suitable support and challenge to the school. However, attention to statutory policies to ensure they are well fitted to the school, and

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implemented effectively, has not been rigorous. Staff work as a thoroughly cohesive team that is driving improvement effectively. The Early Years Foundation Stage has new leadership that has invigorated the setting and made many improvements, too recent for the impact to be evident. For instance, the outside learning area offers a much wider range of learning for children than previously. However, the area lacks shade and therefore its use is limited to cooler weather. Early Years practitioners have had some opportunities to link with other settings to observe best practice, but these have been limited, due to the time in post.

What does the school need to do to improve further?

- Improve the quality of the Early Years Foundation Stage by:
 - extending the use of partnerships developed with other practitioners to observe best practice
 - always modelling accurate practice in spelling
 - increasing the use of the outside area by providing more shade, for instance by installing canopies.
 - Eliminate inconsistency in the quality of teaching, and therefore pupils' progress, by using the available data on progress more rigorously in the classroom to pitch tasks to meet pupils' different abilities more precisely.
 - Improve the effectiveness of the governing body by:
 - revising key school policies and procedures to effect a better fit to the school and its ethos
 - monitoring the work of the school more robustly.

Outcomes for individuals and groups of pupils

2

The good progress evident in lessons leads to the above average attainment and, combined with a number of good elements within their personal development, means that all pupils are well prepared for the future. This includes the increasing number who are from minority ethnic groups and those who speak English as an additional language. This is also the case for those with special educational needs and/or disabilities, because they are well supported, often by well-directed teaching assistants. In lessons, all pupils become increasingly able to make their own decisions. For example, in one excellent lesson, six year old pupils were encouraged to use literary devices such as simile and decide which adjective they felt best described their setting. In another lesson, older pupils responded with great enthusiasm to a stimulating and inspiring lesson underpinning their learning after a cultural visit to a Sikh temple. Pupils' enjoyment permeates lessons like these because they relish thinking things out for themselves. Pupils' understanding of healthy lifestyles is good. Pupils can talk about having a balanced diet and know what that means in practice. Equally, pupils understand how to stay safe, a fact supported by parents. Through discussion, pupils could explain what

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they need to remember to keep safe on the internet. The success of the school council's work has paid dividends in enabling pupils to make a good contribution to their school community. They take part in many local activities and events. Attendance is above average and pupils' good take-up of the extra-curricular activities shows how much they enjoy them. Pupils' spiritual, moral, social and cultural development is good overall. As the school's work on community cohesion in the national and global community is not well developed, aspects of pupils' spiritual and cultural awareness are more limited than their strong social and moral development.

These are the grades for pupils' outcomes

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

How effective is the provision?

Close monitoring and clear guidance as to what constitutes a good lesson means that most lessons move at a brisk pace using a variety of resources, such as movie clips, pictures, research information and original documents. Pupils respond well to these different methods. Interest levels, and consequently progress, are good. Teachers aim to combine different subjects, skills and knowledge. Just occasionally, however, tasks are not pitched precisely to pupils' varying abilities. When this happens, a few pupils are

¹ 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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not sufficiently challenged in their lessons and their progress falters. Teachers' marking is helpful and often guides the way forward for pupils.

The curriculum meets the needs of pupils and helps them achieve their good outcomes. A themed approach has been developed over the last year and a current review is underway. Because this is recent activity, the full impact is not yet felt in outcomes for pupils. There are good extra-curricular activities which pupils really enjoy. Personal care and guidance are provided for well. The school's links with outside agencies ensure that the care provided for those whose circumstances might lead them to be vulnerable is good. Links with other schools ensure that good transition arrangements are in place to familiarise pupils with their secondary school so that they can make a confident start. However, some of the policies that ensure children are safe, although satisfactory, are not specific to the school. As a result, implementation is only satisfactory.

These are the grades for the quality of provision

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

How effective are leadership and management?

Since the last inspection, the leadership team has identified the most important improvement areas and developed realistic plans that have enabled more pupils to reach their potential. Their plans and ambition are shared among staff and these, combined with a strong sense of team purpose, lead the drive for improvement. A key success has been the improved monitoring, which has provided the opportunity to audit current provision, identify and then review action to be taken, to judge its impact on outcomes. The school is an inclusive community, and has worked effectively to ensure that pupils from minority ethnic groups are integrated well and any barriers to learning they may have, such as language, are well supported. Detailed monitoring ensures that any pupils who are falling behind are quickly helped and given equal opportunities to succeed. Middle managers take a proactive role in analysing pupils' performance. The governing body provides satisfactory support to the school. Safeguarding procedures are satisfactory and children are kept safe, but governors have not been robust in their monitoring to ensure all policies are well matched to the school. However, risk assessments are maintained and prompt action is taken to remedy any weaknesses. The school's self-evaluation is generally accurate, partly because it now measures pupils' progress and takes quick action to deal with any weakness in attainment. Like the school development plan, all staff contribute to the content. There are satisfactory procedures to develop community cohesion. The introduction of 'citizenship week'

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enables pupils to gain a greater understanding of the local and wider community. The promotion of community cohesion is being planned more thoroughly into the curriculum, but it is too early to see the impact of this work.

