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Ruby Grey
Headteacher
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Dear Mrs Grey

Additional, remote monitoring inspection of Woodland View Primary School

Following my remote inspection with Damien Turrell, Her Majesty's Inspector (HMI), of your school on 27 and 28 January 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received three successive judgements of requires improvement. The school's most recent section 5 inspection took place in April 2019.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Context

- During the autumn term, very few pupils were required to learn at home due to the need to self-isolate.
- At the time of the inspection, approximately one third of the school's pupils are receiving education in school. Most of the school's pupils with special educational needs and/or disabilities (SEND), and those pupils identified as vulnerable, are attending school.

Main findings

- Leaders and governors have responded quickly to the needs of their community. Their actions have ensured that pupils can access education. While already high, the number of pupils taking part in remote education is increasing daily. Leaders have found some families hard to reach. Staff are persistent in their efforts to engage all pupils with learning. However, a few pupils are still not taking part.
- Prior to the start of the pandemic, leaders were developing their curriculum. They have introduced a revised curriculum. However, they continue to refine it. Their next focus is to sequence subject content. This will set out how pupils will learn key knowledge, building on what they have learned before.
- Leaders have implemented a new phonics programme. Teachers are adapting how they teach phonics for pupils who are learning at home and those who are present in school. Due to gaps in knowledge that have emerged during the summer term, some pupils in Year 1 have fallen behind in phonics. Teachers were addressing the gaps in pupils' knowledge during the autumn term, but the current lockdown has hindered this. Leaders are considering how they can check what sounds have been remembered by pupils learning at home. This will help them to spot gaps in pupils' knowledge quickly so that they can support them and prevent them from falling behind.
- Teachers are adapting the current curriculum to meet the needs of pupils who are learning at home and in school. They have considered what resources pupils have at home so that they can take part in learning. For example, in Year 5 pupils are developing their skills in portrait drawing, using pencil only. In the early years, children received a pack containing lots of resources. This included counters, number and phonics cards. Teachers plan lessons in which children use these resources to support them in their learning.
- Pupils in school learn the same things as those at home. Staff are providing emotional support for those pupils who have found the pandemic difficult to cope with. Some pupils are receiving extra support in areas that they are less confident with. For example, some pupils have weekly sessions to help them with phonics.

- Teachers are considering pupils with SEND when they plan work for those at home and in school. The expectation of what some pupils with SEND should be able to achieve is not high enough. Leaders are looking at ways to support teachers so that they are able to adapt learning more appropriately for pupils with SEND. Leaders have been flexible in their support for SEND pupils. For example, some pupils come into school for two days a week. This helps to set the expectation for what they should do when working at home for the remaining three days.
- Governors are aware of the challenges faced by the school. They are doing all they can to provide support. They are keen that the school continues to improve. They are checking that leaders are doing what they have said they will. They are unafraid to challenge leaders and point out when they feel actions have not had the desired impact.
- Support from the local authority has helped leaders refine and refocus their efforts to improve the quality of education that pupils receive. A recent review of early reading has checked how well the school's phonics programme is working. This has helped to identify what leaders need to do to develop this further.

Evidence

This inspection was conducted remotely. We held meetings with the headteacher, the deputy headteacher, the leaders responsible for pupils with SEND, the early years, phonics and reading, other senior leaders, staff, representatives of those responsible for governance, and a representative of the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also reviewed a selection of video lessons, curriculum planning and examples of pupils' work, and we remotely observed some pupils reading to a member of staff.

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

Helen Williams
Her Majesty's Inspector