

WOODLAND VIEW PRIMARY SCHOOL

Information Booklet 2026

"WOODLAND VIEW PRIMARY SCHOOL IS A BEACON OF EXCELLENCE." Ofsted

"PUPILS THRIVE IN THIS EXCEPTIONAL SCHOOL." Ofsted

"LEADERS HAVE REMARKABLY HIGH EXPECTATIONS. THEY CONTINUALLY STRIVE TO BUILD ON THE SCHOOL'S PROVISION." Ofsted

"STAFF ARE UNIFIED BY, AND EMBODY, THE SCHOOL'S MOTTO, 'INSPIRE, ENJOY, ACHIEVE', IN EVERYTHING THAT THEY DO." Ofsted

inspireenjoyachieve

Mission Statement:

We aim to provide the best possible education for all of our children; to promote a love of learning within a positive and stimulating atmosphere, fostering mutual care and respect; to nurture and challenge the whole child to their full potential; to develop high standards of curriculum attainment; to offer a range of opportunities for children to enhance their musical, creative and sporting talents; to encourage an understanding of the meaning and significance of faith, promoting tolerance and high moral values, supporting children on their emotional and spiritual journey; to be innovative, forward-thinking and to strive for continual improvement.

Above all.....

to make the experience at our school one of enjoyment, fun and happiness.



Headteacher's Welcome

Inspire, Enjoy, Achieve!

This motto is at the heart of all we do. Whether it is through exciting school experiences, impressive school resources and facilities, high-quality teaching or our wonderful school environment, we passionately believe in inspiring our children every day. From this approach, we see children's enjoyment and high levels of achievement which have helped us to achieve our Outstanding status (October 2023).

Our school values of Respect, Creativity, Honesty, Cooperation, Kindness and Courage are taught and demonstrated explicitly and implicitly so that our children develop the fundamental characteristics to be well-rounded citizens, ready to make a positive impact in our ever-changing world.

I am very proud of our talented, hardworking and supportive staff team, and the positive relationships they build with children and all members of our school community.

I hope that our website gives you a flavour of life at Woodland View, and if you would like to arrange a visit, I would be happy to show you our fantastic school.

Mark Horsley
Headteacher

Our Vision in Action:

The Magnificent 7 is our shared vision which allows us to focus on what we want to achieve at Woodland View. It guides us and gives us purpose every day. The Magnificent 7 is prominent in school; it is shared with the children and parents, and referred to frequently so that we can reinforce what truly matters to us and our pupils. The image below can be seen in key areas of the school, and a special explanatory video is available on our website.



Our School

Our school opened in September 2002 in the new area of Grange Park. We are a mixed primary school catering for 4-11 year olds. We enjoy close links with our community.

We want our school to be welcoming and friendly and aim to create an atmosphere which is engaging, happy and purposeful.



Our school became an Academy on 1st March 2012, following outstanding Ofsted reports. We are still a state primary school but we are independent from the Local Authority (LA), getting our budget directly from the government. The LA (West Northamptonshire Council) still administers several services including admissions, school transport, educational welfare and special educational needs/educational psychology.

School Organisation



There are three stages of education at primary school:

First Year in School
Second & Third Year
Fourth, Fifth, Sixth & Seventh Year

Reception Year: "The Foundation Stage"
Year 1 & Year 2: "Key Stage 1"
Years 3, 4, 5, 6: "Key Stage 2"

The classes and groups are formed after considerable thought and discussion giving regard to the children's needs and personalities, as well as school organisational issues.

There are two classes per year group and children are taught in classes according to their age groups.



Starting School for the First Time

Children joining our Reception class will start school in the academic year they have their fifth birthday. They will attend part-time in the first instance and this will quickly increase to attendance for full days if they are ready.

- ❖ In the term before the children join the Reception class, the children will be invited to visit the school with their family, visit the school on their own for a short session, and parents are invited to an Evening Meeting to meet the Head and members of staff, and to gain information about starting school. Home visits with the child's teacher will also be arranged before the summer.
- ❖ Parents are provided with a Starting School booklet.

