

Forest Glade Primary School

Mansfield Road, Sutton-in-Ashfield, NG17 4FL

Inspection dates 12–13 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Effective leadership of the school by the headteacher, managers and governors has raised expectations of what pupils can achieve. As a result, all groups of pupils are making good progress.
- Children make a very good start in the Early Years Foundation Stage. Skilful teaching and dynamic leadership ensure they make consistently good progress and achieve well.
- The quality of teaching and assessment has improved markedly in recent years. It is now consistently good overall and often outstanding in Key Stage 1 and the Early Years Foundation Stage.
- The school's promotion of reading is very strong. Younger pupils say they love reading, and in 2014, half of the pupils in Year 6 made more than expected progress in reading.
- Pupils behave well. They are courteous and respectful. They enjoy coming to school and particularly enjoy choral singing. Their attendance is consistently better than average.
- Regular checks on safeguarding ensure that the school is a very safe place for pupils and staff.
- The school's promotion of pupils' spiritual, moral, social and cultural development is good. This leads to a strong ethos which ensures that pupils learn and play happily together.

It is not yet an outstanding school because

- The work set by teachers does not always make sure that pupils sustain rapid learning in writing and mathematics.
- The school's leaders do not always check closely enough on how much learning is taking place in lessons.

Information about this inspection

- Inspectors observed 21 learning sessions, four of which were observed jointly with the school’s leaders. In addition inspectors looked at the books of many pupils to see how well they were learning in a range of subjects.
- Formal and informal meetings were held with pupils of different ages. Inspectors also met with school staff, two governors, and spoke with a few parents.
- Inspectors observed the school’s work and looked at a number of documents. These included the school’s self-evaluation, the school improvement plan, the record of governing body meetings and the headteacher’s reports to those meetings. Inspectors also looked at planning files, monitoring records, safeguarding policies, behaviour and attendance records, and the school’s own attainment and progress summaries.
- Inspectors took account of the 12 responses to the online questionnaire, Parent View, and the 21 responses to a staff questionnaire.
- Inspectors listened to some younger pupils reading.

Inspection team

Terry McDermott, Lead inspector

Additional Inspector

David West

Additional Inspector

Full report

Information about this school

- Forest Glade is smaller than the average-sized primary school. It is housed in a listed building.
- All classes are in single-age groups.
- The Early Years Foundation Stage comprises Reception age children, who all attend full-time.
- Most pupils are of White British origin. Almost all pupils speak English as their first language.
- One in five pupils is eligible for the pupil premium funding (additional funding for those known to be eligible for free school meals and those in care). This is below average.
- The proportion of disabled pupils and those who have special educational needs, at 16%, is below the national average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and their progress in English and mathematics.
- The school holds the Investors in Pupils Award.
- The school governors oversee a daily breakfast club.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding by:
 - ensuring that pupils of different abilities are always set challenging work to accelerate the progress they make
 - providing more opportunities for pupils throughout the school to adapt the language and style of their writing for different contexts and purposes
 - giving pupils many opportunities to improve their mathematical skills by solving problems.
- Improve the quality of leadership by:
 - ensuring that leaders check more closely on the amount of learning taking place in the areas they are responsible for.

Inspection judgements

The leadership and management are good

- The headteacher leads the school well. She has established a culture where everyone wants to do better. Morale is high; staff are dedicated and hard working. They ensure that pupils make good and sometimes outstanding progress in reading, writing and mathematics throughout the school.
- School leaders have successfully established a very calm and reassuring feeling within the school. This is reflected in the very orderly and purposeful day-to-day running of the school. Equal opportunities are promoted well, any kind of discrimination is tackled most effectively and relationships within the school are very strong.
- The school has a well established and reliable system for measuring what pupils know and can do. This enables teachers to set challenging targets for their pupils and ensures that the school's self-evaluation is accurate. Leaders thus know where teaching is strongest and where consistency needs to be improved.
- The management of the performance of teachers and support staff is rigorous. Promotion is dependent on the quality of teaching and the amount of progress pupils make.
- The school provides a rich and varied curriculum, which is underpinned by activities that generate a love of music. Pupils have recorded choral works and the school's trumpet players have accompanied the Halle Orchestra. Pupils are enthusiastic about the topics they study, some of which they choose themselves. The range of opportunities for pupils to adapt their writing, and to solve problems in mathematics, is not as broad as it could be.
- The school promotes pupils' spiritual, moral, social and cultural development well. It builds a strong sense of justice and fairness in its pupils and this prepares them well for life in modern Britain. Pupils are thoughtful and considerate. They are proud of their school. The school meets the current requirements for safeguarding pupils' well-being and goes the extra mile to make sure they are safe, secure and happy. The school's successful work has been recognised by the Investors in Pupils Award. The school council is active in encouraging pupils to support a wide range of charities.
- The primary sports funding is used well to ensure that all pupils have dedicated specialist teaching despite very limited indoor and outdoor space. Pupils and their teachers are able to use the sports facilities at a nearby high school. Participation rates are high in a range of sporting activities and competitions.
- The local authority has correctly assessed that this is a good school and provides it with an appropriate level of support. The headteacher is helping other schools in the local authority to move forward. The head of Key Stage 1/Early Years Foundation Stage helps the local authority to check on the quality of learning in other settings.
- The school makes good use of the pupil premium funding to provide additional teaching and learning support and to enable pupils to go on educational trips and visits. Carefully targeted use of this funding has resulted in disadvantaged pupils making better progress than their peers in reading and in mathematics, though not yet in writing.
- The positive impact of actions taken by middle leaders to raise achievement demonstrates the school's capacity for sustained improvement. Although leaders do give guidance to teachers after they have observed lessons, they do not always check with enough frequency or regularity on the learning taking place in lessons, particularly of the most-able pupils.
- **The governance of the school:**
 - Governance is effective. The experienced Chair and Vice Chair of the Governing Body provide good leadership of its activities. Governors monitor the work of the school closely and, through a detailed study of school data, have an accurate picture of the school's strengths and areas for development. They understand, and check, the impact of teaching on pupils' progress. This includes checking the progress made by pupils receiving the pupil premium in each phase of the school. The governing body

