

White Woman Lane Junior School

White Woman Lane, Sprowston, Norwich, NR6 7JA

Inspection dates

16–17 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Progress has been steadily improving and attainment is now rising.
- Achievement in mathematics and English is good. Reading standards are significantly above average and writing levels are improving.
- Pupils' skills in literacy and numeracy are reinforced well.
- Teaching is almost always good. Some teaching is outstanding.
- Behaviour is outstanding. The resources, range of subjects on offer and approaches used ensure that pupils are keenly engaged in learning.
- Pupils feel safe and their parents agree that there is a high level of care.
- Spiritual, moral, social and cultural aspects of learning are well developed.
- Attendance is high and improving as a result of pupils' great interest in what is on offer. The subjects and topics they study are very wide-ranging and varied.
- The headteacher offers clear, effective leadership. She is well supported by all staff in her determination to continually improve achievement and teaching.
- Subject leaders are working together and with the senior leadership team to ensure that improvement follows on from regular monitoring and evaluation procedures.
- Governors know the school well. They have an accurate picture of its strengths and areas for development.
- The school has a good capacity for sustained improvement.

It is not yet an outstanding school because

- A small amount of teaching requires improvement.
- Pupils are not consistently encouraged to take their learning to a more challenging level, for example through investigations and problem solving.
- Feedback to pupils on how they can improve, including through target-setting, is sometimes not timely or explicit enough. Pupils sometimes repeat the same mistakes, even when the teacher has marked them as wrong.

Information about this inspection

- Inspectors observed 21 lessons taught by 12 staff. Six joint observations were carried out with the headteacher and deputy headteacher. Inspectors also observed a variety of activities the school provides to support individuals and small groups of pupils.
- The inspectors held meetings with the headteacher, members of the governing body, staff, a representative of the local authority and two groups of pupils.
- In planning and carrying out the inspection, inspectors took account of the 29 responses to the online questionnaire (Parent View), the school’s own parent survey and responses to an inspection questionnaire from 28 staff. Inspectors spoke to parents in the playground before school.
- The inspectors observed the school’s work. They also looked at the school’s improvement and development plan, data on pupils’ attainment and progress, records of the monitoring and evaluation of teaching, a wide range of policies and procedures, and the school’s arrangements for the safeguarding of children.
- Inspectors attended an assembly. They carried out a scrutiny of pupils’ work jointly with members of the senior leadership team and subject leaders.
- An inspector listened to pupils reading.

Inspection team

Michael Sutherland-Harper, Lead inspector	Additional Inspector
Janet Tomkins	Additional Inspector
Pauline MacMillan	Additional Inspector

Full report

Information about this school

- The school is slightly larger than the average-sized primary school.
- The school is part of a federation with a neighbouring junior school. The headteacher is head of both schools. They share a governing body.
- The very large majority of the pupils are from White British backgrounds.
- The proportion supported at school action plus or with a statement of special educational needs is above the national average, as is the proportion of pupils supported through school action.
- The proportion of pupils for whom the school receives the pupil premium is below the national average. This is additional government funding for particular groups of pupils, including those known to be eligible for free school meals and those in the care of the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher provides support to other local schools through the local teaching school, Sheringham Community Primary School.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching and extend pupils' progress by:
 - helping pupils to continue to apply and be able to refer back to key advice teachers give them in lessons, for example by recording it in written form in pupils' books
 - checking that pupils follow up on corrections of their work to make sure they do not continue with the same mistake
 - recording when targets set are achieved and quickly setting new ones so pupils maintain the rate of improvement
 - encouraging pupils to extend their learning by giving them more challenging investigations and problem-solving activities.