Older children joining the school will ideally have the opportunity to meet the teacher in advance, and have a tour of school to begin to familiarise themselves.

Home School Liaison

We place great value on our partnership with parents as only together, through cooperation and understanding, can we achieve the best for our children. We hope that parents will encourage their children by showing an interest in school activities and promoting positive attitudes in their children.





Consultation evenings will be held in the Autumn and Spring terms, when parents are invited to discuss children’s progress with staff, but we like to feel that parents would contact the school if they are concerned in any way about any aspects of school life. We are always ready to meet parents by appointment at mutually convenient times.

Towards the end of the Summer term an annual report is prepared for each child, giving details of your child’s progress and achievements and results of any statutory assessments.

The school runs Achieve With Me sessions, when parents can work alongside their children and talk about their learning. There will also be a parental Class Drop-in and an Open View opportunity during the year.

“Headteacher Newsletters” – which include dates and events – are issued frequently via School Ping. Regular Ping messages and bulletins are issued giving updates and reminders; parents are given information on how to set up the App.

Check the website for regular news updates, to view class pages, year group blogs and to access Headteacher newsletters as well as parent guidance information.

The Curriculum at Woodland View

Our motto is **Inspire, Enjoy, Achieve**. We aim to provide a curriculum that embodies our motto through a careful balance between challenge and support, using engaging resources, modelling great examples, giving exciting learning experiences and providing opportunities for effective self-reflection and teacher feedback.

We aim to **Inspire** the children so that they **Enjoy** their learning and **Achieve** their potential.



Our curriculum is underpinned by four highly relevant world issues, known as the four Cs. These are: **Culture, Communication, Conflict** and **Conservation**. These Cs are important issues within our school community and create a purposeful and meaningful backdrop to our delivery of the National Curriculum.



The Cultural make-up of our school community continues to become evermore diverse. Our families are interested in the beliefs, backgrounds and views, religious or not, of each other and therefore the **Culture** themes are vital. Our children benefit from understanding the locality in which they live and the wider world, as well as their own sense of place within it.



Technology continues to change at a rapid pace and therefore our focus on **Communication** enables children to discover how the current technological world we live in came to be, and what the future may hold for them. Many of our families have jobs that directly link to the content in our Communication themes therefore this learning is significant for the children and their aspirations for future employment.



Our school community is very interested in world news and current affairs; this has a positive impact on our children’s interest and awareness in events linked to war and dispute. Therefore we believe passionately that our **Conflict** themes enable children to learn about the origins of conflicts, why they happen, their impact and how to avoid them. We want our children to have a positive impact on the world around them, and the learning in this theme will help them to do that.



Our children are very aware of the ever-changing condition of our planet and the significant impact climate change is having on it. Our children discuss these issues, also they are eager to find out more about how they, and future generations, can sustain the health and existence of our Earth. Our **Conservation** themes enable children to learn more about these issues and, hopefully, will help them grow up to have a positive impact on them.

Classes study a new theme each half-term, meaning they cover 6 themes a year. Their current theme is displayed on their classroom door so that children feel as though they are immersed in their theme on arrival. Also, they can see what all of the other classes are learning about too! Inside classrooms, theme displays capture the children's interest by doing such things as offering key information, showcasing work and asking intriguing questions.

A school map of every year group's theme is displayed in school, and it enables all children to reflect on the themes they have completed in previous years, and look ahead to those they will encounter in the future!



Our School Values

Our school values of Respect, Cooperation, Kindness, Honesty, Courage and Creativity steer us through our 6 themes each term therefore they too have an important impact on the delivery and content of our wider curriculum.



We deliver PSHE lessons and lead focus assemblies on the current school value, as well as celebrating the achievements linked to our values in weekly Celebration Assemblies. Our terms end with a spectacular Values Awards ceremony where children from every class are rewarded with demonstrating the focus value by walking the red carpet, under the lights, to celebratory music before collecting their award from a member of the Senior Leadership Team.