will shortly be reconstituted, with new members recruited to bring with them skills from other areas of life. Governors visit the school regularly to find out what is going on from day to day. They have direct links with classes and support trips and visits the pupils make. They have a much greater involvement in the life and work of the school than previously.

- Governors take their responsibilities very seriously. They have good oversight of the performance management of staff and are rigorous in their approach to challenging and managing the performance of the headteacher. They ensure that good teaching is rewarded and any underperformance tackled. They are self-critical and committed to improvement.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Their attitudes to learning are consistently good and can be even better than this when teaching is at its most challenging. Pupils respond very well to practical work which makes them think things through for themselves. This was seen to excellent effect in Reception when the children, paying very close attention to skilful role play by two adults, enthusiastically corrected what the adults were doing. They learned rapidly how to take turns and pay attention to another person's views when speaking and listening.
- Pupils are very polite and respectful to each other and to adults. They look after their school well. The foundations for this good behaviour are laid in the Reception class, where children very quickly learn to play and work together. This is continued throughout the school. Pupils know the difference between right and wrong and have learned to take responsibility for their actions. They have a very clear picture of what constitutes unacceptable behaviour.
- Attendance is consistently above average because the school is relentless in following up any absence. The school is very reluctant to permit absence during term time.
- The pupils say that bullying 'does not happen here because we know it is wrong'. Additionally, as part of its 'Investors in Pupils' programme, the school delegates various roles and responsibilities to pupils. Each role has a job description and has to be applied for. Some of these include membership of the school council, playground peacemakers, buddies who look after younger pupils, sports leaders at lunchtimes and breaks, and sports ambassadors who arrange and lead competitive sporting events both within school and against other schools.

Safety

- The school's work to keep pupils safe and secure is outstanding. The site is secure. Leaders make certain that rigorous safeguarding checks are carried out on all those who work with pupils.
- Parents who spoke to inspectors or responded to Parent View were unanimous in agreeing that the school looks after pupils well and keeps them safe. A small number of parents raised questions about how the school dealt with bullying. In discussion with inspectors pupils said they were certain that teachers would deal quickly with any bullying, should it occur, and that to the best of their knowledge the school was free from bullying.
- Meticulously maintained school records confirm that instances of unkindness between pupils are very rare events. No pupil has been excluded from the school in the last ten years.
- Pupils are taught very effectively how to keep themselves safe. They are very well informed about the risks on roads and the potential dangers of the internet.
- The well-attended breakfast club, subsidised for disadvantaged pupils, has improved attendance. It ensures that pupils are well prepared and ready to concentrate throughout the day.

