

White Woman Lane Junior School

Inspection report

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|--------------------------------|-------------------|
| Unique Reference Number | 120914 |
| Local Authority | Norfolk |
| Inspection number | 358879 |
| Inspection dates | 14–15 June 2011 |
| Reporting inspector | Richard Blackmore |

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

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|--|---|
| Type of school | Junior |
| School category | Community |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 272 |
| Appropriate authority | The governing body |
| Chair | Judy Leggett |
| Headteacher | Ashley Best-White |
| Date of previous school inspection | 19 November 2007 |
| School address | White Woman Lane Sprowston Norwich NR6 7JA |
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|---------------------------|-----------------|
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and observed 12 teachers. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, looked at its monitoring of pupils' progress, the quality of education it provides, samples of pupils' work, attendance data and school improvement plans. The views of 129 parents and carers were also taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The standards and progress that are achieved by boys in literacy.
- How successful the school's actions are to improve pupils' rate of progress in mathematics.
- How well assessment is used to provide support and challenge pupils to raise their achievement.
- How much pupils know and understand about cultures different from their own.

Information about the school

White Woman Lane Junior School is a slightly larger than average school of its type. It serves the local community and the surrounding area. The vast majority of the pupils are White British. The proportion of pupils known to be eligible for free school meals is average. The proportion of pupils with special educational needs and/or disabilities and those who have a statement of special educational needs is broadly average. Most of these pupils have speech and language difficulties or emotional and behavioural needs. The headteacher is also the headteacher of a nearby partnered school. The school holds the National Healthy Schools award and the Artsmark.

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

White Woman Lane Junior is a good school. The effective teamwork of the teaching and support staff, governing body and the local authority has ensured that teaching and learning have improved and correct priorities have been chosen for further improvement. Their ambition, drive and strong sense of purpose have secured good-quality teaching and learning across the school. Leaders and managers are well aware of the school's strengths and weaknesses and give it good capacity to sustain a strong record of improvement.

Evidence from lessons and pupils' books show that the school is vigilant in dealing with any dips in learning and progress. Rigorous assessment and tracking procedures enable early identification of any slowing in a pupil's progress. Where necessary, well-focused curriculum adjustments, individual action plans and support programmes are set up to help pupils get back on track. The progress made by groups of pupils is carefully analysed and effective action is taken to ensure that gaps in knowledge and skills are swiftly addressed. Pupils enter the school at below average starting points. They enjoy school because, as one pupil commented: 'Teachers make learning fun and educational at the same time.' They make good progress to reach average standards by the end of Year 6, although attainment in writing is lower than that in reading and mathematics. Those with special educational needs and/or disabilities also make good progress because of support which focuses on their specific needs, which are identified early. Pupils with social and emotional difficulties benefit from timely interventions from skilled support staff who help them to keep on track during lessons.

Pupils behave well and make outstanding contributions to the school community. For example, members of the school council actively represent pupils' views at their regular meetings and are proud of the difference they can make. They have successfully drawn up their own school improvement plan, which is reviewed regularly and has enabled the development of the friendship bench and the Play leaders system. Pupils are very active in the local community, singing to senior citizens and giving their views to the parish council. The school is outstandingly effective in advancing community cohesion, reflected in pupils' equally strong spiritual, moral, social and cultural development. Events such as 'Refugee Week' provide a very firm basis for reflection and consideration of other people's lives and experiences. Pupils have an excellent understanding of the importance of eating healthily and taking regular exercise. They participate very eagerly in the many sporting clubs on offer, most of which are oversubscribed. The school is a

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harmonious community where all pupils get on very well together and pupils say they feel 'extremely safe' in school.

The quality of most teaching and learning seen during the inspection was good. There is some outstanding practice. Practical and real-life activities motivate pupils. Teaching assistants are generally deployed effectively to give good support, particularly to those with special educational needs and/or disabilities. Good teaching enables boys to achieve well and to make good progress, overall, but there are times when the resources used to support boys' literacy skills are too limited. Pupils enjoy lessons because the highly effective curriculum gives them new and memorable experiences to learn through imaginative links between subjects. This impressive curricular provision includes a strong emphasis on personal development.

The leadership team's commitment to working closely and highly effectively with parents and carers is seen in the many opportunities for them to understand the work of the school, including information sessions on new teaching strategies and plans for future developments. Parents and carers respond by showing great confidence in what the school is providing for their children. They recognise, rightly, that safeguarding practice is of the highest quality.

What does the school need to do to improve further?

