

# Woodland View Junior School

## Inspection report

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<b>Unique Reference Number</b>	120912
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	339811
<b>Inspection dates</b>	26–27 April 2010
<b>Reporting inspector</b>	Jill Bavin

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	190
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Perry
<b>Headteacher</b>	Mr James Mulvany
<b>Date of previous school inspection</b>	15 November 2006
<b>School address</b>	Ivy Road Spixworth Norwich
<b>Telephone number</b>	01603 898292
<b>Fax number</b>	01603 891407
<b>Email address</b>	office@woodlandview.norfolk.sch.uk

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## Introduction

This inspection was carried out by three Additional Inspectors who saw eight teachers, visited 17 lessons and made seven additional visits to classes to focus on pupils' cultural development. Additionally the team met with staff, governors and pupils both formally and informally. They scrutinised a variety of documentation, including policies and documents related to safeguarding, data about pupils' progress and the school improvement plan. Responses on questionnaires from 78 parents and carers, 96 pupils and 11 members of staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

the impact of the school's recent focus on improving pupils' writing and the progress made by middle attaining pupils

- the extent of recent improvements in science
- how governors and staff are increasing pupils' knowledge and understanding of cultural diversity within the United Kingdom.

## Information about the school

The school has been a Junior School since September 2007, which means that there has not yet been a group of Year 6 pupils who have had four years in the school. The re-organisation has contributed to a falling pupil roll and therefore to staff redundancies or early retirement. Although their backgrounds vary, most pupils come from White British backgrounds and there are no pupils at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/ or disabilities is below the national average overall, but high in some year groups. There is a privately managed breakfast and after school club on the school site for children between the ages of 3 and 12. This did not form part of the inspection.

The school has Healthy School status. In 2008 it received Activemark in recognition of its physical education and in 2009 received a Safe School Award in recognition of its safety procedures related to technology.

The headteacher is retiring at the end of this term.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

This is a good, well led and improving school. Some elements of its work are outstanding. It is a testament to the headteacher's strengths and the deputy's effective support that several initiatives have contributed to improved standards in spite of school re-organisation and changes to staffing. Class teachers, as well as senior staff, analyse how well different groups of pupils are doing in greater detail and provide more timely well-focused support than previously. This has been a major factor in the school's success in improving the progress made by middle attaining pupils. Staff have maintained good morale and worked extremely hard to provide greater challenge in lessons. There has been notable success in improving the quality of pupils' writing and their scientific knowledge and understanding. Successful partnerships with other schools have contributed to a good and improved curriculum to support these endeavours. Incorporating pupils' problem solving skills in science, and the extent of writing for different purposes in different subjects are key strengths of the curriculum. These successes demonstrate the school's good capacity for further improvement.

While attainment varies between year groups and for individual pupils, most typically pupils join the school just above expectations for their age. Challenging targets help all groups to make good progress. In 2009 girls and boys made good progress and reached well above average standards in English, mathematics and science, with the majority exceeding national figures in reaching the higher Level 5 in national tests. Most pupils in Years 5 and 6 are already working at levels above those expected for their age in English, mathematics and science. The few pupils from minority ethnic groups make equally good progress. Pupils with special educational needs and/ or disabilities make good progress and reach average or close to average standards. That said, while teaching is good and pupils benefit from outstanding teaching in a variety of subjects, the effectiveness of teaching varies too much. This is attributable to some inconsistency in the expectations of what pupils can achieve. While there are some opportunities for staff to share best practice, opportunities are not sufficiently frequent and when staff observe each other they sometimes focus more on teaching strategies than pupils' learning.

The school's care, guidance and support are outstanding. This contributes to the outstanding progress often made by individual pupils facing particularly challenging circumstances. At the time of the inspection, procedures for keeping pupils safe were outstanding. Attendance is exceptionally high and pupils embrace the many opportunities available to them to take responsibility and contribute to their school and local community. Their good behaviour contributes to their good learning. Spiritual, moral, social and cultural development is good. Pupils enjoy their harmonious school

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community and are accepting of the diversity within it. However, they do not have enough experience of more diverse communities in the United Kingdom.

