

# George White Junior School

## Inspection report

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<b>Unique Reference Number</b>	120940
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	358886
<b>Inspection dates</b>	21–22 October 2010
<b>Reporting inspector</b>	Nick Butt

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>	173
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Angela Fox
<b>Headteacher</b>	June Sewell
<b>Date of previous school inspection</b>	4 June 2008
<b>School address</b>	Silver Road Norwich NR3 4RG
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## Introduction

This inspection was carried out by three additional inspectors. The inspection team visited 18 lessons and observed nine teachers. Inspectors held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at a selection of documentation, including planning, evidence of monitoring such as lesson observations, and analyses of pupils' work and other assessment information. The inspection team scrutinised inspection questionnaires returned by 43 parents and carers, and by staff and pupils.

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

- To what extent do pupils make good progress and is this sufficient?
- How well do teachers take account of the differing needs of pupils when planning activities for them?
- What impact has the new headteacher had on improving the school?

## Information about the school

George White is smaller than the average junior school. Most pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average, with a high number having statements of special educational needs. The school runs a specialist resource base for pupils with moderate learning difficulties, which started in September 2010. The school has Healthy Schools status.

Since the last inspection, a new headteacher has joined the school. She was acting headteacher from September 2009 and took up the permanent post from Easter 2010. There have also been changes to the senior leadership team. In September 2007, the school changed from being an 8-12 middle school to a 7-11 junior school, ceasing to cater for Key Stage 3 pupils. The present Year 6 is the first year group that joined the school in Year 3 rather than in Year 4.

**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?**

**3**

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

**3**

## Main findings

George White Junior provides a satisfactory standard of education. In the short time she has been leading the school the headteacher has forged a strong staff team committed to improvement. The school has engaged well with parents and carers to create a good partnership. Much has been done to develop pupils' personal qualities, resulting in good personal development and very positive attitudes to learning. Pupils behave well and are enthusiastic about their experiences, especially the clubs, visits and themed weeks they enjoy. During the inspection, the school was celebrating 'Fairytale Week' which generated much excitement and enjoyment, and culminated in a grand ball and a Mad Hatter's tea party.

Pupils make satisfactory progress from their starting points and attainment is a little below average by the end of Year 6. Progress is not faster because the teaching does not plan sufficiently well for the needs of all pupils. Teachers tend to set the same work for all pupils to do rather than planning different tasks depending on the pupils' capabilities. As a result, sometimes more able pupils are not challenged enough or other pupils struggle to keep up. More able pupils are given extension work to do after they have completed the class task, but this is often too easy for them. As a result, fewer pupils than expected reach the higher levels of attainment. Problems with the technology mean that pupils have had limited opportunities to use computers, although the system is more reliable now. The resource base provides a satisfactory education for its pupils. They make satisfactory progress, with some good support for individuals. Teachers across the school have become more familiar with using data to measure pupils' progress this year and are applying new systems with increasing confidence. However, they are not consistently using the information gleaned to match activities precisely to pupils' needs.

Pupils say they feel safe at school and trust the adults to help them if they have a problem. The school council provides a lead in ensuring the school is a safe environment, and in campaigning for safety outside the school gates, such as in lobbying their local Member of Parliament for a reduction in the speed limit. The award of Healthy Schools status points to pupils' good understanding of how to make healthy choices, with a high take-up of sports clubs, and pupils running a healthy tuck shop. Pupils make a good contribution to the school community in a variety of guises, including as 'buddies', school councillors, librarians and bank clerks. The large majority of pupils attend school well, and say how much they enjoy their lessons. The school works hard to reduce the absence of a small minority of pupils.

A parent, reflecting the views of many, wrote, 'The improvements in attitudes to learning, attendance and behaviour under the new headteacher have been remarkable.' Parents and carers welcome most of the changes and the drive for improvement. The headteacher has introduced a new tracking system that clearly shows where pupils need additional

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support, and is holding staff accountable for pupils' progress. Regular monitoring takes place, which gives leaders and managers a realistic view of how well the school is doing. Good support from the local authority has focused the school on key priorities around increasing the rate of pupils' progress. However, leaders and managers do not have sufficient opportunity to evaluate the quality of teaching and learning in their particular areas of responsibility, which makes it difficult for them to assess the impact of measures for improvement. The governing body supports the school well, but its monitoring role is under-developed. There has been satisfactory progress since the last inspection and the school has a sound capacity to continue to improve.

