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Mrs Ruby Grey  
Woodland View Primary School  
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Nottinghamshire  
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Dear Mrs Grey

### **Requires improvement: monitoring inspection visit to Woodland View Primary School**

Following my visit to your school on 21 November 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2017. It was carried out under section 8 of the Education Act 2005. At its section 5 inspection before the one that took place in January 2017, the school was also judged to require improvement.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order for the school to become a good school.

### **Evidence**

During the inspection, I met with you as headteacher, the leaders for the early years foundation stage and upper key stage 2, and the special educational needs coordinator. I also met with four members of the governing body, including the chair, and a representative of the local authority to discuss the actions taken since the last inspection. The school's improvement plan, the governors' action plan and the action plan for the early years foundation stage were evaluated. I examined a range of documentation relating to governance, including the headteacher's report and summative reports from the chair of the governing body. You and I undertook a tour of the school to see the learning that was taking place in every year group. Together, we examined a range of pupils' books. I spoke with pupils in class and

with a group of pupils at lunchtime. I met with parents as they brought their children to school. I checked the single central record.

## **Context**

Since the inspection in January 2017, there have been significant changes to staffing. Seven teachers, including the deputy headteacher, have left. Sixteen other staff have left, including teaching assistants, lunchtime supervisors and the school's business manager. Seven teachers have joined the school. Some staff are currently absent from school. You have restructured the senior leadership of the school so that there are now four 'families': early years, key stage 1, lower key stage 2 and upper key stage 2. The assistant headteachers now lead two of the 'families' and two other members of staff, appointed from within school, lead the others. The early years lead is currently taking maternity leave and her leadership role is being undertaken by another member of staff. In addition, there have been some changes to governance, with one governor leaving and two being appointed. One vacancy on the governing body remains.

## **Main findings**

At the time of the last inspection you had been in post for two terms. You had already begun the task of making improvements. Since that time, you have introduced new approaches to the teaching of English and mathematics, for example, to ensure that pupils receive the right levels of challenge for their ability.

You and the other members of the leadership team check regularly that teachers are implementing the new approaches that have been introduced following training. You provide ongoing support and training for teachers, but you are aware that some inconsistencies in the quality of teaching remain.

Teachers in some classes provided pupils with the right level of challenge, but this is not always the case, particularly in mathematics. As we toured the school and looked at pupils' books, we saw that teachers are using the 'banded maths' system you have introduced. Teachers mostly provide pupils with tasks that are well-matched to their ability, including those who are the most able. We also saw, however, that some teachers are not building systematically enough on pupils' previous learning. This is because they are not making full use of their ongoing assessments to plan pupils' next steps in learning.

Teachers plan opportunities for pupils to develop their problem-solving and reasoning skills in mathematics. Their books showed that pupils are practising these skills regularly. Pupils' books also show that most teachers follow the school's marking and feedback policy closely. In lessons, we saw some teachers and teaching assistants supporting pupils well with their learning. They asked well-considered questions to promote pupils' understanding of the ideas being taught. They also dealt with any misconceptions pupils may have.

Teachers provide pupils with opportunities to write at length across a range of subjects, for example in history and science. Occasionally, teachers do not make the learning intention clear to pupils. On several occasions we saw teachers making effective use of their subject knowledge to develop pupils' language skills. For example, one teacher ensured that pupils understood new vocabulary by explaining the work of a missionary.

It is too early in the school year to check the school's assessment information in detail. The books we reviewed showed that pupils are making progress from their starting points as you expect. You readily acknowledge that pupils are making better progress in classes where teaching is most effective. You have clear plans to continue to share this effective practice throughout the school

You provide your leadership team with support and training to help them to fulfil their leadership roles effectively. Your weekly meetings with senior leaders contain an element of training. For example, you use lesson observations and feedback effectively to improve teachers' practice. You enjoy the full support of your leadership team. They understand your clear vision for the school and appreciate the training you have provided. They know that you are willing to listen to their ideas and adapt developments when you see they can be improved. The other leaders feel valued and enjoy the challenge of their new roles.

The leader of the early years has established a bright environment for the children. Activities are linked so that learning makes sense to them. The theme during my visit was 'a birthday party'. Children persevered as they cut wrapping paper, made cards, wrote invitations or practised their counting skills by matching candles to the number on a cake. Much has been achieved in improving the outdoor environment. It is now focused on improving the skills of the youngest children. You have set up areas for writing and mathematics and encourage children to continue their learning outdoors. The leader for the early years ensures that staff are aware of the intended learning linked to each task, so that children's progress can be closely tracked. In this way, she ensures that staff provide additional support and challenge to those who need it.

Since the last inspection you have reduced the number of teaching assistants considerably. They are deployed according to the learning needs of pupils. In lessons we saw teaching assistants providing helpful support, including to pupils who have special educational needs (SEN) and/or disabilities. The special educational needs coordinator has reviewed the provision for pupils who have SEN and/or disabilities. You have plans to provide further training so that teaching assistants can be even more effective in their roles.

In addition to the areas for improvement from the last inspection, you are also ensuring that other aspects of school life are improving. For example, several members of staff told me that the behaviour of pupils has improved because clear structures are now in place to manage it. Pupils agree. They told me that behaviour

was mostly good. Pupils behaved well during my visit. They were confident that an adult would deal with any bullying if it ever occurred.

Pupils were keen to show me the new library. They told me that a lot of money had been spent on books and that they like the choice they have. Pupils who spoke with me also explained why there is a large display of mirrors on the corridor walls. They told me that it is to remind them to reflect – on their behaviour, their work or on any mistakes they make. One pupil explained, 'It's part of our values, to be reflective.'

Governors are highly supportive of you and the leadership team. They have restructured meetings of the governing body so that it can focus on specific aspects of school improvement. They welcome receiving reports well in advance of meetings so that they can consider carefully the questions they would like to ask. Governors come into school regularly to see it in action for themselves. They monitor improvements alongside staff to help them fully understand the changes being made. They attend meetings where parents will be present, such as parents' evening, so that they can speak with parents and answer any questions they may have.

Every parent who expressed a view told me that they appreciate the regular communications from school. Most parents told me that they receive letters informing them of what is happening in school. Nevertheless, you have recently introduced an app to provide parents with the 'headline information' directly to their mobile phones. You offer parents regular opportunities to come into school, including times to speak with staff. Parents can enjoy lunch with their children in school every half term. You have offered workshops for parents, for example to find out about safeguarding. Parents are invited into the early years and key stage one classrooms on Thursday mornings to read or learn alongside their child.

The school's improvement plan and the action plan to improve provision for the early years are clear. They tackle directly the actions needed to bring about the desired results. The plans are detailed, with clear milestones and success criteria. This means that leaders and governors can check that developments are on track. You report on the progress being made against the plans to governors. The governing body ensures that its checks on the work of the school are aligned to the school's current priorities.

### **External support**

The local authority has provided useful support to the school. An adviser supports you well in your leadership role. She has brokered support from a neighbouring school. This has allowed teachers, including those from the early years, to see good practice and bring it back to Woodland View. When the deputy headteacher left for another post, the local authority supported you well by seconding a deputy headteacher while a successor could be appointed. The local authority has also

provided support to the governing body, through training and the appointment of new governors. The local authority plans to continue its current level of support for the school.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Nottinghamshire. This letter will be published on the Ofsted website.

Yours sincerely

Di Mullan  
**Her Majesty's Inspector**