Long Term Memory

We know the importance of children knowing more and remembering more therefore we have designed our school curriculum to ensure that key knowledge across subjects is revisited and built on over time.

Our cross curricular themes link subjects through the teaching of concepts. This means that knowledge is not just surface-level, key facts and content are reinforced across subjects and lessons throughout the learning of a theme.



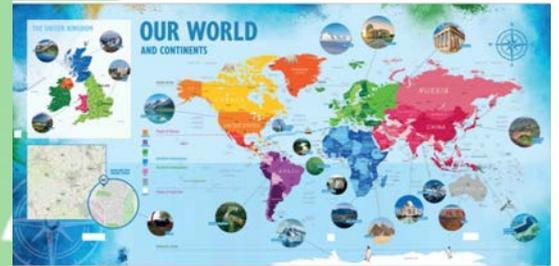
Our Inspire approach gives children memorable learning experiences which means they are more likely to remember what they have learnt over time. These experiences are often blogged and available for families to see on the school website. Each year group also has a Performance Theme where they create a performance based on what they have been learning. This is watched by parents and the whole school. We regularly create learning memories for the children with external guests and trips - capturing the children's interest and imagination even more!



In our bespoke exercise books we display the key learning journey and vocabulary for each theme so that teachers and children can revisit these through a term. Our wonderfully stocked library has a range of fiction and non-fiction books and classrooms have books matching their theme amongst their theme display so children can delve deeper in their learning.

We use a range of strategies to help the children remember the knowledge they have learnt during a theme. One of these approaches is our Learning Reflection pages at the end of a theme which challenge children to complete an Achieve Question or Task which pulls together key facts and enables pupils to demonstrate their deeper understanding by making connections in their learning.

In our Studio, our history timeline graphic spans 3 walls and incorporates the key historical events and figures that are taught in our themes. Our maps graphic spans 1 large wall and shows world and local maps, incorporating key geographical features and countries that are studied through our themes. The regular revisiting of these graphics allows our children to further embed key facts over time.



During our Open View sessions, children show their parents the work they have done through the year. This enables children to revisit key learning and describe it to their parents. We give parents questions to help steer their conversations towards reviewing specific aspects of the work.

Our wonderful array of school facilities enable children to learn in a variety of ways through inspiration and enjoyment. These include:

The Immersive Room and Recording Studio

From a snowy forest to a hot air balloon ride, from the deepest ocean to a trip back in time to The Great Fire of London, there is no limit to the places we can take our children.



The Woodland Workshop

As a base for outdoor learning, our Woodland Workshop is stocked and set-up to have everything needed to inspire and interest the children as they learn outside of their classroom.



The Pond and Fire-pit

Children can fully engage in our outdoor learning sessions within these special areas.



The IT suite

With a desktop computer for every child in a class, and iPads too, technology is used to enhance learning across subjects. Our 3D printer also further enhances children's IT experiences in school.

Outdoor Sport Spaces and Equipment

Our MUGA, gym equipment, adventure trail, tyres and daily mile track allow children to stay fit and healthy, not only through play, but when teachers utilise these facilities during lessons.



Spaces for reflection

Our Values Chairs, Creativity Cabin and George's Garden allow for teachers to plan reflective sessions for the whole class or small groups.



Social, Moral, Spiritual and Cultural Education

We believe passionately in developing children's social, moral, spiritual and cultural (SMSC) education. You can visit <https://www.wvps.northants.sch.uk/smsc-at-wvps/> on our website to see many ways in which we do this.

Our AIMS for SOCIAL development: Children...

- o show a range of social skills in different contexts.
- o participate in a variety of communities and social settings, including volunteering.
- o cooperate well with others and resolve disputes.
- o accept and engage in the British Values: understanding democracy, the rule of law, individual liberty and mutual respect for all.



Our AIMS for MORAL development: Children...

- o recognise the difference between right and wrong.
- o understand the consequences of their behaviour and actions.
- o show interest in moral and ethical issues, and they are able to understand and appreciate the viewpoints of others.



Our AIMS for SPIRITUAL development: Children...

