



Forest View Primary School Prospectus

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Prices and arrangements shown in this prospectus are correct at the time of publication and may change. Please see the school website or contact the school office for the latest information.



Forest View Primary School Prospectus

Welcome to Forest View Primary School.

It is a privilege to be the Headteacher of Forest View and to lead a school that is so firmly rooted in the children, families and community we serve.

At Forest View, children are at the heart of every decision we make. We want every child who comes through our doors to feel happy, safe and valued, but we also want much more than that. We are ambitious for our children and believe passionately that every child should have the opportunity to achieve, discover their strengths and develop the confidence to look forward to their future with excitement.

Our children only get one primary education, and we want to make it count.

That means providing excellent teaching and expecting children to work hard and achieve well, but education at Forest View is about far more than academic results. We want children to look back on their time here and remember the experiences they had, the places they visited, the things they discovered, the friendships they made and the adults who believed in them.

Our location in the Forest of Dean is an important part of who we are. We are proud to be part of our local community and want our children to be proud of where they come from. At the same time, we have a responsibility to open their eyes to the wider world, broaden their horizons and show them the possibilities that lie ahead.

This ambition is captured in what it means to become a **Forest Venturer: Try. Learn. Lead the Way.**

We encourage children to **try** new things and have the courage to take on challenges. We help them to **learn** from their successes, their mistakes and the world around them. As they grow, we want them to develop the confidence, independence and character to **lead the way**, making positive choices and contributing to the communities of which they are part.

Our values of **kindness and resilience** underpin everything we do. We want Forest View to be a school where children learn that being successful is important, but so too is the kind of person they become.

We also recognise that schools achieve the very best for children when they work closely with families. We value the relationships we build with parents and carers and want families to feel that Forest View is **their school too**. There will inevitably be challenges during a child's seven years of primary education, but we believe that through open communication, mutual respect and a shared determination to do what is best for the child, we can overcome them together.

I hope this prospectus gives you a sense of what makes Forest View special, but a document can only tell you so much.

The best way to understand our school is to come and see it for yourself.



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I warmly invite prospective families to visit us, meet our children and staff, see learning taking place and experience the atmosphere of Forest View. We are incredibly proud of our school and would be delighted to welcome you.

Ben Lyons

Headteacher



Providing rich opportunities and experiences



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Our Values and Ethos

Children at the heart of every decision

At Forest View, **we put children at the heart of every decision we make.**

We believe that every child is unique, capable and deserving of the opportunity to succeed. We value each individual within our school community, celebrate their achievements and encourage them to recognise what they can achieve through effort, curiosity and determination.

Our expectations are high because we believe in our children. We want them to enjoy coming to school, to be proud of what they achieve and to develop the knowledge, skills, confidence and character they need for the future.

Above all, we want every child to become a **Forest Venturer** and to:

Try, Learn, Lead the Way.

These three words capture what we want for every child at Forest View.

Try means having the confidence and courage to take on new experiences and challenges, even when success is not guaranteed.

Learn means being curious, working hard, thinking deeply and understanding that mistakes and challenges are an important part of becoming better.

Lead the Way means developing the confidence, independence and character to make positive choices, set a good example and make a difference to others.

We want our children to understand that learning is a gift and that, with the right opportunities, encouragement and support, everyone has the right to succeed.

What we want for our children

Working in partnership with parents, carers and our wider community, we want every child at Forest View to:

- enjoy school, develop a love of learning and be excited by new experiences;
- become confident and increasingly independent learners;
- achieve the highest academic standards of which they are capable;
- develop their individual talents and interests, whether creative, scientific, technological, sporting, social or cultural;



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- develop the confidence and self-awareness to understand themselves and make positive choices;
- understand how to lead safe, healthy and fulfilling lives, supporting both their physical and mental wellbeing;
- recognise that everyone should be treated with fairness, dignity and respect;
- understand their responsibilities towards other people and the community around them; and
- leave Forest View ready and excited for the next stage of their education.

Excellence and opportunity for everyone

We are ambitious for our children and for the community we serve.

We want to ensure that a child's circumstances never limit their aspirations or opportunities. Our aim is not simply for children to make progress while they are at Forest View, but for them to develop the knowledge, confidence and ambition that will allow them to make choices about their own futures.

We recognise that children do not all learn in the same way or start from the same point. Through high-quality teaching, appropriate adaptation, support and challenge, we work to ensure that every child can access learning, experience success and make strong progress.

Our curriculum is shaped by the children and community we serve while providing the breadth, ambition and knowledge children need to understand the wider world. We combine high academic expectations with engaging learning and rich experiences that encourage children to ask questions, explore ideas and discover their individual strengths.

Our values

At the heart of Forest View are two core values:

Kindness and Resilience

We believe these provide strong foundations for learning and for life.

Kindness helps children understand the importance of their words and actions, value others, build positive relationships and contribute to their community.

Resilience gives children the confidence to persevere when something is difficult, learn from setbacks, adapt to challenges and keep moving forward.

Alongside kindness and resilience, we explicitly promote and celebrate:

Honesty • Tolerance • Cooperation • Invention • Courage

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These values are not simply words displayed around our school. We want children to understand them, recognise them and demonstrate them through their actions. They are strengthened through our curriculum, assemblies, relationships, expectations and the many opportunities children have to contribute to school life.

Preparing children for life beyond Forest View

Our values sit alongside the fundamental British values of **democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.**

Through their everyday experiences at Forest View, children learn to listen to others, respect different viewpoints, understand rights and responsibilities, make positive choices and contribute to the communities of which they are part.

