

Inspection of Forest Primary School

Inspection dates: 7 and 8 February 2024

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| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development and welfare | Good |
| Leadership and management | Good |
| Early years provision | Good |

What is it like to attend this school?

Inclusivity is a golden thread that runs throughout Forest Primary School. Pupils with special educational needs and/or disabilities (SEND) progress well, both in the specially resourced provision and in classes. This is because adults meet their needs and make necessary adaptations to ensure they learn the curriculum successfully.

The schools' values, based on the United Nations Convention on the Rights of the Child, help pupils to make good choices. From Reception Year, children have positive attitudes to learning. Adults have high expectations of pupils. Pupils respond well to these. Relationships between adults and pupils are respectful. As a result, pupils are safe and happy.

There is a multitude of opportunities for pupils to develop their interests and talents. Pupils enjoy the wide range of clubs offered, such as cricket, multisport and Guernsey French. Visits to Herm, the military museum and residential trips enrich the curriculum. Visitors to school, which include an arctic explorer and archaeologist, broaden pupils' understanding of the world.

Pupils develop their leadership roles with pride. These include becoming digital leaders, being part of the pupil leadership team and being house captains. Such responsibilities support pupils to be confident and develop positive character traits.

What does the school do well and what does it need to do better?

The school is aspirational for all pupils. The strong focus on developing a well-sequenced curriculum supports pupils to build the knowledge they need to succeed. Pupils with SEND, including those with complex needs, flourish because adults know precisely how to support them.

Some subjects are further developed than others. For example, in mathematics, the emphasis on developing pupils' fluency and understanding of number begins in Reception Year. This provides children with the secure foundations they need to reason and tackle more complex mathematical problems later. However, in some subjects, the key knowledge the school wants pupils to know and remember is not clearly set out. Where this is the case, pupils do not build their knowledge securely or draw confidently on what they have previously learned. For example, in geography, pupils recall their current knowledge of the water cycle but are unclear how this links to what they have learned about before.

The school has carefully crafted a rich and varied reading curriculum that is at the front and centre of all learning. Older pupils enjoy reading books by classic and modern authors. They read regularly and enjoy the recognition they get for doing so

through the school's reward system. In Reception Year, children build a love of reading from the start.

As soon as children begin at the school, they learn how to read. Adults are experts in the teaching of the phonics curriculum. This helps pupils to segment and blend words and read sentences with confidence. Staff quickly spot pupils who begin to fall behind. The school knows precisely where such pupils' gaps in knowledge lie and help them to keep up with their peers. Pupils, who struggle to read, have books that match the sounds they know. This helps them to develop fluency and self-belief in themselves as a reader.

Pupils have positive attitudes to learning. From Reception Year onwards, children are curious and keen to learn. Older pupils are eager to contribute to class discussions and share what they know. This makes classrooms purposeful and meaningful learning environments. During social times, pupils of all ages play well together. This makes this time an enjoyable experience for all.

The school's work to enrich pupils' personal development is a strength. Pupils learn about moral dilemmas through 'Be the one' assemblies. This encourages pupils to be an upstander and stand up for what is right. Pupils talk with enthusiasm about their school being a 'Rights Respecting School'. They value the opportunity to nominate a peer who has demonstrated the school's values. Pupils understand the importance of equality and fairness. Pupils learn how to keep themselves mentally and physically well. Pupils can ask adults for help using 'worry boxes'. They are confident that they will get the help they need if they struggle.

Pupils are responsible and active citizens. They raise money for local charities and know that they can make a difference to others. Pupils get the chance to debate different topics. They respect the fact that others may have a different opinion to their own.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

- In some subjects, the important knowledge that pupils need to learn and remember is not clearly identified. As a result, pupils do not build up their subject knowledge securely or confidently draw from what they have learned about before. The school should ensure that the crucial ideas and concepts that are important for pupils to remember are outlined in all subjects.

School details

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| Inspection number | 10326689 |
| Type of school | Primary |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 138 |
| Appropriate authority | The States of Guernsey |
| Headteacher | Paula Sullivan |
| Website | www.forest.sch.gg |
| Date of previous Ofsted inspection | Not previously inspected by Ofsted |

Information about this school

- There is a breakfast club and after-school club for pupils who attend the school.
- The school does not use any alternative providers.
- A specialist resource base for pupils with communication, interaction and autism needs moved to Forest Primary School in September 2021.

Information about this inspection

The inspectors carried out this inspection under section 35 of the Guernsey Education Law 1970.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors met with the headteacher, deputy headteacher, special educational needs and/or disabilities coordinator, subject leaders and a representative of the Education Office.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered responses to the pupil and staff questionnaires issued at the time of the inspection and to the Guernsey Parent Survey.
- Inspectors spoke with a range of staff to discuss how leaders support their well-being.

Inspection team

Wendy D'Arcy, lead inspector

His Majesty's Inspector

Lakmini Harkus

His Majesty's Inspector

The Office for Standards in Education, Children’s Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages in England. Ofsted has been commissioned by the States of Guernsey to inspect its schools.

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