

# Inspection of Woodview

Crockenhill Road, Orpington, Kent BR5 4EP

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Inspection dates: 10 to 12 June 2025

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Not previously inspected

Does the school meet the independent school standards? **Yes**

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

Pupils arrive at this school eager to start their school day. For some pupils this has not been their typical experience of education. Pupils talk openly about their challenges in previous settings. However, now that they attend here, their opinion of schooling has changed. They say they are happy, they have made friends, they feel safe and well supported. This is also reflected in how parents and carers view the school. One parent commented, typical of many, 'Woodview has changed my son's life.'

Staff have high aspirations for pupils' personal development and academic success. Staff make it their business to understand pupils' individual needs. Working relationships between staff and pupils are positive. As a result, pupils trust that staff will help them to resolve any issues that may arise. Staff help pupils to develop their emotional and academic resilience. Consequently, pupils typically achieve well and their attitudes and behaviour improve over time.

Pupils are provided with opportunities and experiences that prepare them for adulthood. This includes, learning how to travel safely on public transport and about the dangers of substance misuse. Pupils take part in horticulture activities and learn how to sew. They take care of Darwin the school's tortoise which helps to enhance their sense of responsibility.

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

The school has in place a well-thought-through curriculum, including for careers. Curriculums build pupils' knowledge in a logical order. This is designed to ensure that pupils are prepared for their next stage of learning.

Teachers are enthusiastic and explain what pupils need to learn clearly. They take time to ensure that pupils are clear about their intended learning and how they can be successful. Typically, pupils have ample opportunities to practise and recall what they have learned before. Teachers routinely check what pupils know and can do. They correct any errors succinctly. This helps pupils to become resilient learners and more confident in learning new knowledge and skills. However, a few subjects are not delivered with the same rigor. Occasionally, in these subjects, pupils do not have as many opportunities to practise and develop their understanding. This means they are sometimes moved on to new learning too quickly.

Staff creatively adapt learning, resources and approaches to teaching. They work alongside health professionals, such as occupational and speech therapists, to ensure adaptations are pertinent to individual's needs. This helps to motivate and engage pupils in their learning. Furthermore, it enables pupils to learn a curriculum that is closely matched to their level of understanding. However, sometimes, adaptations to learning are not as sharply tailored to the individual needs of some pupils. This means that sometimes pupils do not receive the precise academic support they need.

The teaching of reading is prioritised. The staff team are tenacious in their efforts to build pupils' enjoyment, self-esteem and confidence in reading. Staff ensure that pupils are aware that reading enables independence. The school's curriculum is supported well by a broad and diverse range of books. Staff deliberately choose texts that encourage respect for others and different cultures. Staff regularly check pupils' reading skills. They identify if pupils are struggling with their reading. Pupils are provided with effective support, which includes a systematic approach to teaching phonics. This enables them to develop their confidence in reading.

The staff team receives regular training and guidance which provides them with the knowledge and expertise they need to support pupils' behaviour and well-being. Staff use a range of strategies to support pupils' needs. For example, pupils benefit from targeted mentoring sessions. They work on how to maintain their focus. They also develop strategies to manage their emotions. As a result, learning in classrooms happens with minimal interruption.

The school provides opportunities for pupils to have inspiring experiences beyond the classroom. Pupils visit places linked to their learning, such as a bird of prey sanctuary and a sea-life centre. They take part in life-skills sessions, such as mindfulness and learn how to ride a bike. Pupils perform in front of their peers, showcasing their musical and singing talents. Pupils celebrate cultural days, explore world music, try unfamiliar food and attend special events. All these activities help pupils to develop their interests. Pupils also learn the importance of fundamental British values and about the protected characteristics which further develops their character, as well as ensuring that they are well prepared for life in modern Britain.