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

- Ensure all pupils make at least good progress by:
  - raising expectations of what pupils can do and achieve
  - increasing the proportion of pupils exceeding age-related expectations of attainment
  - making more use of computers to support learning.
- Improve the quality of teaching by:
  - building teachers' confidence in applying new systems to assess pupils' progress
  - making better use of assessment information to match activities to pupils' abilities more closely.
- Improve the effectiveness of leadership and management by:
  - developing the monitoring role of the governing body
  - creating more opportunities for all leaders and managers to monitor the impact of teaching on pupils' learning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

### **Outcomes for individuals and groups of pupils**

<b>3</b>
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Pupils speak enthusiastically about their schooling and enjoy their lessons. This was evident in Year 3, where pupils had used pictures and notes to draw 'story paths' that helped them to narrate the tale of Cinderella to one another. This gave them the confidence to tell the story with verve and expression. Year 6 pupils enjoyed making 'mocktails' from a range of (non-alcoholic) liquids and calculating the quantities they would need to provide drinks for their Mad Hatter's tea party. While lesson planning is often imaginative, too often pupils are given the same initial task to do, which slows their progress because it is not pitched sufficiently well to cater for the differing needs of all pupils. This means that more able pupils, in particular, are sometimes not challenged enough to reach the higher levels of attainment.

Pupils in the specialist resource base make satisfactory progress, as the support they receive is appropriate, and individuals are helped well to meet their targets for improvement. Other pupils with special educational needs and/or disabilities also achieve

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satisfactorily, with many teaching assistants making a valuable contribution to their learning. Pupils join the school in Year 3 with levels of attainment usually in line with national expectations. Achievement is satisfactory overall. Test results in recent years have tended to be a little below average by the end of Year 6, although in the past year there are indications of rising attainment, especially in Years 5 and 6. Support from the local authority, especially in improving mathematics, has had a positive impact, with the introduction of a new calculating policy. Pupils' skills in information and communication technology (ICT) are below expectations because they have had limited access to computers following major technical problems. These issues have been tackled, and the school is investing in new hardware to promote the use of ICT.

The school council contributes well both to the school and wider community, for example in campaigning to have a crossing point outside the school moved to a safer location. Pupils say, 'Teachers care for you here.' and are confident that any issues will be tackled swiftly. Pupils develop good personal qualities, including the confidence to try new experiences, for example on a residential visit as Second World War 'evacuees', and are prepared satisfactorily for the next stage of their education. Pupils' spiritual, moral, social and cultural development is good. They have a strong sense of right and wrong, and welcome the opportunity to set their own classroom rules. Events such as 'language of the month' give pupils insight into different cultures.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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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## How effective is the provision?

Good relationships between adults and pupils ensure a productive atmosphere in classrooms, with pupils showing good attitudes to learning. Teachers' subject knowledge is secure, but they do not always use day-to-day assessment effectively to plan tasks that are suitable for the differing needs of all pupils. Sometimes pupils are given too much choice about what to do, which can result in them becoming confused, as their learning is not focused sufficiently on a key learning objective. Some good cross-curricular work was seen during 'Fairytale Week', with Year 3 pupils practising their dancing for a Cinderella style ball, and Year 5 pupils writing as fairytale characters to a newspaper agony aunt. One such letter began, 'I am a 36 year old wolf and I am very hungry!'

The school's new marking policy is applied reasonably consistently across classes, especially in writing, where pupils are given helpful advice about how to improve. Teachers are using new systems to measure pupils' progress, which is proving successful in making them aware of how pupils are doing. However, there is some variation in how effectively teachers use this information to move pupils' learning on.

The curriculum is enriched well, with plenty of clubs, visits and visitors. The school has moved towards a more creative curriculum that is relevant to pupils, but its impact in terms of their progress and attainment is not fully established. A quarter of pupils have begun to learn a musical instrument and the development of a 'maths zone' is making pupils more aware of how interesting mathematics can be.

