

Woodland View Junior School

Ivy Road, Spixworth, Norwich, NR10 3PY

Inspection dates

25–26 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management	Good	2	
Behaviour and safety of pupils	Outstanding	1	
Quality of teaching	Good	2	
Achievement of pupils	Good	2	

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides strong, decisive leadership that has led to good achievement and teaching and significantly improved behaviour. She is well supported by the deputy headteacher.
- Pupils' behaviour is outstanding in lessons and around the school and they show a strong work ethic. Pupils are proud of their school.
- The school ensures that pupils are very well looked after and safe. Pupils say they feel extremely safe in school, a view that is shared by all parents.
- Pupils achieve well. They make good progress from their starting points in reading, writing and mathematics.
- The teaching of reading is outstanding. Pupils are encouraged to read a wide range of books. They read fluently and enjoy reading.
- The small number of disadvantaged pupils make good progress and achieve well.
- Teaching is good because teachers plan interesting work that builds upon what the pupils already know and can do. It is matched well to their different abilities.
- Teaching assistants are highly effective in supporting pupils in their learning.
- Pupils enjoy coming to school. Attendance is just above average.
- Pupils are given a high degree of responsibility including prefects, sports leaders and school council representatives. They value these roles.
- The school curriculum provides well for pupils' spiritual, moral, social and cultural development. The key values the school stands for are reinforced in all aspects of school life. Pupils are well prepared for life in modern Britain.
- Governors know the school well because they regularly visit it to check the work of pupils and staff. They know what the school does well and where it needs to improve.

It is not yet an outstanding school because

- Pupils' progress writing is not as rapid as it is in reading. Teachers do not always place enough emphasis on encouraging pupils to be ambitious in their use of vocabulary when writing.
- In mathematics, teachers do not consistently ask pupils probing questions that encourage them to explain their answers in depth. Pupils' understanding of key concepts and procedures, particularly when attempting more difficult calculations, is not always secure.
- Pupils are not always provided with opportunities to develop their skills in writing and in numeracy in other subjects.
- Teachers do not insist that pupils always use their best handwriting in all subjects.

Information about this inspection

- The inspector visited six lessons to observe the quality of teaching and learning. The headteacher accompanied the inspector for four of these observations. The inspector also looked at work in pupils' books and in lessons, and conducted three scrutinies to look at progress across a range of subjects.
- The inspector visited two assemblies.
- The inspector listened to a small group of pupils read.
- The inspector examined a range of documents, including the school's analysis of its own work and its improvement plan, information on pupils' academic progress, and documents relating to the quality of teaching, behaviour, safeguarding and attendance.
- The inspector talked to a group of pupils and held informal conversations with them at break and lunchtime.
- Discussions were held with the headteacher, four members of the governing body and subject leaders. A telephone conversation was held with a representative of the local authority.
- The inspector took account of the 27 responses to the online questionnaire, Parent View, and the school's own parental surveys.
- The local authority groups neighbouring schools into clusters so that they are able to work together. Woodland View Junior School belongs to the Sprowston cluster of schools.
- The inspector received and considered the view of the 14 staff who completed questionnaires.

Inspection team

Caroline Pardy, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium is additional funding for those pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled students and those who have special educational needs is below average.
- Pupils are taught in five mixed aged classes. In Years 5 and 6 they are taught in sets according to their ability in mathematics and English. In Years 3 and 4 they are taught in single age classes in mathematics.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The current headteacher is leaving the school at the end of the year. The deputy headteacher will take on the role of acting headteacher until a permanent headteacher is appointed.

What does the school need to do to improve further?

- Improve pupils' achievement by ensuring that all teachers:
 - encourage pupils to be more ambitious in their choice of their vocabulary so that they can improve the quality of their writing
 - strengthen pupils' understanding of key mathematical ideas and procedures so that more are able to complete difficult calculations correctly
 - ask pupils probing questions that encourage them to explain their learning in mathematics
 - set work that enables pupils to apply and reinforce their learning in both writing and mathematics across a range of different subjects.
- Ensure that pupils always use their best handwriting, when presenting their work in all subjects.

