

Woodland View Community Primary School

Inspection report

Unique Reference Number	133550
Local Authority	Northamptonshire
Inspection number	316147
Inspection dates	18 January 2008
Reporting inspector	Graeme Bassett

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	425
Appropriate authority	The governing body
Chair	Mr Gary Simpson
Headteacher	Mr Mark Thomas
Date of previous school inspection	15 March 2004
School address	School Lane Grange Park Northampton NN4 5FZ
Telephone number	01604 765037
Fax number	01604 667230

Age group	4-11
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: current achievement and standards in the school, especially the standards in Year 2 and Year 6; the quality of teaching, particularly teachers' planning; and the effectiveness of leadership and management, particularly the role of the subject leaders. Evidence was gathered from lessons, pupils' books, observation of an assembly and discussions with headteacher, staff and chair of governors. In addition, a group of children discussed their views of the school and parent questionnaires were examined. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified and these have been included where appropriate in the report.

Description of the school

The school is larger than most primary schools and draws most of its pupils from its immediate neighbourhood. It opened in 2002 and the number on roll has increased continually and many more pupils seek admission than can be accommodated. There are 15 classes. Most pupils are from White British backgrounds. A few pupils are at the early stages of learning English. The proportion of pupils with learning difficulties and/or disabilities is below average. When starting school in the Foundation Stage, children's attainment is broadly as expected. The school has been awarded an Activemark for physical education and sports and is working towards a Healthy School award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school where there is a shared and powerful commitment to make it even better. The headteacher is the dynamic force behind the developments of the school. Together with other senior leaders and the governing body, he sets a clear and imaginative direction and promotes a very purposeful atmosphere for learning. Excellent leadership and management have a very strong impact upon the school. As a result, most aspects of its work are outstanding. All staff have many opportunities to improve their professional development, resulting in their endeavouring to ensure that all pupils do as well as they can in everything they try. Parents express very positive comments about the successes of this school and many say that they are proud of their children's achievements. The school's evaluation of its own performance is excellent and its capacity for further improvement is outstanding.

Achievement in English, mathematics and science is excellent and standards by the end of Year 6 are significantly above the national average. This reflects the school's challenging targets and high quality performance in national tests over the past five years. The proportion of pupils exceeding the expected standards for their age is well above the national average overall. The youngest children get off to a good start because of the exceptional leadership and management of the Foundation Stage. By the time they enter Year 1, nearly all reach the standards expected for their age and many exceed these. Throughout Year 1, good progress continues and currently standards are above average in reading, writing and mathematics in Year 2. Standards in Year 2 and Year 6 dropped slightly last year (2007) because of a larger than usual proportion of pupils with learning difficulties and/or disabilities. Pupils with learning difficulties and/or disabilities achieve exceptionally well. Those who are at the early stages of learning English make equally outstanding progress.

Pupils' personal development and well-being are excellent because of the outstanding level of care, guidance and support evident throughout the school. Every pupil is included in all that the school does, which fosters excellent attitudes and promotes great enjoyment of learning. Consequently, pupils sustain concentration very well and have an extremely clear understanding of what they need to do to improve further. They are given excellent guidance when their work is marked. Pupils respond well to the written comments made by teachers. They are fully involved in assessing how well they are progressing and this is very evident in the discussions they have with their teachers about targets set for their future development. Pupils' attendance is good. They behave outstandingly well, treating each other with real respect. Their spiritual and cultural development is excellent and preparation for their future well-being is exceptional.

Pupils have an excellent understanding of how to adopt a healthy lifestyle, stay safe and avoid taking unnecessary risks. All statutory requirements and procedures to ensure their safety are in place. The pupils' involvement in the school community is excellent. They take on jobs such as playtime leaders or working in the recycling team and many other varied responsibilities. Community links through sporting activities, and particularly through the involvement of the three choirs, instrumental and recorder groups in musical events nationally and locally, are admirable.