The school promotes attendance well, and has seen recent gains. There is good support for pupils whose circumstances make them vulnerable, with the school's caring ethos particularly evident in the specialist resource base. However, the learning environment in the resource base lacks zest. Some teachers are inexperienced in catering for pupils with special educational needs and/or disabilities in mainstream classes, which is apparent when work that is too difficult for them is set. Provision for these pupils is a priority of the new special educational needs coordinator.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

A member of staff wrote, 'The new headteacher has strived to include everyone in the school improvement process and has created a positive, happy ethos, involving all stakeholders.' This reflects how readily staff have embraced the headteacher's vision and leadership style, being willing to adopt new ways of working and being held accountable for pupils' progress. This has created a very strong team spirit, with everyone working

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together for the benefit of the pupils, and the impact is seen in improvements to pupils' personal qualities, their enjoyment of school and their attendance. Work has begun on increasing the rate of pupils' progress, and the construction of a 'single plan' to raise attainment is a useful tool for improvement. Teachers are given helpful feedback about the strengths and areas to develop in their practice, and have benefited from opportunities to watch one another teach, and to see good teaching in other schools. However, not all subject leaders have sufficient opportunity to monitor the quality of teaching and learning in their specific areas or to measure the impact of initiatives to raise attainment. The governing body's effectiveness is satisfactory. It offers good support, but does not hold the school to account sufficiently through systematic and rigorous monitoring of its work.

The school promotes equality of opportunity satisfactorily, although there is too much variation in the provision, with inconsistencies in teaching and learning and in care, guidance and support. It monitors how different groups perform, and ensures there are no gaps between them in terms of progress or attainment. Safeguarding arrangements are satisfactory, with all requirements met. Some procedures for recording information, while not putting pupils at risk, show room for improvement. The school promotes community cohesion satisfactorily with a good understanding of its local context, and reaching out well, particularly to parents and carers, with whom a successful partnership is being built. There are also good links with other agencies, such as architects who come in to hear readers, and the local church. Pupils have benefited from visits by students from Austria and Switzerland, and visitors from South Africa, and have a link with a school in Venezuela. Links with pupils from different cultures within the United Kingdom are at an early stage.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## **Views of parents and carers**

A smaller number of questionnaires than average were returned by parents and carers, who are overwhelmingly supportive of the school's work. Parents and carers particularly believe that their children enjoy school and that it keeps them safe and helps them to choose a healthy lifestyle. A few parents and carers queried how well the school deals with unacceptable behaviour, or how it prepares pupils for the future. Inspectors found that behaviour was good and that the school satisfactorily prepares pupils for secondary school. Inspection findings endorse the views of those parents and carers who suggested that more able pupils are not challenged enough.

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

Ofsted invited all the registered parents and carers of pupils registered at George White 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	64	15	36	0	0	0	0
The school keeps my child safe	24	57	17	40	0	0	0	0
My school informs me about my child's progress	15	36	21	50	2	5	1	2
My child is making enough progress at this school	20	48	17	40	3	7	0	0
The teaching is good at this school	18	43	22	52	2	5	0	0
The school helps me to support my child's learning	16	38	20	48	2	5	0	0
The school helps my child to have a healthy lifestyle	14	33	28	67	0	0	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)	18	43	17	40	4	10	0	0
The school meets my child's particular needs	14	33	22	52	1	2	2	5
The school deals effectively with unacceptable behaviour	17	40	20	48	5	12	0	0
The school takes account of my suggestions and concerns	18	43	22	52	0	0	1	2
The school is led and managed effectively	21	50	17	40	2	5	0	0
Overall, I am happy with my child's experience at this school	27	64	13	31	2	5	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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 pupils' 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.**



25 October 2010

Dear Pupils

**Inspection of George White Junior School, Norwich NR3 4RG**

Thank you for making us welcome when we visited your school and sharing your views with us. George White Junior provides you with a satisfactory education, which means some things are good and other things could be improved. Here are some of its strengths.

You say you feel safe at school and care for each other well.

Your behaviour is good.

You take plenty of exercise and make healthy choices.

You contribute well to the school community and in the city.

You know the difference between right and wrong and have a good awareness of a wide range of languages.

The school engages well with your parents and other partners.

The headteacher and her team have made a good start in improving the school.

For the school to become even better we have asked staff and the governing body to do the following things.

Make sure you are given tasks to do that really make you think.

Make sure more of you reach the higher levels in your learning.

Use computers more in your work.

Make sure the work you are given is just right for you, not too easy or too hard.

Make sure subject leaders check how well you are doing in lessons.

Make sure members of the governing body visit to see how things are going.

You all can help by telling your teachers what you enjoy about your learning, and how you think you can improve.

My best wishes for the future,

Yours sincerely

Nick Butt

Lead inspector

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