Ultimately, we want every child to leave Forest View as a successful learner and a confident, responsible young person who is well prepared for the next stage of their education.

We want them to leave knowing that they can face new challenges, learn from their experiences, show kindness towards others and have the confidence to make a positive difference.

We want every child to leave Forest View ready to Try, Learn and Lead the Way.



Developing the whole child



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Meet our Team

Headteacher

Mr Ben Lyons

Deputy Headteacher

Miss Jemma Woskett

Assistant Headteachers

Inclusion: Mrs Gemma Lyons

Juniors: Miss Amy Pickett

Infants: Mrs Sophie Burke

Phonics and Reading Leader

Mrs Anna Mayo

Office Staff

School Secretary: Mrs Tracie Cox

Admin Support: Mrs Lisa Holder

It takes a whole team to make Forest View what it is.

Our teachers, teaching assistants, family support staff, administrators, catering team, lunchtime supervisors and cleaning staff all play an important part in children's experience of school.

You can meet our full team and find the most up-to-date staff information on our school website.



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Ofsted

What Ofsted says about Forest View

Forest View Primary School was inspected by Ofsted on 5 and 6 November 2024. The inspection concluded that the school had “taken effective action to maintain the standards identified at the previous inspection.” Forest View had previously been judged Good for overall effectiveness.

We are particularly proud that the inspection report reflects many of the things that we believe make Forest View special.

Ofsted described Forest View as:

"a welcoming, inclusive and happy school at the heart of the community."

Inspectors recognised that the school has high expectations for children's learning and behaviour and noted that this is reflected in their achievements. Most importantly, they recognised that our ethos of "putting children first" is threaded through all that the school does.

Children who enjoy school and are proud to learn

The report describes our pupils as "a credit to the school", recognising them as friendly, polite and caring. Inspectors found that children enjoy school, understand the expectations we have of them and demonstrate consistently positive attitudes towards their learning.

Ofsted also recognised children's enthusiasm for learning, noting that:

"Pupils become absorbed in their learning. They are keen to practise and to improve their skills."

The inspection highlighted the strength of early reading and mathematics and recognised that the school has developed an ambitious curriculum in English and mathematics, with strong academic outcomes.

Every child supported to succeed

Inclusion is at the heart of Forest View, and we were particularly pleased that inspectors recognised the school's commitment to enabling all pupils to succeed.

Ofsted found that the school identifies quickly when children require additional help and provides "sharply focused and highly effective pastoral and academic support." Inspectors recognised that this enables all children, including pupils with SEND and children who speak English as an additional language, to access the same curriculum as their peers.

The positive relationships between children and adults were also recognised. Inspectors found that pupils feel valued and cared for and know there is always an adult they can talk to when they are worried.



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Strong partnerships with families

Working closely with families is fundamental to the way we work at Forest View.

Ofsted recognised that our pastoral provision is strong and that the school "forges highly effective partnerships with families." Inspectors found that these relationships help us provide families with the support they need.

The report also noted that parents were overwhelmingly positive about the school, with parents typically describing Forest View as a school that:

"goes above and beyond and helps their children to thrive."

Experiences that broaden children's horizons

Our commitment to providing children with experiences beyond the classroom was also recognised by Ofsted.

Inspectors highlighted the interesting experiences provided to enhance the curriculum, including educational visits, opportunities to learn about and celebrate different cultures and experiences involving members of our wider community.

The report recognised the contribution the school makes to children's broader development, including opportunities to participate in clubs, sport, music, arts and crafts and activities that encourage children to contribute to and support others within their communities.

This reflects an important part of our ambition for Forest View children: that they leave us proud of where they come from and confident about where they can go.

Keeping children safe

Children told inspectors that they feel safe at Forest View. Ofsted found that staff develop supportive and trusting relationships with pupils and that children are confident adults will help them with any worries or problems.

The inspection concluded that:

"The arrangements for safeguarding are effective."

Always looking to improve

We are proud of our inspection report, but at Forest View we also believe that strong schools never stand still.

The inspection identified further development needed within some foundation subjects, particularly around identifying precisely the knowledge and skills children need to learn, providing opportunities



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to revisit learning and strengthening assessment. Ofsted also recognised that the school had already begun adapting this part of the curriculum.

This work forms part of our continued development of the curriculum as we strive to provide the very best education and opportunities for every child.

You can read our November 2024 Ofsted report in full on the school website or directly through Ofsted (<https://reports.ofsted.gov.uk/provider/21/139150>)

"A welcoming, inclusive and happy school at the heart of the community."



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Starting at Forest View

A warm welcome from the very beginning

Starting a new school is a big step for children and their families. Whether your child is joining us in Reception or transferring to Forest View during the school year, we want them to feel welcomed, known and that they belong from the moment they arrive.

We know that every child is different. Some children walk through the door excited and confident; others need a little more time and reassurance. Our approach is therefore built around getting to know each child and working closely with their family to make the transition into school as positive as possible.

Starting school in Reception

Before children begin Reception, we provide opportunities for them and their families to become familiar with Forest View, meet the adults who will care for and teach them and begin to understand the routines of school.

Our Early Years team works with families and children's previous settings to learn about each child's strengths, interests, experiences and individual needs. This helps us to understand the child before they arrive and to make appropriate arrangements where additional support may be helpful.

Once children start, our priority is to help them feel safe, happy and secure. Through consistent routines, supportive relationships, play and carefully planned learning, children gradually develop the confidence and independence to become part of their new school community.

Joining Forest View during the school year

Children join us at different points in their primary education and for many different reasons. Moving school can be exciting, but we also recognise that joining an established class and making new friendships can sometimes feel daunting.