## What does the school need to do to improve further?

- Increase the number of lessons where learning is good or better by:
  - ensuring there are consistently held high expectations of all pupils
  - sharing outstanding practice more frequently
  - increasing the focus on pupils' learning when lessons are observed.
- Develop pupils' understanding of cultural diversity within the United Kingdom by:
  - developing the use of relevant topic work
  - forging links with another school in the United Kingdom before Christmas 2010.

## Outcomes for individuals and groups of pupils

**2**

Inspectors took a particular interest in the progress made by middle attaining pupils because this has been a recent area of focus for the school. Lesson observations confirmed the school's views and demonstrated that this group of pupils make similar progress to other groups. For example, during the inspection, middle attaining pupils in Years 4 and 5 made equally outstanding progress in analysing the features of persuasive writing that make a powerful advertisement. Similarly, this group of pupils in Year 6 made outstanding progress alongside their peers in using the internet to research the Himalayas and raise geographical questions about the area.

In these lessons all groups of pupils, including those with special educational needs and/or disabilities, made outstanding gains in a short period of time because they had good opportunities to make independent decisions and discoveries. However, there are inconsistencies in the level of expectation that promotes these skills. On occasion pupils make satisfactory gains, for example in historical understanding, or writing a particular style of poetry, and learning is not accelerated because teachers spend a little too long directing pupils. Consequently, the level of challenge is constrained.

The inspection team also took a particular interest in pupils' writing and their scientific knowledge and understanding because these are areas of recent focus and improvement in school. Lesson observations confirmed above average standards and good progress in these areas. For example, pupils in Year 5 used advanced scientific vocabulary and ideas to prepare an investigation into condensation. Similarly, pupils in Year 6 produced good quality writing, using precise vocabulary and sentence structure to good effect to evoke a threatening situation, after seeing an excerpt from the film, 'Moonacre'.

Pupils work well together and positive relationships contribute to their sense of well-being. They are prepared to act on their mature understanding of safe and risky situations and healthy choices. For example, pupils have volunteered ideas for increasing site security, which the school has adopted. Pupils have risen tremendously

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well to the 'Golden Mile' challenge of walking at least ten miles before the end of term and class councils take the initiative in raising the profile of eating fruit. These extremely responsible attitudes also apply to their willingness to embrace several roles of responsibility, and initiate activities such as charity or local community events. They have a strong sense of justice which they apply to international situations, and value attributes such as 'friendship' which contributes to the school's positive ethos.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The curriculum is well organised and increasing links between subjects support pupils' good progress. Recent improvements include the extension of 'thinking skills', computer skills and writing to support learning in all areas of the curriculum. Improvements in the extent and quality of scientific investigation undertaken by pupils, has contributed to higher standards in science. The curriculum does not provide enough opportunities for pupils to understand differences between other cultures and their own, although a start has been made in tackling this. Strengths in personal and social education, such as work on 'children's rights' help them to become thoughtful young people. They underpin

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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pupils' good behaviour and the maturity with which they undertake activities such as organising fund-raising events for the local community. Physical education has a very high profile, much appreciated by pupils and contributing to their great willingness to adopt healthy lifestyles.

Inspectors found many good features of teaching in all lessons. Good relationships between adults and pupils contribute to positive and discreet behaviour management. Teaching assistants provide effective support for pupils, usually those who find learning difficult. Teachers consistently share learning intentions with pupils, giving them a helpful context for their learning. Consequently, learning is hardly ever disrupted by inappropriate behaviour, or pupils' uncertainty about what is expected of them, although they tend to lose concentration when work is not very challenging. Increasingly, teachers share pointers for success with pupils enabling them to judge their own learning. Mostly teachers make good use of their knowledge of pupils to plan modified tasks to meet the varying needs within their class. When teaching is satisfactory it is because expectations are not high enough to increase the pace of learning for all groups within the class. Outstanding teaching is characterised by extremely effective planning, a high level of challenge and a cracking pace.

Staff are extremely supportive of all pupils. They have recent experience of working with immense sensitivity, and consulting experts in the community, when pupils have faced very difficult circumstances. Individual arrangements successfully promote significant achievement for those individual pupils who face considerable potential barriers to learning or making friendships.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Senior staff, governors and staff successfully promote a happy school community where standards are rising. Decisions are made strategically in order to achieve good value for money and do the best for pupils. For example, projects, such as writing competitions and workshops are well chosen to maximise benefit to pupils while enriching their links with the local community, which are good. The school takes its responsibility to the very few minority ethnic pupils and the White British majority seriously, in ensuring that pupils develop a multi-national view of the world. During the inspection an extremely effective assembly used the influence of Nelson Mandela on post-apartheid South Africa to illustrate issues of 'forgiveness'. However, pupils do not have enough direct

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experience of the wide range of different cultures and traditions within the United Kingdom.