Inspection judgements

The achievement of pupils is good

- Pupils enter the school with attainment broadly in line with national averages, although there is some variation between year groups. The school does its own baseline assessments on entry, usually in the first few weeks, and this includes an assessment of what pupils can write at this stage.
- From these starting points and after a period of consolidation of areas identified as weaker, pupils now make increasingly rapid progress as they move up the school. Current school data show that progress rates are good for all groups, and are sometimes outstanding, as a result of the continual refinement of the steps put in place to improve learning.
- Overall achievement in English is good. Attainment in reading by the end of Year 6 is significantly above national standards. Writing is improving steadily. A book is bought for every child in the school to encourage engagement with reading, and increased interest in writing is generated as a result. Such initiatives are reinforced by links between subjects and special programmes such as projects on gorillas and the rain forest. The continual focus on correct spelling, grammar and punctuation is leading to greater accuracy in these areas.
- Attainment in mathematics has risen rapidly. The school has reviewed and changed its methods and the resources it uses to teach the subject. These include a new approach to calculation and the use of hands-on materials such as small flip charts of numbers. Smaller classes have had a positive effect on pupils' understanding and results.
- Pupils make good progress in reading because the school's promotion of the subject and the reading materials chosen are closely linked to pupils' interests. Books used match pupils' reading levels accurately but always incorporate some extra challenge.
- Achievement in literacy and numeracy is rising because wherever possible the school teaches the things pupils should be learning next in a context or topic that links with their interests. The resulting engagement has led pupils to regard the school as an exciting place in which to learn and one where they are making rapid gains in literacy and numeracy.
- Pupils eligible for the pupil premium are now making good, and sometimes better, progress according to the school's current data. Progress rates are rising because areas for improvement are quickly identified, such as writing skills in Years 4 and 6. Programmes are carefully adjusted and any necessary support put in place. When gaps widened in 2013, when eligible pupils were about three terms behind their classmates, the school took prompt action to address this, including a review of the use of the funding. Current data show gaps narrowing.
- Disabled pupils and those who have special educational needs are making good progress and some are doing even better. Their needs are accurately and quickly assessed with meetings on individual progress. Support is put in place and monitored to ensure pupils' understanding of the work covered. Links with outside agencies are strong. Parents are involved in all processes.
- Sports premium funding has been carefully allocated to ensure ongoing development of pupils' health and fitness. The range of activities in which pupils can engage to ensure fitness is increasing. Many sports clubs are already offered and the school has contributed to a health and fitness DVD. Staff work alongside specialist teachers to develop their skills.

The quality of teaching is good

- Teaching is good but is not yet outstanding because a small amount of teaching requires improvement. Assessment procedures, while good, are still being refined and the levels of challenge in a few lessons are not consistently high.
- The large majority of lessons seen were good and some were outstanding. No inadequate teaching was observed. Joint observations carried out with the headteacher and deputy headteacher resulted in agreed judgements.
- Teachers have high expectations in most lessons. In the best lessons, work engages pupils' interest, and learning is exciting. Teachers listen closely to pupils' responses and adapt their teaching to ensure that pupils understand and can apply what they learn. For example, in a Year 5 English lesson, the activities were carefully set up in small steps and took pupils' learning forward quickly. In addition, pupils had continual opportunities to practise and apply their punctuation skills.
- The more-able pupils generally make good progress. However, where teaching requires improvement, activities in which pupils can develop their learning further are not always challenging enough. Pupils who have understood the work are not always encouraged to carry out activities which require them to solve more complex problems and reach conclusions based on what they observe.
- Reading, writing, mathematics and communication are taught effectively as part of the emphasis on developing pupils' skills in literacy and numeracy. Following successful promotion of reading, teachers are now concentrating on ensuring that pupils' progress in writing is equally successful through an increased sharing of best practice across the school. Teachers and teaching assistants check first that pupils can explain what they have been taught and then provide the support which is needed.
- Disabled pupils and those who have special educational needs benefit from a wide range of resources and approaches, including small group and one-to-one work and the use of much practical equipment related to the subject. The individual and small group attention enables adults to see what remains to be clarified for them. Pupils' understanding is reinforced because work covered is also modelled and linked to previous learning.
- Books are regularly marked. Pupils benefit from regular and consistent use of verbal feedback to encourage their efforts. However, key advice is not always recorded by or for pupils, and as a result pupils are not always able to refer back to that advice later. Pupils repeat errors sometimes, even when told about them, because they do not consistently correct work to eliminate those errors. Pupils' targets are recorded in their books and are especially prominent for writing. The date when pupils achieve their target is not always recorded in order to assist with monitoring their rate of progress.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. In almost all lessons, pupils are actively engaged with learning and very excited by the work on offer. This has a strong effect on ensuring good, and often better, progress. Pupils enjoy working collaboratively. In a design technology lesson where they tasted and evaluated cereal bars, pupils' enthusiasm for the task motivated them to discuss their ideas with each other and record them quickly. Pupils spoke of school being 'fun' and said that they enjoy lessons.