When a child transfers to Forest View, we work with their family and previous school wherever possible to understand their learning, interests and any support they may need. Children are introduced carefully to their new class, key adults and school routines, and staff keep a close eye on how they are settling during their first few weeks.

We want children joining us during the year to quickly feel that they are not simply a new pupil, but part of Forest View.

When a child needs a little more support

For some children, starting or changing school requires additional preparation. This may be particularly important for children with SEND, additional medical or emotional needs, or those who find change more difficult.

Where needed, we work with families and other professionals to plan an individualised transition. This might include additional visits, opportunities to meet key adults, photographs or information about the new environment and routines, or other reasonable adjustments that help a child feel prepared and secure.

We encourage parents and carers to share any concerns with us. Knowing as much as we can about a child helps us provide the right support from the beginning.

Working with families from day one

Parents and carers know their children better than anyone, and we see the relationship between home and school as an important part of a successful start.

There will always be questions when a child begins a new school, whether they are about learning, friendships, lunches, uniform or simply where to go on the first morning. Please ask us. We would always rather families speak to us so that we can help, reassure or resolve a concern.

Starting Forest View is the beginning of an important partnership between the child, their family and the school. We want every family to feel welcomed into our community too.

Most importantly, we want every child to quickly feel: "This is my school."



Every child a valued part of our school community



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Our Curriculum

A curriculum designed for Forest View children

At Forest View, **children are at the heart of our curriculum.**

Our curriculum is ambitious for every child and has been carefully designed to meet the needs of the children and community we serve. It provides children with the knowledge, skills, experiences and opportunities they need to succeed at Forest View, be fully prepared for the next stage of their education and develop the confidence and curiosity to engage with the wider world.

We want every child to become a **Forest Venturer** and to:

Try. Learn. Lead the Way.

Our curriculum brings this ambition to life. It encourages children to **try** new things and embrace new experiences, to **learn** deeply and build knowledge over time and ultimately to **lead the way** by becoming confident, independent and responsible young people.

Ambition for every child

Our curriculum is designed to give every child access to rich, meaningful and appropriately challenging learning throughout their time at Forest View.

We carefully identify the knowledge and skills that matter in each subject and sequence learning so that children can make connections, build securely on what they already know and develop increasingly sophisticated understanding as they move through the school.

Ambition is not about every child doing exactly the same thing in exactly the same way. Teachers use their knowledge of the children to adapt teaching, provide appropriate support and introduce additional challenge, while maintaining high expectations of what every child can achieve.

Particular attention is given to identifying and removing barriers to learning. Children with SEND, those experiencing disadvantage and those who need additional support are helped to participate fully in the curriculum alongside their peers. Where children are ready to go further, teaching provides opportunities to deepen understanding, think more critically and apply learning in increasingly complex ways.

Our aim is for every child to experience a curriculum that challenges them, supports them and enables them to make strong progress from their individual starting point.

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Proud of where they come from. Confident about where they can go.

Rooted in our community, looking out to the world

The Forest of Dean provides a rich starting point for learning. Its landscape, history, communities and environment give children opportunities to explore ideas in meaningful contexts and to understand the place in which they are growing up.

Our curriculum makes purposeful use of these local opportunities. Children learn from their surroundings, visit places of interest, work with people and organisations in the community and explore the stories, heritage and natural environment of the Forest.

But children's learning must also take them beyond what is familiar.

Across the curriculum, carefully chosen texts, experiences, visits and visitors introduce children to different places, people, cultures, beliefs and perspectives. We want children to develop the knowledge and curiosity to understand a world that is much wider than their immediate experience.

This balance is important to us. Children should develop a strong sense of belonging to their community while also becoming increasingly knowledgeable about the diversity, opportunities and possibilities of the wider world.

Our curriculum begins with where children are, but never places a limit on where their learning can take them.

Building knowledge from EYFS to Year 6

Our curriculum provides a clear and progressive journey from children's earliest experiences in the Early Years through to the end of Year 6.

In the Early Years, children learn through an ambitious and carefully planned curriculum that builds on what they already know and can do. Communication and language, early reading, personal development and strong foundations in literacy and mathematics are particularly important, alongside rich opportunities to explore, create, investigate and understand the world.

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As children move through the school, their knowledge and skills are deliberately developed and built upon. Curriculum planning identifies the important knowledge children need to learn in each subject and ensures that new learning connects with what has been taught before.

Teachers regularly check what children know and understand. Assessment is used purposefully to identify misconceptions, adapt teaching, provide additional support or challenge and determine when children are ready to move their learning forward.

We recognise the particularly important role of **language, reading and vocabulary** in children's success. The ability to read confidently and communicate effectively gives children access to every area of the curriculum and opens opportunities throughout their lives. Developing these skills is therefore a priority from children's earliest days at Forest View and throughout their time with us.



Developing a love of learning

Bringing learning to life

We want children to remember what they learn, but we also want them to remember **what it felt like to learn it**.

Where meaningful links can be made, learning is brought together through engaging themes and purposeful contexts. Children experience practical activities, educational visits, visitors and opportunities to apply their knowledge in ways that make learning relevant and memorable.

Our approach combines these rich experiences with carefully sequenced subject knowledge. Each subject has clearly identified learning so that children progressively build the knowledge and skills they need as they move through the school.

Our individual subject pages explain in greater detail what children learn, how learning develops over time and the knowledge and skills we expect children to acquire.

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Providing experiences beyond the classroom

Enrichment: experiences beyond the classroom

Some of children's most memorable learning happens beyond their everyday lessons. At Forest View, we deliberately create opportunities for children to experience new things, discover interests and talents, and develop skills that cannot always be learned from a textbook.