This is a cohesive school where the staff team and governors share an effective commitment to school improvement. Plans for school development are shared, widely understood and based on an accurate view of the school's strengths. Priorities for development are well-chosen and the governors are fully involved in holding the school to account. They are playing an increasingly strategic role in determining the school's future direction as they prepare to appoint a new headteacher. These strengths account for the school's track record of rising standards and have done much to increase equality of opportunity for pupils. There is no significant pattern of disparity in achievement for different groups of pupils. There is very little distinction between girls' and boys' attainment, far less than nationally, and no pattern of regular disparity, because of previous successes in raising boys' attainment in English.

Rigorous systems ensure that the school monitors the progress of each pupil and teachers are held closely to account. The school seeks to aim as high as possible for each pupil and subject leaders are taking increasing responsibility in this by developing their subjects and contributing to the school development plan. Comprehensive procedures for keeping pupils safe are thorough and detailed. The school is extremely aware of sensitive child protection issues. Most significantly, issues about safety permeate day to day activities. For example, on a sunny day during the inspection a teacher wrote on her board, 'keep safe in the sun' and in a literacy lesson one boy identified potential fire hazards while analysing a dramatic scene in a piece of film.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



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## **Views of parents and carers**

An overwhelming majority of parents feel strongly that the school is led and managed well and that the school keeps their children safe and contributes to them adopting healthy lifestyles. Most parents appreciate all aspects of the school's work. A few parents expressed concerns that the school does not deal well with unacceptable behaviour. This was not supported by the inspection which saw behaviour managed effectively, nor by the very positive views expressed in the majority of questionnaires. The vast majority of parents are happy overall with the work of the school.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodland View Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 78 completed questionnaires by the end of the on-site inspection. In total, there are 190 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	54	32	41	4	5	0	0
The school keeps my child safe	55	71	20	26	2	3	0	0
The school informs me about my child's progress	37	47	37	47	2	3	0	0
My child is making enough progress at this school	34	44	40	51	3	4	0	0
The teaching is good at this school	38	49	37	47	1	1	0	0
The school helps me to support my child's learning	35	45	41	53	0	0	0	0
The school helps my child to have a healthy lifestyle	35	45	42	54	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	44	40	51	0	0	0	0
The school meets my child's particular needs	36	46	38	49	1	1	0	0
The school deals effectively with unacceptable behaviour	31	40	40	51	3	4	0	0
The school takes account of my suggestions and concerns	27	35	47	60	2	3	0	0
The school is led and managed effectively	51	65	25	32	1	1	0	0
Overall, I am happy with my child's experience at this school	50	64	26	33	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Wednesday 28 April 2010

Dear Pupils

Inspection of Woodland View Junior School, Norwich, NR10 3PY

Thank you very much for all your help when we inspected your school recently. We felt very welcome because you were so friendly and polite. A special thank you goes to those pupils who met with me in the library and shared their work and their ideas with me. We agree with you and your parents that you go to a good school and some things are really impressive, such as how much you understand about how to make safe and healthy choices. The staff care about you enormously and some of you make fantastic progress in getting on with your work and getting on with your friends.

Here are some of the good things we found:

- you make good progress in English, mathematics and science and reach higher standards than most pupils of your age
- you usually behave well in lessons which helps your learning
- teachers generally plan to make sure that everyone is challenged well
- lessons are often interesting because you have good opportunities for problem solving, research and independent work
- the headteacher, deputy and governors do a good job of working with the staff to make the school even better.

We think the most important things for the school to do next are to make sure that teachers share their very best ideas more often by watching each other more, thinking about how much you are learning and making sure they always expect the best of you. We have also asked them to plan for different topics that help you learn more about different people who live in Britain and to link up with another school where pupils come from backgrounds and cultures that are different from your own.

You can help by continuing to work so hard and behave so well. We wish you every success in the future.

Yours sincerely

Jill Bavin

Lead inspector

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