These are the grades for leadership and management

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

Early Years Foundation Stage

In 2009, the children had an unsettled start because of staff changes. New staff are getting to grips successfully with changes triggered by the Early Years statutory framework. Children start school with the skills expected for their age. They make satisfactory and improving progress in their learning and development so that by the time they move into Year 1 most of them have reached the Early Learning Goals, and some have exceeded them. Some aspects of teaching are good. Children were very excited as they fished for sea creatures in their water area in a lively and stimulating phonics (the sounds that letters make) session.

The new leadership has introduced improvements, for instance in the outside learning area. Keen gardeners watered the flowers they had grown in their garden, telling the inspector why plants needed water. However, use of this area is dependent upon suitable weather, due to a lack of shade. The part-time facility for four year olds enables those children who attend to have a very smooth transition into the Reception class. This means that many of the children are confident to use the resources and to play and help each other. Their behaviour is good. The staff have developed a warm and friendly environment and routines are thoroughly established. Staff have not been able to observe enough best practice in other settings as yet, so have found it difficult to judge their own effectiveness or ensure that teaching and assessment are always accurate.

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For instance, in a writing session during the inspection, some incorrect spelling was taught.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

Those parents and carers who responded to the questionnaire were supportive of the school. All felt their children were kept safe. Over 90% said that they were happy with their children's experience at the school and were positive about almost all the statements. Negative responses were relatively few. However, a small minority of the responses felt that the school does not deal effectively with unacceptable behaviour and a few felt the school leadership and management is not effective. Inspection evidence supports the positive elements of the responses and in particular found no reason to judge behaviour less than good. They judged no aspect of leadership and management as less than satisfactory and most were rated good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Forest Glade 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 19 | 54 | 14 | 40 | 1 | 3 | 1 | 3 |
| The school keeps my child safe | 18 | 51 | 17 | 49 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 11 | 31 | 22 | 63 | 1 | 3 | 0 | 0 |
| My child is making enough progress at this school | 15 | 43 | 17 | 49 | 2 | 6 | 0 | 0 |
| The teaching is good at this school | 18 | 51 | 14 | 40 | 2 | 6 | 0 | 0 |
| The school helps me to support my child's learning | 13 | 37 | 19 | 54 | 1 | 3 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 16 | 46 | 17 | 49 | 1 | 3 | 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) | 11 | 31 | 19 | 54 | 3 | 9 | 0 | 0 |
| The school meets my child's particular needs | 11 | 31 | 21 | 60 | 2 | 6 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 8 | 23 | 17 | 49 | 8 | 23 | 1 | 3 |
| The school takes account of my suggestions and concerns | 9 | 26 | 23 | 66 | 1 | 3 | 0 | 0 |
| The school is led and managed effectively | 11 | 31 | 18 | 51 | 4 | 11 | 2 | 6 |
| Overall, I am happy with my child's experience at this school | 15 | 43 | 18 | 51 | 0 | 0 | 1 | 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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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.



24 June 2010

Dear Pupils,

Inspection of Forest Glade Primary School, Nottinghamshire, NG17 4FL

Thank you for making us so welcome during our recent visit. We very much enjoyed meeting so many of you and hearing about all that you do at school. Yours is a good school. You told us how much you enjoyed school and we can see why. Your behaviour is good and you make good progress with your work so that by the time you leave you reach standards that are often better than most children in the country. You also told us that you feel safe and know how to lead a healthy lifestyle. We agree. This is all preparing you well for what life has in store.

Your teachers plan good lessons for you most of the time. We have asked that the tasks that they give you are designed to make each of you think a bit harder. That would help all of you make as much progress as possible, including those who find learning easy as well as those who sometimes find it hard.

For the youngest children at school we have asked that some shade is provided for their outside learning area so that they can use it in all weathers.

We have asked that your school governors make sure they make all the paperwork (called policies) really fit the school, and that they check more thoroughly how smoothly the policies are working.

You all can help by working as hard as you can and continuing to enjoy school.

Yours sincerely

Ruth McFarlane

Lead inspector

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