- Consolidate gains in pupils' attainment and progress by:
 - using resources more effectively to raise boys' interest and standards in literacy
 - providing more opportunities for all pupils to write at length.
- Raise the quality of teaching to be consistently that of the best practice in the school by:
 - making the pace of every lesson consistently brisk
 - encouraging greater independence when pupils are working by themselves.

Outcomes for individuals and groups of pupils

2

Pupils enjoy coming to school and learning, evidenced by their good rate of attendance. Their good achievement and many opportunities to work in teams ensure that workplace and other related skills are sharpened effectively. Pupils in Year 3 were making rapid progress in developing their language skills because the teacher encouraged very high levels of motivation and cooperation by her energy and use of drama. This approach, coupled with well-chosen programmes which focus on texts to inspire and improve reading skills, has accelerated the progress of all

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pupils, especially those with limited skills in literacy. However, boys' attainment in using these skills is behind that of girls.

Number skills have improved since the last inspection because pupils have many interesting opportunities to develop new strategies. Accurate assessment equips teachers with knowledge of the abilities of different groups of pupils when working within classes and in small groups of similar ability. Pupils' work shows they confidently undertake real-life application of mathematical skills in a range of tasks and share with each other their view on the effectiveness of different methods of calculating. As a result they are able to accurately solve complicated whole-number and decimal problems.

Pupils respect differences and each other's views; mutual respect underpins the harmony that exists in school. Pupils are confident that bullying is rare and are very positive about the strategies to promote positive behaviour in the school, including the 'worry box' which is managed by the school council and enables pupils to share any concerns. Throughout the day, there is a happy and bubbly atmosphere where pupils take their responsibilities seriously, especially when volunteering to be 'energy busters' – encouraging everyone to be energy efficient.

The various cultural projects, including 'Rainbow Nations' project, is developing a very clear understanding of different ways of life around the world. Pupils report that everyone, although seemingly different, 'is just like us'. Their moral awareness is impressive with an in-depth knowledge of fairness, equality and the difference between right and wrong. Pupils show thoughtful respect for different faiths, ethnicities and cultures in the United Kingdom and around the world. Relationships between staff and pupils are very positive.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| 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 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |

¹ 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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The extent of pupils' spiritual, moral, social and cultural development

1

How effective is the provision?

Lessons are purposeful and pupils work hard. Teachers' carefully targeted questioning draws out pupils' ideas and develops their thinking and reasoning skills. Teachers give clear explanations and demonstrations are enhanced by using new technology. They assess effectively how well pupils understand the knowledge they gain. When progress slows, it is often as a result of the pace of the lesson slowing and teachers providing too much help with the tasks set, so that pupils are not encouraged to use their skills independently. Teachers generate a positive learning ethos in the classroom and relate well to pupils, boosting confidence and finding different ways of motivating them to succeed. For example, a teacher's imaginative questions, focused on key vocabulary and lively presentation, helped pupils understand the religious beliefs of the Aztecs. However, teachers do not always give pupils full opportunity to write extended pieces to develop their ideas. Teaching assistants are usually well briefed but, occasionally, they are slow to respond to pupils' learning during the initial part of lessons. Staff are dedicated to helping pupils achieve their potential and parents and carers are aware of this. One commented on how her child 'continues to improve and shine in all subjects'.

The very exciting and innovative curriculum has contributed greatly to pupils' improved achievement and impressive personal development. Subjects link together well to create interest and provoke questions, for example, relating the topic of Romans to work on addition and subtraction. Literacy opportunities are exploited effectively using a range of media. The portable radio-station system encourages pupils to write for a live audience. There is a stunning range of enrichment through many visits, special visitors to the school and days that have a special theme, such as India Day. During the inspection, pupils sailed on the Norfolk Broads, challenging their ability to work as a team with confidence to tackle unfamiliar activities.

Arrangements for the care of all pupils are well organised and effective. As a result, there is good, overall, support for their personal and academic development and well-being. Pastoral care of pupils, including those who face challenging circumstances or who are potentially vulnerable, is a real strength of the school. Strong links with local schools ensure that pupils move smoothly between the different stages of their education. Work with outside agencies, including the parent-support worker, ensures that all pupils and their families receive the help they need.

These are the grades for the quality of provision

| | |
|---|----------|
| The quality of teaching | 2 |
| Taking into account: | |
| The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where | 1 |

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| | |
|--|----------|
| relevant, through partnerships | |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher ensures that the roles of talented leaders and managers at all levels are being developed further. Opportunities for them to contribute to the effective monitoring and evaluation of the school's work are making a telling impact on pupils' progress, although the checking on the quality of teaching does not always focus enough on pupils' learning. Leaders monitor the quality of teaching and learning and assess the impact of intervention strategies by effectively using data on pupils' performance and from this correctly determine school priorities.