Inspection judgements

The leadership and management are good

- The headteacher has provided ambitious and decisive leadership. Although this is a small school where the headteacher also has a teaching commitment as well as leadership responsibilities, she has driven through improvements in teaching and achievement very effectively. She has received very good support from the deputy headteacher and, together, they work well as a team.
- Senior leaders and the governing body have ensured that pupils learn in a safe and caring environment. All pupils are valued and listened to and given every opportunity to achieve their potential.
- The headteacher consistently strives for further improvement. She has improved behaviour to a point where it is now outstanding. Teaching is consistently good because of the highly effective systems she has put in place to monitor and support teachers.
- Subject coordinators lead their areas of responsibility effectively. They work alongside the headteacher to track pupils' progress in their subjects and make regular checks on how well pupils are learning. Although this is at an early stage, they are increasing involved in monitoring the standard of teaching within their subjects.
- The leadership of teaching is good. Teachers have access to good opportunities to develop professionally and improve their performance. They are set targets related to their pupils' achievement and their success in meeting these informs any decisions about their pay. Teachers who fail to meet these rigorous targets do not achieve a pay rise.
- The school's evaluation of its performance is rigorous and accurate. The headteacher knows the strengths and weaknesses of the school and has correctly identified the right areas for improvement.
- The headteacher is meticulous in monitoring the progress of pupils. Pupils who are not making enough progress are quickly identified and provided with support that will allow them to catch up quickly.
- Leaders make sure the pupil premium is spent effectively and used to support the small number of disadvantaged pupils within the school. To do this, the school employs an additional part-time teacher as a learning mentor, who provides one-to-one support, and small group sessions. The school also ensures that these pupils have full access to all curriculum trips and visits. As a result disadvantaged pupils are making good progress throughout the school.
- The school uses the primary sports funding well. It employs specialist sports coaches to provide a range of before and after-school clubs such. During the inspection, pupils spoke enthusiastically about the cricket and volley ball coaching they had recently received. Specialist coaches also provide training for teachers to improve the teaching of sport lessons.
- The sports funding is also used to train play leaders. Pupils in Year 5 are trained to run activities for younger pupils. During the inspection they ran an event for pupils from the local infant school.
- The school is committed to providing equality of opportunity for all pupils and does not tolerate discrimination. Helping pupils to understand the differences between cultures and the life-style choices of others is a key focus for the school, and leaders ensure that work to support this is built into a range of curriculum topics. Key values, such as tolerance and empathy, are reinforced in all aspects of school life, and pupils learn that people from all different cultures, faiths and backgrounds can live together harmoniously. This prepares them extremely well for life in modern Britain.
- The curriculum makes a strong contribution towards pupils' spiritual, moral, cultural and social development. The school offers a wide range of subjects which successfully engage pupils in their learning. Pupils study food and design technology in specialist teaching rooms. They also study art, music, French, poetry, science, British and world geography and history. They learn about democracy in lessons but it is also an integral part of their school life. For example, the recent prefect elections were held at the

same time as the general election. Pupils learn about current affairs through weekly 'spotlight' sessions, where they discuss issues in the news. The curriculum is enhanced through additional 'Enjoy and achieve' days. These have included a visit by an author and a 'number' day, when mathematics was a day-long focus. The school arranges regular trips and visits to develop pupils' team working skills and to 'bring to life' particular topics that pupils are studying.

- The headteacher is an active member of the Sprowston cluster of schools. She has supported local schools in their efforts to develop their teaching and has worked on the development of new assessment criteria for the local cluster to use as part of its response to the new national curriculum.
- The local authority does not provide any specific additional support for the school unless it is requested, and officers consider this to be a good school. They have provided the school with an external consultant who has validated the school's evaluation of its performance.
- The school's safeguarding and child protection procedures are effective and meet statutory requirements. Senior leaders and governors carry out frequent and rigorous checks to ensure that pupils are safe.
- Parents and carers are extremely happy with the school. All parents who expressed an opinion agreed that the school is well led and managed, a view many also expressed to the inspector during informal conversations. Parents unanimously agree that they would recommend the school to other parents.