The quality of teaching is good

- Inspection observations confirm the school's well-founded self-evaluation that the teaching of literacy, reading and mathematics, in all phases of the school including Reception is typically good, with much that is outstanding, particularly with younger pupils. This ensures that pupils now are making good and sometimes better progress in these subjects.
- Good or better learning throughout the school is based on solid foundations of very good relationships between pupils and adults. Classrooms are clean and tidy. The wide range of resources in classrooms, and the books in which pupils present their work, are well looked after.
- Teachers explain things clearly. They often deliberately ask pupils to correct what they themselves are doing. For instance, in a Year 1 lesson the teacher used different objects to measure the edge of a table. This helped the pupils to recognise the need for standard measures. The teachers keep pupils on track by quickly picking up and clarifying misconceptions, and ensuring that learning remains focused.
- Teachers regularly mark and assess pupils' work, giving praise for effort and guidance on how to improve. They are skilful at probing pupils' knowledge and understanding. They give them time to think and reason, often in pairs or small groups. Pupils respond well to the different challenges of 'must, should, could' (MSC) and often make strong progress as a result.
- Most teaching assistants who support pupils in need of extra help, including disabled pupils and those who have special educational needs, are making strong contributions to maintaining the pace of learning in reading, writing and mathematics. This is because their work is carefully planned and they are well trained.
- Pupils are encouraged to think about and improve the quality of their writing, for example when drafting a recount of events in Year 6. However, pupils do not have a broad enough range of opportunities to adapt their language style for different types of writing, such as persuasive text, throughout the school.
- Some teaching of mathematics is outstanding, especially when pupils are able to apply their previous knowledge to solving new and more difficult problems. On other occasions, the work set does not demand that pupils think things through for themselves, and does not stretch them to reach the higher levels.
- On a few occasions, more-able pupils are not provided with tasks which will extend their thinking and allow them to reach their full potential.

The achievement of pupils is good

- The school's accurate and easy to understand system for tracking pupils' progress shows that pupils in all phases of the school, including the Early Years Foundation Stage, are making good progress. The school's achievement information is supported by compelling evidence of good progress over time in pupils' books across a range of subjects, including English and mathematics. It is also evident in their learning in lessons. Pupils are, therefore, being prepared well for the next stage of their education.
- Throughout Key Stage 1, progress is good in reading, writing and mathematics. The gaps in language, communication and numeracy skills which children had when they joined the school have been eradicated because of good teaching. Results in the national assessments in 2014 confirmed that standards in reading, writing and mathematics combined were above average for the third consecutive year.
- In 2014, the results of the national tests at the end of Year 6 dipped to be broadly average. A high proportion of pupils in this group joined the school during Years 5 and 6. Pupils who were in the school from Key Stage 1 made progress faster than pupils nationally and reached higher standards. Pupils currently in Year 6 are making good progress in reading, writing and mathematics. They are firmly on track to reach higher standards in 2015.
- More-able pupils make good progress across the school because teachers provide, except on a few occasions, more challenging work to enable them to make the progress they are capable of. In 2014, the

proportion of pupils reaching the higher level 3 at the end of Key Stage 1 was above the national average in reading, writing and mathematics. The proportion of pupils reaching the higher level 5, at the end of Key Stage 2, dipped slightly but was close to the national average. A higher proportion of the pupils, in the current Year 6 cohort, are confidently expected to reach higher levels in 2015.

- Disadvantaged pupils make good progress and achieve well. The gap between these pupils and others in the school has closed in mathematics, where disadvantaged pupils were a year ahead by the end of Year 6. In writing they were six months ahead, but one term behind in reading. In comparison with other pupils nationally, this group of pupils were one term ahead in mathematics, and a term behind in reading and writing.
- Disabled pupils and those who have special educational are achieving well. They make good progress because the support they receive ensures that learning is carefully planned and interesting.
- Pupils enjoy reading. They have many opportunities to do so. Their enthusiasm is boosted by the provision of a wide range of books in the library and in their classrooms. Moreover, good teaching of phonics (the sounds that letters make) throughout the school, has developed pupils' reading skills. This is now helping to turn many into better writers, too.

The early years provision is good

- Children normally join the Reception class with abilities close to those typical for their age, though their skills in communication and language and numeracy are not as well developed as those in other areas of learning.
- The quality of teaching and leadership has improved markedly since the last inspection. Good leadership has led to all the areas specified for improvement being addressed. Consistently good teaching ensures that learning is always good and that the gaps in children's knowledge and understanding are filled rapidly. By the end of their first full year in school, the proportion of children who have reached a good level of development is very close to the national average and most are ready to start Year 1.
- Children have access to a good range of learning opportunities and activities, both indoors and outdoors. Adults talk purposefully to the children during their play, building their vocabularies and raising their confidence and competence to express their thoughts and ideas. This ensures that learning moves forward consistently.
- Children settle quickly and learn the routines of working successfully together. They behave well and are thoughtful and considerate to each other. This is due to the clear guidance they receive from adults, which ensures that they are safe and secure. In addition, this lays very solid foundations for the good behaviour pupils display throughout the later years of school.
- Parents are welcomed into Reception and have many opportunities to learn how to help their children to learn at home. This guidance is appreciated by parents, and attendance at regular learning events is high.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122562
Local authority	Nottinghamshire
Inspection number	449629

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	210
Appropriate authority	The governing body
Chair	Pam Shaw
Headteacher	Jo Gibby
Date of previous school inspection	June 2010
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