Throughout their time with us, children take part in a varied programme of educational visits, visitors, performances, sporting opportunities, outdoor learning, leadership roles, community projects and extra-curricular activities. Some experiences deepen learning within a particular subject, while others simply give children the opportunity to encounter something new.

Our enrichment offer provides opportunities across five broad areas:

- **Arts and culture**, giving children opportunities to create, perform and experience music, art, drama and the wider cultural world;
- **Sport and physical activity**, encouraging participation, teamwork, competition and physical confidence;
- **Nature and outdoor learning**, including Forest School and opportunities to explore and learn from our unique Forest of Dean environment;
- **Civic and community engagement**, giving children opportunities to contribute to their school, their local community and causes that matter to them; and
- **Life skills**, providing experiences that develop leadership, teamwork, communication, problem-solving and independence.

We choose experiences purposefully. Sometimes they provide a memorable context for classroom learning; sometimes they allow children to apply their knowledge in the real world; and sometimes their value lies simply in giving a child an experience they have never had before.

We also want every child to benefit. We work to ensure that additional needs, disadvantage or family circumstances do not become barriers to participation in the wider opportunities available at Forest View.

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Through enrichment, children have opportunities to perform, compete, create, explore, contribute, take responsibility and challenge themselves. Along the way, they may discover a talent, an interest or an ambition that stays with them long after they leave us.

We cannot know which experience will inspire a child, so we believe in giving them as many opportunities to discover what excites them as we can.



Dedicated space to enrich our curriculum

Values through our curriculum

Our curriculum develops more than academic knowledge. It helps children learn about themselves, other people and the responsibilities that come with being part of a community.

Across different subjects, children encounter ideas, people, cultures and perspectives that encourage them to think about the world from viewpoints beyond their own. They learn to discuss and disagree respectfully, consider questions of fairness and responsibility, work successfully with others and think about the impact that their choices can have.

Children also learn about the fundamental British values of **democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs**. These are explored through the curriculum and through children's wider experiences of school life.

In this way, our values are not simply something we talk about. Children have regular opportunities to apply them, question ideas, listen to others and develop their own understanding of what it means to be a responsible member of a diverse society.

We want children to leave Forest View able to think for themselves, respect others and make a positive contribution to the world around them.

A curriculum that continues to develop

Our curriculum is never regarded as finished.



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Leaders and teachers regularly review what is taught and how well children are learning it. We consider children's outcomes, their work, their knowledge and understanding, feedback from pupils and staff, and developments within individual subjects.

We also look beyond Forest View. As part of the Forest of Dean Trust, and through our work with other schools, educational partners, teacher training and research, we learn from others and contribute our own expertise to the wider education community.

Where changes will improve children's learning or opportunities, we adapt and strengthen our curriculum.

The impact of our curriculum

The impact of our curriculum can be seen in what children know, understand and are able to do, and in the confidence with which they use their learning.

Throughout their time at Forest View, teachers check that children are remembering important knowledge, making connections with previous learning and developing the skills and understanding they need to progress. This helps us identify where learning is secure, where misconceptions remain and where additional support or challenge may be needed.

By the end of Year 6, we want children to have strong academic foundations and a secure body of knowledge across the curriculum, but we also want them to know how to use what they have learned: to ask questions, solve problems, communicate their ideas and approach new learning with confidence.

The real test of our curriculum comes when children are ready to take their next step. We want them to leave Forest View as capable, curious and increasingly independent learners, equipped for secondary school and excited about continuing to learn.

They leave Forest View ready to Try, Learn and Lead the Way.



Working together and celebrating our whole community



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Reading and Phonics

Developing confident readers with a lifelong love of reading

At Forest View, reading is at the heart of learning.

We want every child to become a confident, fluent and thoughtful reader who can read with understanding and, importantly, chooses to read for pleasure. Secure reading gives children access to every area of the curriculum and opens the door to knowledge, ideas and experiences far beyond the classroom.

From children's earliest days with us, we develop the knowledge and skills they need to read successfully while surrounding them with books, stories and language that capture their imagination. We want children to encounter books that excite them, challenge them, make them laugh, make them think and introduce them to a world beyond their own experiences.

Learning to read: our approach to phonics

Children are taught phonics systematically through Read Write Inc. (RWI). Daily teaching helps children learn the sounds represented by letters and groups of letters and how to blend these sounds to read words accurately.

As their phonic knowledge develops, children learn increasingly complex sounds while also building fluency, vocabulary and understanding. The books children read are carefully matched to the sounds they have been taught, giving them opportunities to practise successfully and develop increasing fluency and expression.

Children's progress is checked regularly so that teaching can respond quickly when additional help is needed. Children who require further practice receive targeted support, while older pupils who still need help with phonics and reading fluency may receive additional teaching through approaches including Read Write Inc. Fresh Start.

Our aim is for every child to become a successful reader as quickly as possible.

Becoming fluent and thoughtful readers

Learning to decode words is only the beginning.

As children progress through Forest View, they learn to read increasingly complex texts with fluency, understanding and confidence. They are taught to discuss what they have read, explore vocabulary, make connections, retrieve information, explain their ideas and use evidence from the text to support their thinking.

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In Key Stage 2, dedicated reading sessions introduce children to a rich range of fiction, non-fiction, poetry and other texts. Reading also extends across the curriculum, helping children develop their knowledge and understanding in subjects such as history, geography and science.

Language and vocabulary are an important part of this. High-quality texts introduce children to words, ideas and ways of expressing themselves that they may not encounter in everyday conversation. Through reading, discussion and explicit teaching, children develop the vocabulary and confidence to communicate their ideas effectively.