- o reflective about their own beliefs, religions or otherwise, which informs their perspective on life and their interest in and respect for different people's faiths, feelings or values.
- o enjoyment and are fascinated in learning about themselves, others and the world around them.
- o use imagination and creativity in their learning.
- o are willing to reflect on their experiences.



Our AIMS for CULTURAL development:

Children...

- understand and appreciate the range of different cultures within school and in the wider world.
- have knowledge of Britain's democratic system and how it's shaped our history and values.
- show willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- are interested in exploring, understanding and showing respect for different faiths and cultural diversity.



Creating Employees of the Future (Developing transferable life skills)

We believe it is important to provide children with opportunities to learn skills that will prepare them for future careers and employment. Some of these skills include **communication, teamwork, negotiation, time management, persuasion, problem solving, adapting to change, leadership, creativity, organisation** and **perseverance**. Therefore, these groups and teams, set up and overseen by staff, allow children to develop these vital skills.



Football Referee



Fruit Monitor



Team IT



Milk Monitor



Media Team



Y6 - FS Buddies



Subject Ambassadors



Librarian



Assembly Monitor



Sports Leader



Recycling Monitor



Litter Pickers



Tidy Team

British Values

At Woodland View Primary School, we understand that the society we live in is diverse and therefore, our curriculum and life within school reflects this. For our pupils, we aim to continually weave the thread of social, cultural, moral and spiritual British values throughout day-to-day school life. Underpinning this are the values and understanding of democracy, law, liberty, respect, tolerance, tradition and heritage. Our PSHE curriculum and assembly plans ensure our children develop a deep and secure understanding of what the British Values mean to them.

British Values at Woodland View

Rule of law
We respect the rules of school and laws in society.
Pointing finger

Democracy
We all have a say.
Thumbs up or thumbs down to give an opinion

Tolerance of different cultures and religions
Together we are one community who care, respect and understand one another.
Tallest finger points to a deity.

Mutual respect
We respect others and expect them to show us respect.
Wedding ring finger - respect for other people

Individual liberty
We know our human rights and exercise these in school life and beyond.
Little finger - me!

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Protected Characteristics

Under the Equality Act, there are nine protected characteristics: Age, Disability, Gender reassignment, Race - including colour, nationality, ethnic or national origin, Religion or belief, Marriage or civil partnership, Sex, Sexual orientation, Pregnancy and maternity

No form of discrimination is tolerated at Woodland View Primary School and our pupils show respect for those who share the protected characteristics. This is further embedded through our core value of **respect**. We do not teach about all the protected characteristics in every year group. Our curriculum is planned and delivered so that **our pupils develop age appropriate knowledge and understanding during their time at Woodland View Primary School.**

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Protected Characteristics

Gender

Religion

Disability

Race

Pregnancy and Maternity

Age

Marriage and Civil Partnership

Everyone's welcome!

If you have a disability, it simply means you're special in your own way. It doesn't matter your gender, as you can always be yourself. It doesn't matter your religion, you can all make your own belief decision. Your culture and race makes you, you!

Everyone is part of our community, here at Woodland View, YOU will always have a place!
By Bella Young - Y6

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Equality and Diversity

Woodland View's approach to promoting diversity and equality, and tackling racial discrimination

How do we promote diversity and equality?

We have a careful and thorough plan to ensure that we promote diversity and equality throughout school. ***This is not an exhaustive list but are some examples of what we do:***

