

The White's Wood Lane Community Junior School, Gainsborough

Inspection report

Unique Reference Number	120489
Local Authority	Lincolnshire
Inspection number	380041
Inspection dates	5–6 October 2011
Reporting inspector	Tim Bristow HMI

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair	Susan Wilson
Headteacher	Sharron Close
Date of previous school inspection	17 November 2008
School address	Whites Wood Lane Gainsborough DN21 1TJ
Telephone number	01427 613097
Fax number	01427 677898
Email address	info@whiteswoodlane.lincs.sch.uk

Age group	7–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. Inspectors observed eight teachers and visited 16 lessons. They held meetings with members of the governing body, representatives from partner organisations, staff and a group of pupils. They observed the school's work, and looked at the school development plan, assessment information, lesson plans, school policies and responses to questionnaires from 48 parents and carers, 131 pupils and 17 staff.

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

- Is the quality of teaching and learning good or outstanding?
- Is the quality of the curriculum for foundation subjects as effective as it is for English and mathematics?
- Is the impact of leadership at all levels sufficiently effective to justify the school's evaluation of outstanding for capacity to improve?

Information about the school

The school is a smaller than average-sized junior school. The proportions of pupils from minority ethnic groups or who speak English as an additional language are below average. The proportion of pupils with special educational needs and/or disabilities and of those who are known to be eligible for free school meals are above average. A small minority of pupils experience circumstances that may make them vulnerable.

The school has achieved National Healthy Schools status. It has recently gained the Investors in People bronze level, the Activemark, Food for Life silver level, International School intermediate level and Eco-school awards. Pupils benefit from a breakfast club that is managed by the governing body.

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?

1

The school's capacity for sustained improvement

1

Main findings

The pupils benefit from an outstanding education in this school. Dynamic leadership from the headteacher has very effectively galvanised the school's staff into making the major improvements to provision since the previous inspection that have resulted in outstanding outcomes in nearly all areas. As one parent reported, 'The school does incredibly well both academically and socially for the children'.

For the last three years the attainment of pupils that leave Year 6 has been high as a result of the outstanding progress that all groups of pupils make. For example, the progress of pupils known to be eligible for free school meals far exceeds expected progress.

Behaviour is outstanding. This is characterised in lessons by pupils that engage extremely enthusiastically with their work, demonstrating high levels of independence, perseverance and team-work skills. Around the school pupils of all ages make an excellent contribution to the community, for example by being members of the very active school council or promoting a healthy lifestyle as part of the Garden Gang or Foodies group. They regularly arrange fund-raising events for charities. The pupils' spiritual, moral, social and cultural is outstanding overall. They demonstrate great respect for each other and for people that are from different cultures. For example, in an excellent religious education lesson, pupils worked in groups extremely well discussing very respectfully the reasons for the visual imagery in Buddhism.

Teaching and the use of assessment are outstanding. There are extremely rigorous procedures for checking that pupils remain on track to make the necessary progress to achieve the very challenging targets set. Consequently, in nearly all lessons and in the high quality additional activities to improve literacy and numeracy, work is very accurately tailored to meet the requirements of each pupil. Pupils benefit from highly enriched activities that provide them with many memorable experiences that enhance their learning extremely well. Another major strength of the curriculum is the flexibility to adapt it to meet the specific needs of the pupils in school. For example, improvements have been made to the Year 3 curriculum this year that are very effectively meeting the needs of the significant proportion of pupils with special educational needs and/or disabilities. Very occasionally in lessons for subjects that involve practical activities teachers spend too much time talking. This leaves pupils less time than could be available to engage practically with the interesting activities prepared for them.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Care, guidance and support are outstanding. The provision for pupils with special educational needs and/or disabilities, particularly for the significant few that have difficulty managing their own behaviour, is highly effective. Attendance is above average normally and in some years high because of the tenacious approach of the school to ensure that all pupils, particularly those whose circumstances may make them vulnerable, attend every day.