Reading for pleasure

We don't just want Forest View children to be able to read.

We want them to want to read.



Developing a love of reading

Children experience a broad range of authors, stories, poetry and non-fiction throughout their time with us. Adults regularly read aloud so that every child experiences the pleasure of sharing an excellent book, including books that may be beyond their current independent reading ability.

Our class readers are carefully chosen to excite, challenge and inspire. At the beginning of each term, classes discover their new book through one of our Forest View traditions. The book is wrapped in layers and children play pass the parcel, uncovering clues to its identity before it is finally revealed and enjoyed together.

Children have opportunities to visit libraries, choose books for themselves and take part in activities and events that celebrate reading, including visits from authors and other experiences that bring books and language to life.

We want books to become something children associate with enjoyment, discovery and possibility.



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Opening a window on the wider world

Books allow children to travel far beyond the places and experiences they already know.

Through carefully chosen texts, children encounter a wide range of authors, characters, cultures, communities, experiences and perspectives. They can visit places they have never been, encounter lives very different from their own and explore ideas that encourage them to think more deeply about themselves and the world.

This is an important part of reading at Forest View. As well as developing children's knowledge, reading encourages curiosity, understanding and an appreciation of the richness and diversity of the world around them.

We want every child's world to become bigger through reading.

Reading for every child

Children learn to read at different rates and sometimes require different kinds of support. Teachers monitor reading carefully so that difficulties can be identified early and appropriate help put in place.

Support is matched to individual need and may include additional phonics teaching, vocabulary work, reading intervention, increased opportunities to read with an adult or adapted resources and teaching. Its impact is reviewed so that support can change as children's reading develops.

Children with SEND, those learning English as an additional language and those experiencing disadvantage are supported to access rich and ambitious reading experiences alongside their peers. Children who are particularly confident readers are challenged through increasingly demanding texts and opportunities to deepen their understanding.

Every child should have the opportunity to experience success as a reader.

Working with families

Families have an important role in helping children become successful readers, and we encourage children to read and be read to regularly at home.

Sharing a book is about more than practising words. Talking about characters, events, interesting vocabulary and ideas helps children develop their understanding and enjoyment of reading.

Children don't always need to do the reading themselves. Hearing an adult read a story, sharing a library book or simply talking together about something you have read all help children develop positive attitudes towards books.

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Above all, we want reading at home to be a positive shared experience rather than simply a task to complete.

If you have concerns about your child's reading, we encourage you to speak to their teacher so that we can work together to provide the right support.

How we know our approach is working

We monitor children's reading through their everyday learning, regular assessment and, importantly, through what we see and hear when children read and talk about books.

We want children to become increasingly accurate, fluent and thoughtful readers, able to understand challenging texts, use reading confidently across the curriculum and talk enthusiastically about books and authors.

Assessment outcomes matter, but they are not the whole story. Success is also the child who independently chooses a book, discovers an author they love, becomes excited about a story or suddenly realises that something they once found difficult has become easier.

By the time children leave Forest View, we want them to have the knowledge, fluency, confidence and enthusiasm for reading that will support them throughout secondary school and beyond.

Ultimately, we want every child to discover that a book can teach them something, take them somewhere, introduce them to someone or simply give them enormous pleasure.



Every child a reader



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SEND and Inclusion

Every child belongs at Forest View

At Forest View, children are at the heart of every decision we make. We are ambitious for every child and believe that a child's starting point, background or additional needs should never place a limit on what we believe they can achieve.

We are proud to be an inclusive school. Children with special educational needs and disabilities (SEND) are supported to learn alongside their peers, access an ambitious curriculum and participate fully in the wider life of the school. Our approach reflects our school values of kindness and resilience and our ambition for every child to become a Forest Venturer: to Try, Learn and Lead the Way. This is consistent with the inclusive approach established within our current SEND Policy and SEND Information Report.

Supporting every child to succeed

We recognise that children have different strengths, needs and starting points. All teachers at Forest View are responsible for the progress and development of children with SEND, and high-quality, inclusive teaching is our first response when a child is experiencing difficulty.

Teachers set high expectations and adapt teaching to remove barriers and enable children to access learning successfully. Depending on individual need, this could include carefully chosen scaffolds, additional modelling, visual support, pre-teaching, changes to resources, assistive technology or additional opportunities to practise and revisit learning.

Sometimes a child may need support that is additional to or different from that normally provided within the classroom. Where this is the case, we work with the child and their family to understand their needs and decide what support is most appropriate.

We use the graduated approach of:

Assess • Plan • Do • Review

This means that we identify the child's strengths and barriers, agree the support and outcomes we are working towards, put the provision in place and then review the difference it has made. Support is adapted as our understanding of the child develops.

Working in partnership with families

We believe parents and carers are essential partners in supporting children with SEND. You know your child exceptionally well, and we value the knowledge, observations and aspirations families bring.



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If you have concerns about your child's learning, development, communication or wellbeing, we encourage you to speak to their class teacher in the first instance. Where appropriate, the class teacher will work with our Assistant Headteacher (Inclusion) to consider what additional support may be needed.

Where a child is receiving SEND support, families are involved in agreeing outcomes and reviewing their child's progress and provision. Children themselves are also encouraged to contribute to this process in a way that is appropriate to their age and communication needs.

Inclusion is about more than lessons

Our commitment to inclusion extends throughout life at Forest View.

Children with SEND are encouraged and supported to participate in the same rich curriculum and wider opportunities as their peers, including educational visits, enrichment activities, sport, performances, outdoor learning, clubs, leadership opportunities and community activities. Where necessary, reasonable adjustments are made to enable children to participate safely and successfully.

