

SEF Overview – September 2016



<p>Outcomes for Pupils</p> <ul style="list-style-type: none"> • By the end of Key Stage 1 our children have historically entered our school in-line with the national figure. Over the last two years the children’s APS has been above the national figure. • By the end of Key Stage 2, due to accelerated progress, our APS has been consistently above the national figure. • Expected progress data shows that all children identified in a vulnerable group made at least 2 levels progress. • Progress in all year groups is good overall, especially in Years 5 and 6. • The most vulnerable pupils in our school (LA / SEND / FSM) do particularly well. 	<p>The quality of teaching, learning and assessment</p> <ul style="list-style-type: none"> • Teaching is typically good, with an increasing number of lessons outstanding or containing outstanding elements. • None of the teaching in our school requires improvement or is inadequate. • Progress in all year groups is at least good. • AfL techniques, questioning and modelling are being used more effectively. • Staff are using marking as a vehicle to accelerate learning and children are now responding effectively to marking and feedback. • Children are becoming more independent as they have a much better understanding of their learning.
<p>Personal Development, Behaviour and Welfare of pupils</p> <ul style="list-style-type: none"> • Overall ethos of the school is caring and inviting. Children behave well in school and serious incidents are rare. • Children have ownership of the school rules as they are succinct and the children helped to create them. • Pupil and Parent Questionnaires report pupils feel safe whilst at school and the parents feel that the children are well cared for. • There have been no reported incidents of bullying incidents in the last two years. • There are robust systems in place to continue to improve our Attendance figure and the Child and Family Support Worker is having a positive impact on Attendance and Behaviour. • We are in the process of becoming a ‘Rights Respecting School.’ 	<p>Leadership and management</p> <ul style="list-style-type: none"> • Forest View is driven by collective responsibility, high expectations and consistent systems across the school. • The Head Teacher and Deputy Head Teacher have put systems in place to raise standards and ensure an ethos of high expectations is prevalent across school. • The School Improvement Plan is driven by the SMT and governors with a clear focus on improving standards. • Forest View has robust safeguarding procedures in place. • The Governing Body are proactive and provide support and challenge in all aspects of school. • The school has been supporting another school as part of a formal collaboration after successful partnership working.
<p>Overall effectiveness</p> <ul style="list-style-type: none"> • Achievement is good overall and children are proud to belong to our school. • Clear systems provide information on areas for development and a collaborative approach means interventions can be put into place. • Parent View is very positive. • We work effectively with many partnerships (Adastra / Together for Newark / Sherwood Forest Education Group and BGU) with the aim to develop well rounded individuals that have the skills to be successful in the future. 	<p>Spiritual, Moral, Cultural and Social</p> <ul style="list-style-type: none"> • The school is carrying out a range of initiatives with the aim of developing well rounded children, including becoming a ‘Rights Respecting School.’ • Children are interacting with other children from contrasting communities to raise their knowledge and understanding of different cultures and societies. • Children have a better understanding of the school community, local, wider and global community. • Forest View has global links with Canada, Malawi, China and Kenya • The promotion of British Values is underpinned in our mission statement and across the curriculum.