Inspection of Woodland View Junior School

Ivy Road, Spixworth, Norwich, Norfolk NR10 3PY

Inspection dates:	15 and 16 October 2024
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Previous inspection grade	Good

What is it like to attend this school?

Pupils feel they belong in this warm and friendly school. The school's CARE values of 'community, adventure, respect and excellence' make a tangible impact on pupils. Pupils feel they are listened to, are safe and know staff will help them with any worries they have. They recognise the importance of their learning, so lessons are calm and focused.

The school is ambitious for pupils, including those with special educational needs and/or disabilities (SEND). Many pupils, including those with SEND, achieve well across the curriculum.

Pupils enjoy the many ways in which they contribute to the school. For example, the school council is proud to have made a contribution to designing the school's playground equipment. Science ambassadors are helping to plan clubs for pupils at lunchtimes. Clubs, including football, Lego and the very popular Christmas decoration club are well attended.

The school plans for pupils to be healthy and active. Pupils take part in the daily mile and can represent their school through many sporting activities. They are very proud of winning the football league cup.

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

The school has been working hard to implement a curriculum that is ambitious for all pupils, including those with SEND. In most cases, pupils' learning builds well over time. Previous learning is revisited, and new information is presented clearly. For example, when learning in physical education, pupils learn to pass a ball with increasing accuracy over time. However, there are some occasions when staff are not always using the school's chosen agreed method consistently to deliver learning. When this happens, misconceptions are not addressed and pupils repeat the same errors.

Generally, staff make appropriate adaptations to learning so that pupils with SEND access the same full curriculum as their peers. There is careful consideration done to ensure plans are in place that have thought about pupils' needs. However, there are times when learning activities are not as precisely matched to pupils' needs. In these instances, pupils with SEND do not learn what they need to help them move on successfully to their next steps of learning.

The school's focus on reading pays off. The majority of pupils become competent and confident readers. Older pupils, including those with SEND, make informed book choices based on their interests, favourite authors, or genres. Extra teaching for pupils who are still early readers when they join the school boosts their skills. These pupils benefit from the well-planned transition from the federation infant school. They are picked up straight away and start where they left off in key stage 1. Staff ensure carefully matched reading books help these pupils to practise and consolidate their learning. Targeted small-group and individual work benefits those who continue to need more time to reinforce and embed their reading skills.

Well-established routines support pupils to behave well. Pupils talk regularly about how to treat each other with respect. Staff are well trained to support the few pupils who require help to regulate their emotions due to their additional needs. Staff have the same high expectations for how these pupils should behave while making reasonable adjustments where appropriate.

The personal development programme is of a high quality. Pupils understand about staying safe, such as when online. The school ensures that pupils learn about healthy relationships. Support for pupils with SEND ensures that they engage well with school life. Pupils experience a variety of trips, visits and theme days in school which enrich the curriculum. Pupils are proud of their achievements. Younger pupils connect their visit to a museum to deepening their understanding of the Romans.

School leaders and governors work well together. They are focused on what can make the school even better. Staff are well considered and included in decision-making. Staff value the opportunities they have to develop and improve their practice.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's delivery of the curriculum is not consistently effective in all subject areas. This means that pupils are not making as much progress as they could across the curriculum. The school needs to evaluate the effectiveness of teaching and assessment on pupils' learning and put in place support and training where needed.
- The school does not always ensure that learning is appropriate to meet the needs of pupils with SEND. Where this is the case, these pupils do not learn as well as they could. The school should ensure that the needs of pupils with SEND are well understood and that the curriculum is adapted to meet these needs with greater consistency.

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

Unique reference number	120912
Local authority	Norfolk
Inspection number	10345235
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	The governing body
Chair of governing body	Jo Thompson and Hannah Collinson-Smith (Co-Chairs)
Headteacher	Heidi Jordan
Website	www.woodlandview.norfolk.sch.uk
Date of previous inspection	5 March 2019, under section 8 of the Education Act 2005

Information about this school

- Woodland View Junior School is part of The CARE Federation. There are three schools in this federation, the other two being Spixworth Infant School and Sparhawk Infant and Nursery School.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors met with subject leaders, spoke to teachers, spoke to pupils about their learning and looked at pupils' work. The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors reviewed other curriculum areas and spoke to leaders about these subjects, including personal, social and health education.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with the executive headteacher, senior leaders and members of the governing body, including the co-chairs.
- Inspectors reviewed a range of documentation provided, such as minutes of governors' meetings, the school's self-evaluation, school improvement documents and information relating to pupils' attendance and behaviour.
- Inspectors spent time speaking to pupils, including at lunchtime. Inspectors also took account of responses to Ofsted's online pupil survey.
- Inspectors gathered parents' views by reviewing responses to Ofsted Parent View.
- Inspectors gathered staff members' views by speaking with them and considering responses to Ofsted's staff survey.

Inspection team

Jo Nutbeam, lead inspector	Ofsted Inspector
Emma Davies	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at http://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024