This reflects one of the principles that runs throughout our curriculum and enrichment offer:

A child's background, circumstances or additional needs should not determine the experiences available to them.

We want every child to discover their strengths and interests, experience success and develop the confidence and independence they will need for their future.

Supporting wellbeing and belonging

We want every child to feel safe, valued and that they belong at Forest View.

Our staff build supportive relationships with children and recognise that some pupils may need additional help with areas such as communication, emotional regulation, relationships, confidence or mental health.

Where a child needs additional support, this may be provided through adaptations within the classroom, targeted support from appropriately trained staff or, where necessary, advice and involvement from external professionals.

Depending upon individual need, we may work with services including Educational Psychology, Speech and Language Therapy, Occupational Therapy, the Advisory Teaching Service, Early Help and appropriate health professionals.



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Preparing for the next step

We recognise that transitions can require additional preparation for children with SEND.

Whether children are starting at Forest View, moving between classes or key stages, transferring to secondary school or moving to another setting, we work closely with families and other professionals to make transitions as smooth as possible. Additional visits, information sharing and individual transition arrangements can be put in place according to a child's needs.

Ultimately, our ambition for children with SEND is the same as it is for every Forest View child.

We want them to achieve well, feel successful, discover their strengths, develop independence, participate fully in school life and leave us confident and prepared for what comes next.

Every child belongs. Every child matters. Every child should have the opportunity to Try, Learn and Lead the Way.

Who can I speak to?

Our SEND provision is coordinated by:

Gemma Lyons

Assistant Headteacher for Inclusion

Email: glyons@forestview.gloucs.sch.uk

Telephone: **01594 822241**

If you are concerned about your child, we recommend speaking to their class teacher first, who can work with you and involve the Assistant Headteacher (Inclusion) where appropriate.

More detailed information about SEND at Forest View can be found in our SEND Information Report, SEND Policy and Accessibility Plan on the school website.



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Part Two: Everyday Life at Forest View Primary School



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School Timetable

The school office is open every school day from 8am until 4pm.

The school provides 6.5 hours of formal contact time each day which equates to 32.5 hours each week.

	Infants	Year 3 and 4	Year 5 and 6
Soft start – gates and doors open from 8.35am			
Registration	8.45 – 9.00	8.45 – 9.00	8.45 – 9.00
Session 1	9.00 – 10.20	9.00 – 10.00	9.00 – 10.20
Assembly	10.40 – 10.55	10.20 – 10.40	10.20 – 10.40
Play	10.15 – 10.35	10.00 – 10.15	10.40 – 10.55
Session 2	11.00 – 12.10	10.45 – 12.00	11.00 – 12.30
Lunch	12.10 – 1	12.00 – 12.45	12.30 – 1.15
Registration	1.00 – 1.05	12.45 – 12.50	1.15 – 1.20
Session 3	1.05 – 2.15	12.50 – 1.50	1.15 – 2.15
Play	2.15 – 2.30	1.50 – 2.00	N/A
Session 4	2.30 – 3.15	2.00 – 3.15	2.15 – 3.15
School day ends at 3.15pm			



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Seesaw and Learning at Home

Seesaw is our school's online learning and communication platform. It provides children with their own digital learning journal and helps families stay connected with what their child is learning at Forest View.

Children's Seesaw Accounts

Every child has their own Seesaw account, which can be accessed using a unique QR code or alphanumeric code through the Seesaw Class app. The app is available for Android and Apple devices, or Seesaw can be accessed through a web browser at:

<https://app.seesaw.me/#/login>

Throughout the year, children use Seesaw to build a digital journal of their learning. Teachers can also use the platform to share homework and other learning activities, which children can complete and submit for their teacher to see and respond to.

Learning When Your Child Is Absent

We understand that there will be times when children are unable to attend school.

If your child is absent from school but is well enough to continue with some learning at home, parents can request work through Seesaw. Please contact your child's class teacher on the morning of the absence and they can arrange for appropriate learning to be made available.

There is, of course, no expectation that a child who is unwell should complete school work. Their health and recovery should always come first. This provision is there for children who are unable to attend school but are well enough to engage with learning.

Where a child is absent for a longer period, we will work with families to help them remain connected with their learning wherever this is appropriate.

Seesaw for Parents

Parents can also access Seesaw Family, which allows you to see your children's learning journals in one place.

Once you have used the QR code or alphanumeric code provided by school to activate your account, you can create your own password and login details.

Through Seesaw Family, you can:

- See examples of your child's learning
- View homework and activities shared by their teacher



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- Receive messages and updates from your child's class teacher and other members of staff
- Keep connected with your child's learning throughout the school year
- Receive school letters and key school communication

Need Help with Seesaw?

If you have difficulty accessing Seesaw, have lost your login details or need help setting up your account, please speak to your child's class teacher or contact the school office. We will be happy to help.



Forest View Primary School Prospectus

School Uniform

At Forest View, we want our uniform to be smart, practical, affordable and accessible to every family. Wearing our school colours helps children feel part of the Forest View community, but we also recognise the importance of keeping the cost of uniform as low as possible.

No branded items are required

There is no requirement for any item of Forest View uniform to carry the school logo. Parents are welcome to purchase uniform from any supermarket, clothing retailer or other supplier, provided that it meets the colours and styles listed below.

For families who would like to purchase optional Forest View branded items, these are available online from Nationwide School Uniforms.

[Purchase optional Forest View branded uniform here](#)

The supplier also stocks a range of non-branded items for convenience, but you do not have to purchase uniform from this supplier.