School leaders and governors are highly ambitious and extremely effective at ensuring the outstanding outcomes for pupils. An excellent development plan supported by extremely rigorous procedures to hold staff to account for the quality of their work has resulted in the outstanding outcomes for all groups of pupils. The proven ability to sustain these excellent outcomes demonstrates that the school has outstanding capacity for future improvements.

What does the school need to do to improve further?

- Ensure that teachers devote more time in a few lessons to practical activities for pupils.

Outcomes for individuals and groups of pupils**1**

Each year the pupils' attainment on entry varies from average to below average. They then make outstanding progress in English and mathematics. Assessment information shows that the attainment of Year 6 pupils in 2011 was high. School assessment information shows that pupils in other years are on track to continue this trend of high attainment. Pupils work shows that attainment is also high in other subjects, such as science, art and design and German. All groups of pupils that have special educational needs and/or disabilities make excellent progress that not only far exceeds the progress of similar groups nationally but also exceeds the progress of pupils overall.

An impressive feature in lessons is the enthusiasm of all pupils to rise to the challenge to solve difficult problems. For example, in a mathematics lesson pupils worked extremely well together solving number problems when trying to crack a code. They carefully checked each other's calculations identifying where mistakes had been made. They demonstrated excellent perseverance, cooperation and enthusiasm for the task. In all lessons pupils take great care to improve their work. For example, presentation is of a very high standard because of the great care taken by nearly all pupils to improve their handwriting. Underpinning their excellent attitude to learning is the pleasure pupils gain from the activities in lessons. For example, in a German lesson, Year 6 pupils thoroughly enjoyed playing games that were carefully designed to help them learn vocabulary at a rapid rate.

Pupils feel very safe in school and are very well equipped to ensure that they stay

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safe in day-to-day situations. For example, a group of pupils reported very knowledgeably about the steps they need to take to stay safe when surfing the internet or using a mobile phone. They are also extremely considerate to one another and report that bullying very rarely occurs. Nearly all pupils have a very thorough grasp of how to maintain a healthy lifestyle. For example, pupils are involved in growing food for their school kitchen and the school council checks that the meals are healthy.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
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	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Pupils make outstanding progress over time because the quality of teaching is very rarely less than good and in the majority of lessons it is outstanding. Teachers have great expertise in using assessment information to design work for different groups of pupils that is challenging, well pitched to meet their needs, extremely interesting and engaging. Teaching assistants work very effectively to support groups of all abilities to make the rapid progress that is expected of all pupils. Marking is excellent and consequently pupils have a very thorough understanding of the next steps they need to take to improve their work.

Pupils benefit from an extremely broad range of enriching activities. Pupils report how much they enjoy the many clubs, such as the cookery club, available for all age groups. Pupils have many opportunities to take part in educational visits, such as residential and theatre trips. One highly innovative feature of the curriculum is the time spent at the beginning of each term in which pupils work with the teachers to

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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decide what it is they would like to learn about. For example, this term pupils found out that they were to learn about Victorian history. Pupils in Year 4 and 5 then decided that they would like to learn about inventors and explorers. Teachers then expertly devise lessons that link a range of subjects and enable pupils to apply and practise literacy and numeracy skills.

Procedures to care for and safeguard pupils whose circumstances may make them vulnerable are exemplary. The school has established some excellent partnerships with the necessary agencies to care for these pupils. The high quality of this care extends to all pupils. Staff know each pupil individually extremely well and are very successful at ensuring that all pupils will thrive. For example, the management of behaviour for those pupils that occasionally find it hard to conform to expectations ensures that these pupils make excellent progress and that the learning of others is not disrupted. Pupils report how much they enjoy the very good start to they day that they receive from the breakfast club.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

As well as the headteacher, leaders at all levels are highly effective. Senior staff are regularly involved in checking the work of teachers to ensure continual improvement. All staff benefit from an excellent balance of challenge and support that explains the very high morale and expectations of teaching and learning. For example, pupil progress meetings held each term are extremely effective at challenging teachers to ensure that pupils make the necessary progress to reach their targets. The governing body has highly effective procedures to check that the work of the school results in improvement to pupil outcomes. This is particularly impressive at this time as very experienced governors are successfully balancing the need to develop the skills of governors that are newly in post while maintaining a careful check on the strategic development of the school.