- ★ Our Culture Curriculum 'C' highlights the importance the school places on understanding different cultures
- ★ Each year group has a Culture focused theme that much of their learning is underpinned by
- ★ Our School Brochure and Website Culture Button gives status and information about our Culture approach
- ★ Our 3D PSHE Curriculum is taught regularly and tackles issues of differences, communities, religious beliefs, racial discrimination
- ★ Additional targeted lessons that supplement our PSHE curriculum are taught in the Summer Term focused on discrimination for all year groups - focused on equality and specifically incorporate racism
- ★ Our Timeline Wall Art Graphic shows a range of historical figures from different cultures
- ★ Black History Month is celebrated with the aim of promoting further discussion at home
- ★ School assemblies are structured throughout the year to teach the British Values and Protected Characteristics
- ★ We have a Diversity Lead in school to monitor our approach, gather data and lead on promoting Diversity and addressing issues
- ★ We have a Diversity Governor whose responsibility is to check on our school approach and processes
- ★ Our core Value of Respect is promoted and rewarded in a range of ways
- ★ We use Picture News Assemblies and class sessions which focus on British Values and the Rights of a Child
- ★ Our school newspaper The Woodland Times is released each half term and includes a cultural report written by children. Copies are in each classroom, the library and sent home to parents
- ★ Our Blue Butterfly approach gives children a clear route to share worries and concerns
- ★ The Life Education Experience (based on nationally recognised SCARF teaching) visits annually and teaches children to celebrate difference and safely challenge discrimination



Special Needs

The school places a high priority in meeting the needs of all children. We aim to support those experiencing learning, behavioural, emotional or physical difficulties with approaches based on individual need. These approaches may be following individual or group intervention programmes of work, inside or outside the classroom. This also includes utilising our successful Ladybirds resource base which supports children with specific complex needs. Advice may be sought from outside agencies and professionals to ensure the highest quality and focussed support is in place.

Where a need is identified, we understand how vital it is for parents to be involved and we aim to keep parents fully informed of any additional needs or support that is in place. Key targeted interventions to enable the pupil to make progress are monitored regularly with the teachers, Senco and parents.

If parents have particular concerns about their child, they should contact the class teacher. Children with an Education, Health and Care Plan which names the school as appropriate provision are prioritised in admission procedures, followed by children in public care.



Acts of Worship

There are daily acts of worship, led by members of staff, the children and other visitors. Assemblies are broadly Christian, sometimes led by visitors and always link to our school values

Educational Visits

We firmly believe that children learn from first-hand experience; this will mean that visits outside the area are arranged. Parent helpers are sometimes asked to accompany the children if they would like to do so, but not directly supervising their own child.



We use Grange Park frequently for our studies. This includes exploring the woodland and other natural features, as well as local business, and Richmond Retirement Village.

Residential Visits



We invite all older children to spend time away from school on an educational visit. This forms an important part of their academic and social education, and creates special lasting memories.



Nurture and Wellbeing

At our school, we place strong emphasis on nurturing the whole child. Our dedicated Nurture and Wellbeing Specialist, who is ELSA trained, leads our provision from the welcoming Rainbow Room – a safe and supportive base where children can talk, reflect and rebuild confidence. Working closely with our SENDCo, DSL and Family Support Worker, we ensure a joined-up approach for children who may need additional emotional or social support.

We pride ourselves on being a school where every child feels seen, heard and valued. Our nurturing ethos underpins everyday life in school, and we work in close partnership with families to support each child's individual needs.



Wellbeing is at the heart of everything we do. Staff have fantastic emotional awareness and they know the importance of being able to notice, listen and respond to children effectively. Our Nurture team stays up to date with current approaches in children's mental health, embedding these into daily practice.

Children know they can speak to a trusted adult if something is worrying them – and our Blue Butterfly symbol acts as a visual prompt they can use when they feel anxious or unsure. Whether through whole-class work, 1:1 support, or small group sessions in our Rainbow Room, we help children develop the tools to manage their emotions, build resilience, and thrive both in and out of the classroom.



School Community

At Woodland View, we are proud of the strong, supportive and inclusive community that surrounds our school. Children, staff and parents work together to create a welcoming and inspiring environment where everyone works together and feels valued. However, our school is enriched by many more people who contribute their time, expertise and enthusiasm, helping to make Woodland View a truly special place to learn and grow.

Governors

Our dedicated Governing Board plays a vital role in the strategic leadership of the school. With a focus on supporting and challenging us to continually improve, governors bring a wide range of experience and a shared commitment to ensuring the best outcomes for every child. Our Full Governing Board meets 6 times a year, and spends an additional day in school. We have sub-committees who meet regularly throughout the year, including one committee who visits school an additional 3 times. Each of our governors has at least one additional role (e.g. Health and Safety, Safeguarding, Special Needs, etc) and they carry out monitoring visits to school at least once a year each. Our Governors offer challenge and support to the senior leadership team, and they represent the parent community superbly.