The school's arrangements for safeguarding pupils are excellent and rigorously secure pupils' safety. Pupils are confident that they are completely safe in school and every parent and carer responding to the questionnaire agrees that their children are safe. There is a clear commitment to promoting equal opportunities and to ensuring that discrimination against any group is not tolerated. The school uses its resources well and effective assessment ensures they are directed to where they are most needed.

The school is highly aware of the needs of its local and wider communities, and its awareness is reflected in pupils' outstanding contribution to this aspect. The curriculum is used to increase pupils' understanding of the diverse and changing world around them. For example, the links with a school in Kentucky, USA, and with the Grassroots theatre company from Zimbabwe help pupils appreciate different community traditions. Good partnerships with external agencies contribute well to pupils' academic and personal progress. Partnerships add much to the work of the school on pupils' academic and personal development. For example, the established link with Learning for Drama and Creativity has improved academic outcomes and the personal qualities of pupils.

The governing body fulfils its duties with enthusiasm and skill and is knowledgeable about the school. Members have a good understanding of its strengths and weaknesses and ensure that priorities are tackled firmly and closely monitored.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 1 |

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| | |
|--|----------|
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 1 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Views of parents and carers

All parents and carers who returned the Ofsted questionnaire believe that the school keeps their children safe and almost all say that their children enjoy school. They consider that they are informed about their children's progress, teaching is good and that the school is well led. A very small minority of parents and carers felt that the school does not deal with unacceptable behaviour effectively. The inspection team found very little evidence of misbehaviour in the school, and judged behaviour to be good overall.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at White Woman Lane 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 129 completed questionnaires by the end of the on-site inspection. In total, there are 272 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 58 | 45 | 67 | 52 | 3 | 2 | 0 | 0 |
| The school keeps my child safe | 74 | 57 | 55 | 43 | 0 | 0 | 0 | 0 |
| The school informs me about my child’s progress | 44 | 34 | 81 | 63 | 2 | 2 | 0 | 0 |
| My child is making enough progress at this school | 61 | 47 | 63 | 49 | 4 | 3 | 0 | 0 |
| The teaching is good at this school | 67 | 52 | 60 | 47 | 1 | 1 | 0 | 0 |
| The school helps me to support my child’s learning | 53 | 41 | 71 | 55 | 5 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 49 | 38 | 74 | 57 | 4 | 3 | 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) | 47 | 36 | 72 | 56 | 4 | 3 | 1 | 1 |
| The school meets my child’s particular needs | 53 | 41 | 70 | 54 | 2 | 2 | 2 | 2 |
| The school deals effectively with unacceptable behaviour | 54 | 42 | 62 | 48 | 7 | 5 | 2 | 2 |
| The school takes account of my suggestions and concerns | 39 | 30 | 76 | 59 | 5 | 4 | 1 | 1 |
| The school is led and managed effectively | 70 | 54 | 57 | 44 | 2 | 2 | 0 | 0 |
| Overall, I am happy with my child’s experience at this school | 77 | 60 | 47 | 36 | 3 | 2 | 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 all 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 | 46 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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.



16 June 2011

Dear Pupils

Inspection of White Woman Lane Junior School, Norwich, NR6 7JA

Thank you for helping us when we visited your school. We enjoyed talking to you and you all helped us get to know your school really quickly. Your school is good and gives you a good education. Here are some of the best things about it.

- You make good progress particularly in reading and mathematics.
- Your behaviour is good – so well done for that.
- You told us how much you enjoy coming to school.
- Your knowledge of keeping healthy is excellent.
- You told us how you feel exceptionally safe.
- Your spiritual, moral, social and cultural development is excellent.
- You make outstanding contributions to the community, carrying out important jobs in the school through your school council and helping everyone to be energy efficient.
- Teaching is good and your lessons are interesting.
- Your headteacher leads the school well.

I have asked your headteacher and the staff to make your school even better by making sure all teaching is equal to the very best in the school – and this is of a very high quality. I have also asked her to help you, especially the boys, improve your skills in writing.

All of you can help by telling your teacher if work is too easy or if you don't understand how to make it better. Be sure to continue to work hard in lessons, especially literacy.

Yours sincerely

Richard Blackmore
Lead inspector

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