Safeguarding procedures and policies are fully comprehensive and highly effective. Consequently, all the parents that responded to the questionnaire report that the school keeps their children safe. The equality of opportunity is outstanding because the school is extremely effective at ensuring that all groups of pupils make very rapid progress. Robust procedures are in place to tackle discrimination. Pupils reported to the inspectors how important it is to respect people from all backgrounds and the steps they would take if they were aware of racist abuse.

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The school has been very successful in engaging parents whose previous experience of education may have made them hard to reach. For example, during the inspection the school held a very successful open afternoon for parents of the children that had just entered Year 3. Parents expressed their delight at how well their children had settled into the school. The school has many excellent partnerships to improve the outcomes for pupils. For example, the partnership with the local grammar school has been instrumental in establishing German on the curriculum and then developing the capacity of teachers to provide lessons of a high standard.

The promotion of community cohesion is good. The school has a very effective action plan to promote community cohesion. The school has been successful in ensuring that pupils gain an understanding and appreciation of the contributions made by people from a range of cultural backgrounds within the society of Great Britain. Recent action to further strengthen links with schools in contrasting localities within Great Britain and globally is too recent to have made a significant impact.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

In their response to the questionnaire, parents and carers showed a high level of support for the work of the school. For example, they all agree that their children enjoy school. There were hardly any concerns about the school expressed.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The White's Wood Lane Community Junior School, Gainsborough 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 140 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	79	10	21	0	0	0	0
The school keeps my child safe	32	67	16	33	0	0	0	0
The school informs me about my child’s progress	29	60	18	38	0	0	0	0
My child is making enough progress at this school	30	63	17	35	1	2	0	0
The teaching is good at this school	33	69	14	29	1	2	0	0
The school helps me to support my child’s learning	26	54	20	42	2	4	0	0
The school helps my child to have a healthy lifestyle	28	58	20	42	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)	23	48	22	46	1	2	0	0
The school meets my child’s particular needs	28	58	19	40	1	2	0	0
The school deals effectively with unacceptable behaviour	23	48	24	50	1	2	0	0
The school takes account of my suggestions and concerns	24	50	22	46	1	2	0	0
The school is led and managed effectively	27	56	18	38	1	2	0	0
Overall, I am happy with my child’s experience at this school	36	75	10	21	2	4	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



7 October 2011

Dear Children

**Inspection of The White's Wood Lane Community Junior School,
Gainsborough, DN21 1TJ**

If you remember, I came with my colleague to inspect the work of the school and to check how well you were doing. Thank you for the help you gave us. I am very pleased to report that we think that you are doing extremely well. You can be very proud of the high standards you achieve in many subjects. There are some other very important aspects of your development in which you are also very successful. Your behaviour is excellent. We were particularly impressed by your politeness to us and kindness to each other. You told us that you thoroughly enjoy your education and feel very safe and understand how to stay healthy, and we agree with you. You work very well together in lessons and many of you appear to relish the opportunity to tackle difficult problems. We were very impressed by your independence and how hard you work. You carry out your jobs in school very conscientiously and show great initiative when taking the responsibility for activities such as raising money for charity. You have some excellent school clubs and fun activities that you told us that you really enjoyed.

We think that the headteacher, other adults and school governors work extremely hard to provide you with an outstanding education. They try their best to make sure that every one of you is happy, well looked after and learning to the best of your ability.

In order to help you do even better we have asked the school to improve a few of your lessons by making sure that you have more time to do practical activities like painting and experiments.

The school is very proud of you all and I am sure that you will continue to work hard and do your best.

Yours sincerely
Tim Bristow
Her Majesty's Inspector

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