Friends of Woodland View (PTA)

The Friends of Woodland View is our active and enthusiastic Parent Teacher Association. They work tirelessly to organise events, raise funds and build community spirit. From dancing discos to sunny summer fairs, wonderful winter wonderlands to fun family bingo evenings, their efforts help to enhance school life and provide memorable experiences for our children. The funds raised from go towards important projects in school which positively impact the children.

Volunteers in School

We are fortunate to have a big team of valued volunteers who support us in many ways. From hearing readers and helping in classrooms, to supporting learning in our school library, their time and dedication make a real difference to our pupils' experiences and progress. Please do get in touch with us if you are interested in joining our team of volunteers.

Visitors to School

We regularly welcome a variety of visitors who broaden children's horizons and enrich the curriculum. Whether leading assemblies, delivering workshops or running extra-curricular clubs, these visitors offer new perspectives and exciting opportunities.

Linked Community Organisations

We are proud of our links with local organisations such as Woodys Out of School Club who offer wrap-around care, The Wig and Walnut pub, Grange Park Harvester and Richmond Village retirement home. These connections help our children understand the importance of being active and compassionate members of the wider community, and provide opportunities for meaningful intergenerational relationships. For example, The Wig and Walnut and Harvester restaurants provide meal vouchers for our Values Awards winners, and our choirs perform for the residents of Richmond Village. We work closely with our nearest wrap-around care provider, Woodys, to ensure we have shared approaches in the values we teach the children and some of the curriculum themes we share.

Extra-Curricular Activities



We aim to provide a variety of extra-curricular activities, in music, art, drama, languages, technology, performance and sport as well as clubs linked to individual teacher specialisms or personal interests e.g. photography or chess. Some will be provided by staff and some by external providers at cost. If you would like to help in any way, we would be very pleased to hear from you.



Discipline

Children are expected to care for and co-operate with one another and behave in a responsible manner. Clear guidelines for behaviour are given and children are praised when this is achieved. Children who fail to conform to behaviour guidelines are quickly brought to the attention of the Class Teacher and Senior Leaders. Behavioural difficulties are shared with parents at an early stage.

If a child has a problem, he/she will be encouraged to discuss it with a member of staff. If you hear of any difficulty with your child, please contact us promptly. Children who do not follow the school rules whilst in the care of lunchtime supervisors may need to have lunch at home for a while.

The school's Behaviour & Anti Bullying Policy is available on the school's website.

Attendance

Good attendance at school is not just valuable, it's essential. Going to school is directly linked to improved academic performance which should in-turn lead to further learning opportunities and better job prospects. As well as this, going to Woodland View helps children to learn the importance of our school values (respect, kindness, courage, cooperation, honesty and creativity) and improves children's social, moral, spiritual and cultural development, as well as their physical and mental wellbeing. Sometimes a child's absence from school cannot be avoided. However, persistent absence will have a significantly negative impact on them. This can result in your child missing key learning, making slow progress, getting anxious, losing social skills, becoming less healthy, missing enjoyable experiences, lacking confidence and slowing their emotional development. We want all of our children at Woodland View to have the best chances in life therefore their attendance must be the best it can be!

Child Protection

It may be helpful to parents to know that local Safeguarding Procedures require Headteachers to report any obvious or suspected child abuse – which includes non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse. This procedure is intended to protect children at risk and schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry. This does mean that Headteachers risk upsetting some parents by reporting a case which, on investigation proves unfounded. In such circumstances, it is hoped that parents, appreciating how difficult it is for Headteachers to carry out this delicate responsibility, would accept that the Headteacher was acting in what was believed to be the child's best interest.

