

# Inspection of Woodland View Primary School

School Lane, Grange Park, Northampton, Northamptonshire NN4 5FZ

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Inspection dates: 4 and 5 October 2023

## Overall effectiveness

## Outstanding

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Outstanding

The headteacher of the school is Mark Horsley. The school is part of Woodland View Primary School trust, which means other people in the trust have responsibility for running the school. The trust is overseen by a board of trustees, chaired by James Messham.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since January 2008.

Ofsted has not previously inspected Woodland View Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Woodland View Primary School to be outstanding, before it opened as a new academy.

## **What is it like to attend this school?**

Pupils thrive in this exceptional school. The school is ambitious in its vision and provision. Highest expectations are set for learning and behaviour. Pupils consistently meet these high expectations. Staff and pupils embrace and live the school's values of 'respect, kindness, courage, honesty, cooperation and creativity'.

Pupils are enthusiastic and passionate about their school. They are wonderful school ambassadors. They are safe, happy and want to be at school. Staff help pupils recognise their feelings and emotions. Pupils know the importance of the school's 'blue butterfly' safeguarding symbol. They know how to share with a trusted adult.

Pupils have countless opportunities to engage with a wide range of experiences. These include musical, sporting, learning and creative opportunities. The annual 'soiree' celebrates pupils' many performing arts skills and talents. Pupils are very proud of their leadership roles, for example as recycling monitors, computing technicians and subject ambassadors.

Parents and carers are overwhelmingly positive about the school. One parent, echoing the views of many, stated: 'This is a fantastic school. It offers a wide range of activities outside the curriculum. It has a fantastic range of facilities. The staff are friendly and professional. I couldn't be happier with this school.'

## **What does the school do well and what does it need to do better?**

Woodland View Primary School is a beacon of excellence.

The school has designed an ambitious and inclusive curriculum which puts pupils' learning at its heart. Staff enable pupils to learn the right knowledge and skills at the right time. Teachers know how to teach the curriculum exceptionally well. They check that pupils meet their high expectations for learning. Pupils secure the knowledge they need to succeed. They recall their learning in depth. They skilfully connect learning across the curriculum.

Staff are exacting in their provision for pupils with special educational needs and/or disabilities (SEND). Staff enable these pupils to access the same curriculum as their peers. Provision for pupils in the Ladybird classroom is remarkable. There are no ceilings on what staff expect these pupils to achieve. Pupils with SEND achieve very well.

Pupils get off to a robust start in learning how to read. They learn to become fluent in reading. They deepen their understanding of text and strengthen their writing skills. An abundance of books serves to engage pupils in developing a love of reading. Pupils who speak English as an additional language quickly learn to speak, read and write English. They access the same curriculum as their peers and make strong progress across the curriculum.

Children get off to an excellent start in Reception. The ambitious curriculum enables children to learn very well. Staff focus strongly on developing children's vocabulary, speech, language and communication. Staff care, nurture and support children's personal, social and emotional development. Children have meaningful opportunities to learn through play. Adults' interactions with children are engaging and purposeful.

Pupils' positive relationships are striking. Staff foster respectful and courteous attitudes. Pupils engage well in lessons and relish learning. At breaktimes, pupils look after each other. They play and engage in a range of activities in the library, creativity cabin, woodland workshop and sports facilities. On the rare occasion that pupils need help with their behaviour, staff support them to consider how to make amends and learn from their mistakes. Most pupils are rarely absent.

Opportunities for pupils' personal development are outstanding. The curriculum for personal, social, health and economic (PSHE) education is well planned and carefully sequenced. Pupils build their knowledge of how to keep healthy and lead safe lives. The school prepares pupils for current and later life. Pupils are nurtured to be responsible British citizens. They develop a deep understanding of equality and diversity and the importance of actively respecting and celebrating difference. They show a deep appreciation of other cultures, faiths, types of families and relationships.

Pupils are exposed to experiences that identify and develop their personal interests and talents. The school provides explicit opportunities to support pupils' spiritual, moral, social and cultural development, as celebrated in pupils' newsletter 'The Woodland Times'. Pupils gain an appreciation of the world of work through 'employee of the future' activities.

Trustees, the headteacher, leaders and staff take pride in serving their pupils and the local community. Staff are unified by, and embody, the school's motto, 'inspire, enjoy, achieve', in everything that they do.

Leaders have remarkably high expectations. They continually strive to build on the school's provision. They address barriers and raise aspirations. They do so with dedication and humility. Much of the school's provision is worthy of sharing with others.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	137918
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10211891
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	395
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	James Messham
<b>Headteacher</b>	Mark Horsley
<b>Website</b>	<a href="http://www.wvps.northants.sch.uk">www.wvps.northants.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected under section 5 of the Education Act 2025

## Information about this school

- Woodland View Primary School converted to become an academy in August 2012. When the predecessor school, Woodland View Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- Woodland View Primary School is a single academy trust overseen by the board of trustees.
- The headteacher took up the substantive post in September 2022. A new deputy headteacher was appointed in September 2023.
- The school does not use the services of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19

pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and senior leaders. They met with trustees. They spoke with a school improvement consultant remotely.
- Inspectors carried out deep dives in reading, mathematics, science, history and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke with some pupils about their learning and looked at samples of pupils' work. They listened to pupils read.
- Inspectors looked at a range of other subjects, including PSHE, English, computing, design and technology, geography, art and Spanish. They visited lessons and reviewed curriculum planning and samples of pupils' work.
- Inspectors met formally with groups of pupils to talk about the quality of education and other aspects of school life. They spoke with staff and pupils informally.
- Inspectors met with the special educational needs and disabilities coordinator and reviewed the provision for pupils with SEND. They met with early years leaders.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff, pupils and parents; reviewed safeguarding records; and considered the extent to which the school has created an open and positive culture of safeguarding that puts pupils' needs first.
- Inspectors reviewed a range of documentation. They looked at the school's website and published information about the school's provision, policies, self-evaluation and development plan.
- Inspectors considered the views of parents who completed the Ofsted survey, Ofsted Parent View, including free-text responses. They reviewed the responses to Ofsted's surveys for staff and pupils.

## Inspection team

Chris Davies, lead inspector	His Majesty's Inspector
Paul Lowther	Ofsted Inspector
Luella Manssen	Ofsted Inspector

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