Our School Uniform

Children should wear:

- Royal blue sweatshirt or cardigan
- White polo shirt with blue stripe, plain white polo shirt or light blue polo shirt
- Black or grey trousers or skirt
- Black or dark shoes, or dark trainers where appropriate
- Black or grey tights may be worn with skirts

During warmer weather, children may also wear:

- Black or grey shorts
- Royal blue check dress

PE Kit

On PE days, children should wear:

- Dark shorts
- Plain white or light blue T-shirt
- School jumper



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- Dark, plain jogging bottoms or leggings, if required
- Daps, plimsolls or trainers

Children in **EYFS** should bring their PE kit to school in a bag, as changing independently and developing self-care skills form an important part of the EYFS curriculum.

Pre-Loved Uniform

We want to make school uniform as affordable as possible and encourage families to make use of our pre-loved uniform.

Our pre-loved uniform shop is open every Wednesday morning from 8.45am to 9.15am. Items are clean and in excellent condition and are available at minimal cost.

If you are struggling with the cost of purchasing school uniform, please speak to us. We will always work sensitively with families to help ensure that every child has the uniform they need. The school's policy specifically states that no child will be disadvantaged or sanctioned where difficulties meeting the uniform requirements are the result of financial hardship.

Jewellery, Hair & Appearance

We ask that children come to school dressed appropriately and safely for a busy primary school day.

- Children may wear one pair of small stud earrings.
- A smart/sensible wristwatch may also be worn.
- Jewellery must be removed or covered appropriately for practical activities such as PE.
- Long hair should be tied back when necessary for safety, particularly during practical activities.
- Plain hair clips and hair bands are welcome, but excessive hair accessories should not be worn.
- Make-up, false nails and nail extensions should not be worn. Only clear nail varnish is permitted.

The school recognises and welcomes natural Afro-textured hair, protective styles, locs, braids, twists and cultural hairstyles.

Book Bags

Forest View book bags can be purchased from the **school office for £5.50**.



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Please Label Everything!

With lots of children wearing similar clothing, things can easily get mixed up! Please make sure that all clothing, coats, PE kit and footwear are clearly labelled with your child's name.

Lost property is kept at the school office for one month before unclaimed items are disposed of or sold in our pre-loved shop.

Questions About Uniform?

We understand that there may sometimes be individual circumstances that make aspects of our uniform difficult for a child. This may include medical, religious, cultural, SEND, financial or other individual needs. Please speak to us if you have any concerns. We will always aim to work with families to find a reasonable and supportive solution.



School Meals

At Forest View, we believe that providing children with healthy, nutritious and enjoyable food is an important part of helping them to learn, grow and thrive.

We are proud to run our own school catering service, with meals freshly prepared by our team in Treetops, our school kitchen. Running our catering service ourselves means that the money families spend on school meals can be reinvested into our food provision, helping us to continually improve the quality, choice and variety of meals we offer.

Our menus follow the most up to date School Food Standards which place an even greater emphasis on fruit, vegetables and fibre, while reducing foods that are high in fat, salt and sugar.



Providing high quality food every day

What's for Lunch?

We want lunchtime to be an enjoyable part of the school day and provide children with plenty of choice.

Each day, children can choose from:

- At least three hot meal options, including a vegetarian choice
- A jacket potato or pasta option
- A choice from our fresh salad bar
- A cold sandwich option



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- Fresh bread
- A choice of appropriate desserts, with fresh fruit and yoghurt available

Our menus are designed to provide children with a varied and balanced diet while introducing them to a range of different foods and flavours. Our intention is to make healthy choices the normal choice while continuing to provide food that children recognise and enjoy.

You can find our latest school menu on our school website

Free School Meals

All children in Reception, Year 1 and Year 2 are currently entitled to a free school meal through the Universal Infant Free School Meals scheme.

Other children may also be entitled to a free school meal depending on their family's circumstances.

Even if your child already receives a free meal because they are in Reception or Key Stage 1, it is important to check whether they are eligible for benefits-related Free School Meals, as this can also attract additional funding to support your child in school.

If you are unsure whether your child qualifies, please contact the school office and we will be happy to help.

For children who are not entitled to a free school meal, the current cost is £3.00 per day.

Allergies & Dietary Requirements

We want every child to be able to enjoy school food safely and inclusively. If your child has a food allergy, medical dietary requirement, religious requirement or other specific dietary need, please speak to the school office so that we can discuss how we can support them.

Booking & Payment

School meals and Breakfast Club should be booked and paid for through the school's **MCAS (My Child at School) app**.

This includes bookings for children who are entitled to free or subsidised provision.

If you have any difficulty accessing MCAS or need help with bookings, payments or Free School Meal eligibility, please contact the school office. **We're always happy to help.**

Breakfast, After-School Clubs & Wraparound Care

We offer a range of options to support families before and after the school day, as well as giving children opportunities to enjoy new activities, develop their interests and spend time with their friends.



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After-School Clubs

Each term, we offer a wide range of after-school clubs, with activities changing throughout the year so that children have plenty of opportunities to try something new.

Most clubs:

- Cost £2.50 per week
- Run for approximately 10 weeks each term
- Finish at either 4.15pm or 4.30pm

Some clubs (such as cookery and art) cost £3.00 per week where additional specialist resources or materials are required.

Children who are registered for Pupil Premium can attend one after-school club each term for just £1 per week.

Our programme of clubs changes each term. Please contact the school office for the latest list of activities available.

Places can be booked and paid for through our MCAS (My Child at School) app.

Wraparound After-School Care

For families who need childcare beyond the end of the school day, daily on-site wraparound after-school care is provided by Prostars.