- Staff and pupils alike make sure that everyone has equal opportunities to take part in, and benefit from, all activities. Differences are celebrated, as in the Refugee Week work which focused on showing respect for others and their talents.
- Behaviour in lessons and around the school is consistently strong. For example, in a Year 4 drama lesson, which was typical of the school's emphasis on productive and interesting work, pupils became engrossed, and produced high quality work in response to the teacher's careful organisation and engaging approaches to tasks. In the playground pupils continue to support each other by playing in groups and invariably behaving responsibly.
- Pupils are clear that expectations of behaviour are high and they share them with each other. Expectations are reinforced in assemblies and by the school's house points systems. Pupils feel that behaviour is always at least good and their parents agree when spoken to and through the online parent survey.
- The school's work to keep pupils safe and secure is outstanding. Pupils feel very safe. They say that there is always an adult to help them with any difficulties and that these will be quickly resolved. Pupils are able to articulate how they can help to keep each other safe, and confidently share their solutions with adults, including the headteacher. Parents feel that their children are safe in the school and are well looked after.
- Pupils are keenly aware of the different forms that bullying may take. They have a strong understanding of cyber-bullying and the possible impact of any name-calling. They are vigilant in helping to ensure that these things do not happen because they realise the effect such behaviour may have on others. The school is about to implement a prefect system, which recognises and reinforces pupils' keen interest in high quality behaviour and attitudes through increased responsibility.
- Attendance is high and rising. It reflects pupils' engagement with the school's work and their appreciation of the high levels of pastoral care offered by the school. Exclusions are rare because the school seeks to resolve any issues on site and by continued attention to the care of each individual.

The leadership and management are good

- The headteacher sees the school as a place where things happen. She has been relentless and successful in her drive to ensure that teaching improves and pupils reach ever-higher levels of achievement. The detailed improvement and development plan has contributions from staff, senior and subject leaders and governors, all of whom are highly supportive of the work of the school and share the headteacher's determination.
- Subject leaders have improved their monitoring and evaluation of achievement and teaching. They are working together effectively as a group to push standards ever upwards and ensure consistency in approaches. They share their ideas at meetings of the senior management team.
- The range and variety of subjects on offer is outstanding and is a strength of the school. Staff are encouraged to work to their strengths in delivering many different subjects which are supplemented by engaging project work and a large variety of very well attended extra-curricular activities. Pupils are offered many first-hand opportunities to enrich their work and perspectives, but in a way that is also linked to their previous learning and takes it forward.
- Spiritual, moral, social and cultural development is good. Pupils get on well together and look

out for each other. They are clear about what is right and wrong. Reading programmes and activities encourage them to use their imaginations. The school uses visits and visitors, such as many pupils' first visit to London and the Houses of Parliament, to enrich pupils' cultural understanding.

- Procedures for the management of staff performance are rigorous and closely linked to the 'teachers' standards'. Staff are held to account for progress and results, for example, at regular pupil progress meetings. Their work, and any areas for improvement, are reviewed at frequent intervals.
- Links with parents are good and reinforced by detailed newsletters. The school's open door policy encourages parents to approach the school, should they have any concerns.
- The local authority recognises the school's strengths and so its involvement in improvement is 'light touch'. The headteacher works closely with the local authority, bringing her experience and skills to a number of initiatives outside the school.
- Safeguarding procedures meet all current requirements. Staff and governors are trained in safeguarding and in safer recruitment.
- The capacity for sustained improvement is good. It is exemplified by the headteacher's clear-sighted approach to her school, the detailed improvement and development plan to which all stakeholders contribute, the quality of governance and the improving progress and attainment.
- **The governance of the school:**
 - Governance is good. The governing body is shared by both schools in the local federation. Governors have an accurate picture of the school obtained through frequent visits and careful scrutiny of documentation. They bring a good variety of skills to their roles and are keen to develop their understanding. Governors have challenged the school about achievement and finance, based on a secure understanding of data. They monitor the use of the pupil premium and make adjustments to its use, as appropriate, to ensure that outcomes continue to rise for this group of pupils. They are aware of how good teaching is, and ensure that teachers have regular access to further professional development.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120914
Local authority	Norfolk
Inspection number	431893

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	252
Appropriate authority	The governing body
Chair	Judy Leggett and Alison Clabon
Headteacher	Ashley Best-White
Date of previous school inspection	14 June 2011
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