The direction set by the leadership and management ensures that many of these initiatives within the community further enhance the excellent curriculum. Curriculum provision is a strength of the school and the very good links across different subjects are a strong feature of lessons. This is particularly evident in the way literacy and information and communication technology are covered through the teaching of subjects such as history. Teaching is outstanding overall with imaginative tasks adapted to meet the needs of the different ability groups within each class. Learning is further advanced through a wide range of visits. For example, a visit for pupils to the pits at Silverstone race circuit, and visits to school by a F1 test engineer, contributed effectively to science lessons about forces. In addition, the recent visit to the Royal Ballet in London made an extraordinary contribution to enhance pupils' understanding of dance as part of their work in the arts – another strength of the school's provision. Pupils in Years 3 to 6 are grouped according to their previous achievements in English and mathematics. This is most beneficial in ensuring that every pupil is challenged effectively to do his or her best. The day-to-day assessment records maintained by teachers are excellent. The school is aware that there are still some refinements needed to establish whole-school records that are more accurate and easier to update when predicting pupils' targets for the end of Year 6.

The senior leadership team, working very closely with the governing body, uses exceptionally good routines to monitor and evaluate the developments made. The governing body is extremely knowledgeable and keeps a prudent check on targets set and on the management of the budget. Governors have effectively supported the school's management of the continual increase in the number of pupils on roll and the subsequent increase in staffing. Delegation of responsibilities to co-ordinators for all subjects is very successful. The co-ordinators have finely honed skills in monitoring and analysing pupils' learning at the end of a unit of work in each subject. These assessment routines are exceptional and provide the school with an accurate picture that demonstrates the effectiveness of teaching and learning in subjects throughout the school.

Effectiveness of the Foundation Stage

Grade: 1

The provision for the children in the Foundation Stage is outstanding. The staff give excellent care and consideration to all children and ensure that they settle into school routines quickly. Children develop excellent personal, social and emotional skills. They take turns very well and form very good relationships with each other. The teaching is outstanding. A wide range of imaginative activities ensures that children progress skilfully towards the expected standards in all areas of learning. They do particularly well in communication, language and literacy and mathematical development by the time they enter Year 1. Comprehensive records are kept on each child, which enables staff to track individual progress very carefully.

What the school should do to improve further

- Refine the whole-school tracking records so that targets predicted for the end of Year 6 for each pupil are more accurate and easier to update.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of pupils?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote pupils' well-being?	1
The effectiveness of the Foundation Stage	1
The effectiveness of boarding provision	
The capacity to make any necessary improvements	1

Achievement and standards

How well do pupils achieve?	1
The standards ¹ reached by pupils	1
How well pupils make progress, taking account of any significant variations between groups of pupils	1
How well pupils with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the pupils?	1
The extent of pupils' spiritual, moral, social and cultural development	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils adopt safe practices	1
How well pupils enjoy their education	1
The attendance of pupils	2
The behaviour of pupils	1
The extent to which pupils make a positive contribution to the community	1
How well pupils develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of pupils' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of pupils?	1
How well are pupils cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all pupils?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all pupils achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding pupils meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

18 January 2008

Dear Pupils

**Inspection of Woodland View Community Primary School,
Northampton, NN4 5FZ.**

Thank you for helping me when I recently visited your school. I enjoyed meeting you and finding out about all that goes on. I found you are provided with an excellent education at an outstanding school. You do some very exciting things.

These are the things that are particularly strong in your school:

- Your headteacher provides excellent leadership and management.
- Those who lead and manage your school have very clear ideas of how to bring about even more improvements to make your learning even better.
- There is an exceptional team spirit in your school and it is a very happy place.
- You all work hard and enjoy your lessons so that you make excellent progress and your work is significantly above expected standards by the end of Year 6.
- You are all developing excellent attitudes towards your work and towards each other; you have an exceptional understanding of how to keep safe and to remain healthy.
- You are very polite and your behaviour is outstanding.
- Staff look after you and care for you extremely well
- The teaching is excellent and so you do extremely well in your learning.
- The curriculum is most imaginative and this makes your learning exciting, especially through the links made outside the school for arts and sport.

The school is aware that there are still some ways in which it could be even better. I agree with their views and have asked your headteacher and governors to do one important thing:

- Refine the whole-school tracking records so that targets predicted for you by the end of Year 6 are more accurate and easier to update as you improve.

Once again, thank you for your cooperation. You can help by asking your teachers how you can make your work better.

Yours sincerely

Graeme Bassett
Lead inspector