Further information, including available sessions and booking arrangements, is available from the school office.

Breakfast Club

Our Breakfast Club runs every school day, providing children with a relaxed and sociable start to their morning.

Doors open at 8.05am and sessions cost £2.50 per day.

Children can choose from hot and cold drinks and a selection of breakfast items which are compliant with the School Food Standards. There is also usually time for a group game or activity before children head to their classrooms ready for the school day.

For children eligible for targeted or expanded free school meals, Breakfast Club is available for just £1 per day.



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Booking & Payment

All school-run clubs, including Breakfast Club and after-school activity clubs, should be booked and paid for through the MCAS app.

If you need any help with bookings, payments or accessing MCAS, please contact the school office. We're always happy to help.



Forest View Primary School Prospectus

Working Together: Our Home-School Agreement

Working together so every child can thrive

At **Forest View Primary School**, we believe children achieve their best when school, families and pupils work together.

We want every child to feel **safe, happy, valued and included**, to enjoy coming to school and to develop a love of learning. We have high expectations for every child and aim to help them become confident, independent and responsible learners who are well prepared for the next stage of their education and life beyond school.

Our Home-School Agreement sets out the shared commitment we make to one another.

Our commitment as a school

We will:

- Provide a safe, welcoming, inclusive and nurturing environment in which every child is valued.
- Provide a high-quality, ambitious and engaging curriculum that enables children to develop their knowledge, skills and talents.
- Have high expectations for every child and support them to achieve their very best.
- Recognise children as individuals and provide appropriate support, challenge and reasonable adjustments where these are needed.
- Promote positive behaviour and help children understand the importance of kindness, respect, responsibility and making good choices.
- Support children's personal development, well-being, independence and resilience.
- Teach children how to keep themselves and others safe, including when they are online.
- Celebrate children's effort, progress, achievements and contribution to school life.
- Promote equality, inclusion and respect for others, challenging discrimination, bullying and prejudice.
- Monitor children's learning and progress carefully and provide additional support where it is needed.
- Communicate with parents and carers about their child's learning, progress, attendance, behaviour and well-being.
- Listen to children and take their views, worries and concerns seriously.



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- Respond appropriately to concerns and work constructively with families to resolve them.
- Provide opportunities for parents and carers to be involved in their child's learning and the wider life of the school.
- Treat children, parents, carers and members of our community with courtesy, dignity and respect.
- Work with families and, where appropriate, other professionals to secure the best possible outcomes for every child.

Our commitment as parents and carers

I/we will:

- Ensure that my child attends school **every day unless there is a valid reason for absence** and arrives on time, ready to learn.
- Inform the school promptly if my child is going to be absent and provide the information requested by the school.
- Avoid taking my child out of school during term time unless there are exceptional circumstances and follow the school's procedures for requesting leave.
- Support my child to attend school wearing appropriate school uniform and to have the equipment or clothing they need for the school day.
- Take an active interest in my child's learning and encourage them to try their best.
- Support my child with reading, home learning and other activities that help them practise and develop their learning.
- Support the school's expectations for behaviour and encourage my child to be kind, respectful, responsible and safe.
- Work in partnership with school when my child needs additional help or support.
- Read information and communications from school and respond where necessary.
- Attend meetings about my child's education, well-being or progress where reasonably possible.
- Share relevant information that may affect my child's learning, behaviour, safety or well-being.
- Raise any questions or concerns directly with the appropriate member of school staff so that we can work together to resolve them.



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- Treat staff, pupils, other families and members of the school community with courtesy and respect, including in person, in writing and through digital communication.
- Ensure that my own behaviour and language when on school premises, at school events or when communicating with school provide a positive example for children.
- Support the values and inclusive ethos of the school.

My commitment as a pupil

I will:

- Come to school ready to learn and **always try my best**.
- Follow our school rules and the instructions of the adults who look after me.
- Treat other children and adults with **kindness and respect**.
- Understand that everyone is different and that everyone should feel welcome and included at our school.
- Take responsibility for my choices and try to put things right when I make a mistake.
- Behave safely and make choices that help everyone to learn.
- Tell a trusted adult if I am worried, upset, frightened or need help.
- Speak up if I think someone else needs help.
- Take care of our school, its equipment and our environment.
- Take pride in my work, my achievements and my school.
- Complete my reading and home learning and ask for help when I need it.
- Wear my school uniform appropriately and take pride in my appearance.
- Join in with school life and take the opportunities available to me.
- Help to make Forest View a **happy, safe and positive place for everyone**.

Our shared commitment

Together, **school, families and pupils** will:

- put children's safety, well-being and education first;
- communicate openly, honestly and respectfully;
- celebrate success and recognise effort;



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- address difficulties constructively when they arise;
- promote kindness, respect and inclusion; and
- work together to help every child **learn, grow and succeed**.

Our agreement

By working together, we are committing to the principles and expectations set out in this Home-School Agreement.

Pupil: _____

Parent/Carer: _____

School: _____

Date: _____



Forest View Primary School Prospectus

Contact Details

Forest View Primary School

Address:

Latimer Road
Cinderford
Gloucestershire
GL14 2QA

Tel: 01594 822241

Email: admin@forestview.gloucs.sch.uk

Headteacher: Mr Ben Lyons

Mrs Cox our School Secretary or Mrs Holder our Office Assistant will be happy to answer any queries you may have or direct you to the most relevant member of staff.

Special Education Needs - Gemma Lyons (glyons@forestview.gloucs.sch.uk).

Forest of Dean Trust

Address:

Abenhall Road
Mitcheldean
Gloucestershire
GL17 0DU

Phone: 01594 542370

Company Number - 07695544

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