The governance of the school:

- Governors have a good understanding of the strengths and weaknesses of the school. They visit it regularly to obtain first-hand experience of its work and to judge its effectiveness. Governors look at learning in the classroom, work in pupils' books and talk to pupils and staff. They also conduct regular safety checks of the school premises. They have received the appropriate training to fulfil all aspects of their role.
- Governors understand the data on the school's performance and know how well pupils' achievement compares with that of other schools nationally. There is a governor assigned to monitor the impact of the pupil premium spending. This governor has met the pupils and talked to them about their learning experiences; as a result, changes were made to the provision provided for some of these pupils.
- The accurate data governors receive from the headteacher allows them both to challenge the school effectively and to support senior leaders. They know about the quality of teaching within the school and ensure that no teacher is awarded a pay rise unless they meet their targets. Good structures are in place to monitor the work of the headteacher.
- Governors review their performance annually and use this information to plan further training. They manage the school finances well and ensure that money is spent wisely.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils' behaviour around the school and at break and lunchtimes is exemplary. Pupils are polite, courteous and respectful towards one another and adults. Older pupils set an excellent example for younger ones. They remind the younger pupils to behave and they make sure that they always have someone to play with. For example, during the inspection, when one of the younger pupils' started to speak when another pupil was talking, a Year 6 pupil reminded them to wait their turn. Pupils care for one another extremely well.
- Pupils are proud to be a pupil in the school, and all those who spoke to the inspector said how much they enjoyed school life. Pupils respect their surroundings and the school is litter free.
- School records show that there are very few incidents of poor behaviour in the school and these are dealt with quickly and effectively. Pupils have a very clear understanding of what is right and wrong and members of the school council have worked with the headteacher on amending the school's behaviour system, known as 'Team Good Behaviour' (Team GB). Pupils who behave well are rewarded and almost all

pupils achieve a weekly behaviour reward.

- Pupils have extremely positive attitudes towards their learning. They arrive in school ready and equipped for learning. When the whistle is blown to signal the start of lessons, they go immediately to their classrooms and settle quickly to their work.
- In lessons, pupils work well together, are eager to answer questions and show high levels of concentration when working. They listen attentively to their teachers and, in discussions and when working collaboratively, they readily share their ideas with others.
- Pupils really appreciate the opportunities they have to take on responsibilities. They take their responsibilities as a prefect, play leader, house captain, librarian or school council representative very seriously and are proud to have been elected.
- Every Friday 'Feel Good Friday' awards are presented in assembly. Pupils and staff have the opportunity to nominate a pupil for an award for personal achievement or supporting others and the school. During the inspection a number of Year 6 pupils achieved awards for supporting their classmates on a recent team building activity day. Other pupils received them for gaining confidence in swimming and for supporting staff. These awards are valued by the pupils.
- Attendance continues to improve and is now just above the national average, at over 96%. There are no pupils who are persistently absent from school.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- All pupils say they feel exceptionally safe in school because teachers are there to support them and teach them what to do in emergencies. All parents and staff who expressed a view unanimously agreed that the school provides a safe and caring environment for its pupils.
- Lessons about how to keep safe when using technology form part of the school's personal and social development programme. Together with the well-planned programme of assemblies this ensures pupils understand how to stay safe in a range of situations. Pupils are particularly knowledgeable about how to keep themselves safe when using technology.
- Pupils are taught about the different types of bullying. They told the inspectors that bullying is extremely rare in the school. This is supported by the school's own records. They told the inspector 'we get on well together' and should disagreements happen, staff are there to support them. The pupils said that racism and homophobic bullying does not occur because 'a pupils' colour, body size and accent doesn't matter.'
- The school works extremely effectively with parents and other agencies to ensure that pupils at risk of not doing as well as others are well supported.
- Security systems are rigorous and all the necessary checks are carried out on staff and visitors to ensure pupils are safe. Senior leaders make regular checks to ensure that the school is a safe environment for both pupils and adults at all times.

The quality of teaching

is good

- Pupils in all year groups learn well because teaching is consistently good, as it has been over time.
- Teachers know their pupils well. They use progress data effectively to plan lessons that build upon what pupils already know and can do. They amend the activity if it proves to be too difficult or too easy for different individuals or groups of pupils. In English and mathematics the school is effective in ensuring that pupils always get work that provides them with the right level of challenge.