Many pupils have missed significant amounts of learning prior to joining the school and some pupils start the school with a negative experience of schooling. A key strength of this school is the way in which staff help pupils to re-engage in their education. Personalised transition plans help pupils to settle into school life swiftly. Pupils benefit from a range of team building activities such as trampolining and skateboarding. This supports pupils to get to know their peers, settle quickly, and encourages them to attend well. Furthermore, these activities contribute to building pupils' confidence, self-esteem and social skills.

The proprietor has ensured that robust systems are in place to monitor the effectiveness of the school. The proprietor challenges and supports leaders in equal measure to ensure that the school's statutory duties are carried out fully. This includes compliance with schedule 10 of the Equality Act 2010 and meeting the requirements of the independent school standards (the standards). The school's policies for relationships and sex education, and safeguarding, are available on the school's website. The proprietor ensures that all staff benefit from extensive professional development. This enables staff to carry out their roles effectively and has a positive impact on their workload and well-being.

## Safeguarding

The arrangements for safeguarding are effective.

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

### (Information for the school and proprietor)

- On a few occasions, adaptations to work set for pupils and resources to support their learning are not precisely matched to the pupils' needs. This means that pupils do not have the academic support they need to practise, strengthen and develop new knowledge and skills. The school should ensure that all pupils have the support they need to secure new knowledge and skills.
- In some subjects the implementation of the curriculum does not allow pupils to have sufficient opportunities to practise, rehearse and secure the disciplinary knowledge and skills they need. The school should ensure that in all subjects, pupils develop a robust understanding of the curriculum before they move on to new and more complex learning.

## 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.

## School details

<b>Unique reference number</b>	150543
<b>DfE registration number</b>	305/6020
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10375119
<b>Type of school</b>	Other Independent Special School
<b>School category</b>	Independent School
<b>Age range of pupils</b>	7 to 19
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	26
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Aspris Children's Services Ltd
<b>Chair</b>	Nancy O'Regan
<b>Headteacher</b>	Nicola Craig
<b>Annual fees (day pupils)</b>	£94,509 to £124,140
<b>Telephone number</b>	01689 283130
<b>Website</b>	<a href="http://www.aspriscs.co.uk/find-a-location/aspris-woodview-school/">www.aspriscs.co.uk/find-a-location/aspris-woodview-school/</a>
<b>Email address</b>	<a href="mailto:nicolacraig@aspriscs.co.uk">nicolacraig@aspriscs.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school opened for pupils in September 2024.
- At the time of the inspection there were no pupils on roll in key stage 4 and 5.
- This is an independent special school for pupils with autism. All pupils have an education, health and care plan.
- Pupils are placed and funded by a wide range of local authorities.
- At the time of the inspection there were 26 pupils on roll. The school is registered to admit up to 98 pupils.
- The proprietor, Aspris Children's Services Ltd, runs 33 other schools.
- The school is based at Crockenhill Road, Orpington, Bromley BR5 4EP.
- The school does not make use of any alternative provision.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- The inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with representatives of the proprietor body, the headteacher and other school leaders.
- The inspectors carried out deep dives in these subjects: English, mathematics and personal, social, health and economic education. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum documentation, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors met with leaders to discuss special educational needs and/or disabilities, assessment, pupils' behaviour and provision for pupils' wider development.

- Inspectors reviewed a wide range of documentation, including that relating to the standards, leaders' evaluation of the school's strengths and areas for improvement and documents relating to pupils' attendance.
- As part of their checks on the standards, the inspectors made a tour of the school premises, accompanied by leaders.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of the school, staff and pupils; and considered the extent to which the school has created an open and honest culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour in lessons and at lunchtime. They spoke with some pupils about their experiences of school life. The inspectors considered responses to Ofsted's online survey for parents, Parent View and Ofsted's survey for pupils.
- The inspectors spoke with staff about their workload and well-being. They also considered the responses to Ofsted's online survey for staff.

### **Inspection team**

Kieran Bird, lead inspector

His Majesty's Inspector

Teresa Neary

Ofsted Inspector

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