School Details

<i>Name</i>	Woodland View Primary School
<i>Website</i>	www.wvps.northants.sch.uk
<i>Type of School</i>	Academy
<i>Age Range</i>	4+ to 11
<i>Address</i>	School Lane Grange Park Northampton NN4 5FZ
<i>Telephone</i>	01604 765037
<i>Email</i>	head@woodlandview.northants-ecl.gov.uk or office@wvps.northants.sch.uk
<i>Headteacher</i>	Mr Mark Horsley
<i>Chair of Governors</i>	Mr James Messham



Winter Wonderland experience on the track.



World Book Day dressing up.



Creativity values awards winners.



Remembrance Day in the Immersive Room.



'Get caught reading' competition entry.



Year 6 on the adventure trail.



The Friends of Woodland View help make Mother's Day gifts.



Athletics at Bedford Athletics Stadium.



Working skills and techniques in the IT suite.



Recreating the Great Fire of London in the pond area and fire pit.



NFL competition national finalists.



Annual Performing Arts Soiree - Matilda Performance.



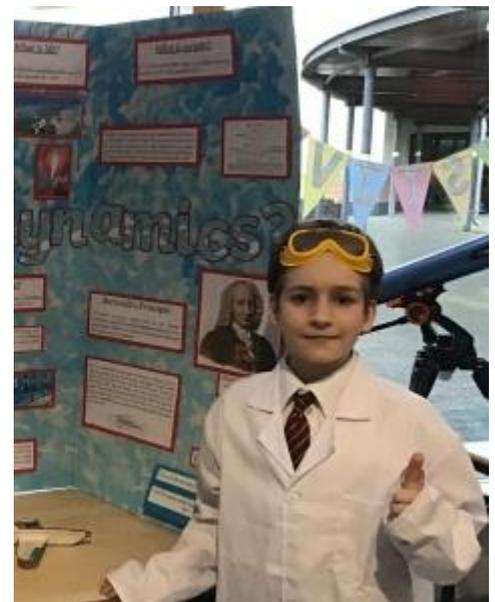
Annual Performing Arts Soiree.



Annual Sports Days.



Year 6 Girls Cricket Squad.



CCS Community Science Fair.



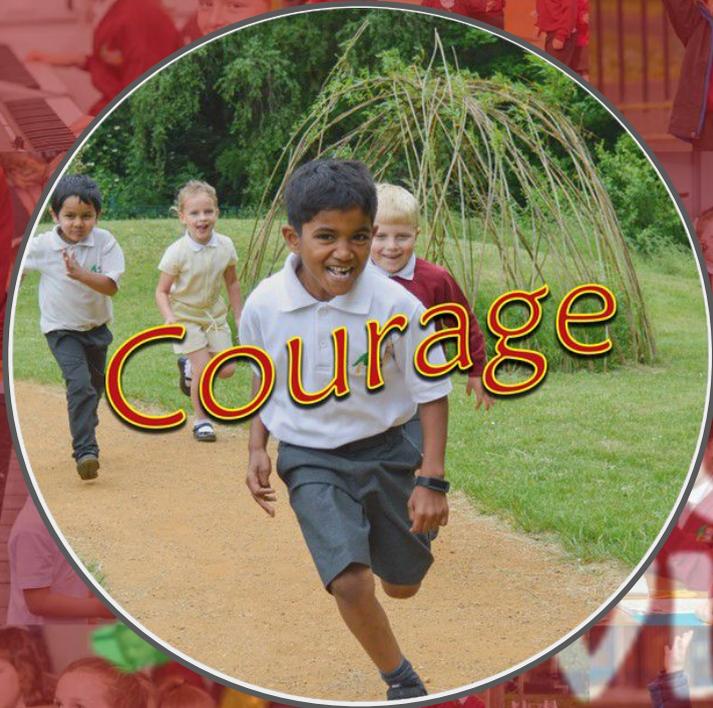
Duck hatching in Year 5.



Y6 on residential at the Pioneer Center.



Dancing together - Please see our promotional video on the school website - www.wvps.northants.sch.uk



Courage



Kindness



Cooperation



Honesty



Creativity



Respect

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