- Teachers mark pupils' work thoroughly and ensure they are given clear guidance on what they need to do to improve. This information is used by teachers to plan activities for the next lesson so that any gaps in knowledge can be followed up.
- Relationships between teachers and pupils are very positive. Pupils told the inspectors that they like their teachers because 'they are always there to help us'. Teachers have high expectations of pupils. Pupils' exercise books show they complete a large amount of work in most subjects. However, there is an inconsistency in the quality of pupils' handwriting across the school and subjects. Pupils tend to take more care with their handwriting in English than they do in subjects such as topic work or religious education.
- Most teachers use questioning effectively to gauge pupils' learning in order to provide them with the support they need or to move their learning on. However, there are occasions when teachers' questions do not encourage pupils to explain their learning sufficiently or deepen their understanding, especially in mathematics.
- Teaching assistants work closely with teachers and have good subject knowledge. They provide well-targeted support for disabled pupils and those who have special educational needs. As a result these pupils make good progress.
- The teaching of reading is outstanding. Pupils are encouraged to read interesting and challenging novels. Almost all of the pupils who read to the inspector were fluent readers who talked easily and confidently about their enjoyment of reading.
- Mathematics and writing are taught effectively in literacy and numeracy lessons but pupils are not always set work in either subject that allows them to apply and reinforce their learning across a range of different subjects. Teachers do not always ask questions in mathematics that really extend pupils' understanding of their learning, or place enough emphasis on encouraging pupils to be ambitious in their use of vocabulary when writing.

The achievement of pupils**is good**

- Pupils enter Year 3 with attainment that is broadly average for their age. In 2014 the proportion of pupils attaining the expected standard in reading, writing and mathematics were at least in line with the relevant national average. Results at the higher level 5 were good in both reading and mathematics.
- The proportion of pupils making expected progress in reading, writing and mathematics was above that seen nationally in 2014. The proportion making more than expected progress was above average in mathematics and reading but below for writing. The quality of work in pupils' books and supported by school tracking data, show that Year 6 pupils are making increased progress in English and mathematics. This suggests that achievement at the end of Key Stage 2 is on track to improve in 2015, and that standards and progress in literacy and mathematics will compare favourably with the current national averages in both cases.
- Tracking data shows that achievement in reading is rising rapidly in all year groups and that the gap between the performance of boys and girls is closing. This is because reading is very well taught. The school's support in the case of pupils who are at risk of falling behind with their reading are effective. The school has fostered pupils' love of reading by consistently providing books that interest them. Most pupils from Year 4 upwards read with a high degree of accuracy and fluency. The support provided for pupils with weaker reading skills is very effective. These pupils make good progress as a result of this targeted support.
- The progress pupils make writing and mathematics is not always as rapid as it is in reading. In writing, pupils are not always sufficiently ambitious in their choice of vocabulary. In mathematics, their knowledge of number is good but they are not yet fully confident when applying this knowledge in harder calculations. This is often because they do not have the opportunities to practise these skills more widely

outside mathematics lessons.

- The school's current tracking data shows that disabled pupils and those who have special educational needs are currently making good progress. The inspector saw plenty of evidence of good progress in pupils' exercise books, such as pupils using simple punctuation correctly.
- The most-able pupils make good progress from their starting points because teachers set them work that requires them to think hard about the problems they have been set. Their achievement is reading is often impressive and most are able to write fluently and confidently in different styles when asked to do so. As with other pupils, their standards in mathematics, whilst good, are not always quite as strong as they are in reading.
- The school has a small number of disadvantaged pupils who are supported by the pupil premium funding. At the end of Key Stage 2 in 2014, there was no gap between the attainment of disadvantaged pupils and others nationally in reading, writing or mathematics. Within the school, disadvantaged pupils' attainment was approximately two-thirds of a level above that of other pupils in mathematics and writing and one third better in reading. The school's tracking data suggests that disadvantaged pupils currently in the school are making good progress. They are rapidly closing any gaps between their attainment and other pupils as they move through the different year groups.

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	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.
		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.

School details

Unique reference number	120912
Local authority	Norfolk
Inspection number	448524

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	137
Appropriate authority	The governing body
Chair	David Perry
Headteacher	Emma Adcock
Date of previous school inspection	26 April 2010
Telephone number	01603 898292
Fax number	01603 891407
Email address	office@woodlandview.norfolk.sch.uk

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