

Inspection of an outstanding school: White Woman Lane Junior School

White Woman Lane, Sprowston, Norwich, Norfolk NR6 7JA

Inspection dates: 14 and 15 May 2024

Outcome

White Woman Lane Junior School continues to be an outstanding school.

What is it like to attend this school?

Pupils are happy here. This is because staff are caring and the curriculum gives pupils many opportunities to be successful. Pupils are fascinated by what they study. Lessons give pupils much to think about and discuss. Pupils become more accomplished in key skills such as drawing and writing. They can add detail and flourish to their work.

Pupils' behaviour reflects leaders' high expectations. Pupils respect their teachers and each other. Reading lessons promote deep thinking. This helps pupils to develop a mature attitude towards education. Pupils like the way that the school recognises their efforts. For example, if they become proficient in their times tables, they receive a 'Multiplication Master' badge that they wear with pride on their uniform.

The school provides a range of opportunities for pupils to develop exciting new interests and talents. These help them become more artistic, musical and sporty. For example, performing in the choir or paddleboarding. Pupils develop a sense of responsibility through different roles, such as prefect or librarian. They play a big part in school development through sharing their ideas. For example, suggesting and making a sensory garden for the school.

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

The curriculum is well-developed. It sets out the knowledge and skills pupils need to learn in detail and in a logical order. This means pupils learn what is required to be successful in the future. Since the previous inspection, leaders have continued to strengthen the curriculum offer. Pupils can attend a wide range of sporting events and apply their mathematical proficiency in local competitions.

Literature is at the heart of the curriculum. Leaders are rightly proud of this. Many opportunities for pupils to encounter interesting books in reading lessons and in their wider studies contributes to developing a love of reading. This also helps pupils learn a wide range of words and phrases. As a result, pupils have in-depth discussions and

proudly produce high-quality written work. Pupils often choose sequels to their class books to read in their own time.

Teachers teach subjects very well. This is because they have ample training, subject expertise and enthusiasm. They help pupils who are behind in reading to quickly catch up. Teachers aptly spot and help pupils who need more support to understand new concepts. They regularly check how well pupils are learning the curriculum. Teachers provide pupils with plenty of opportunities to practise applying new knowledge. In mathematics, for example, this means that pupils develop flexible thinking about connections of number.

The school ensures that all pupils, including pupils with special educational needs and/or disabilities (SEND), can access the wider curriculum so that they are fully included in the life of the school. Staff provide effective, bespoke support to meet pupils' needs. The school gives advice and assurance to parents. Parents value the way the school helps pupils with SEND to overcome their barriers to learning.

Staff consistently apply the school's behaviour policy. This helps pupils learn what is expected and what is acceptable. The curriculum approach develops pupils' ability to focus and concentrate. As a result, lessons are calm, and pupils work hard. The school helps pupils who struggle to manage their behaviour to learn how to remain calm. Staff support pupils to develop friendships. The school recognises and celebrates pupils' effort in class and their kindness towards one another.

The school's personal, social, health and economic (PSHE) curriculum is well planned. Pupils learn how to keep safe and have healthy relationships. The school encourages pupils to embrace and value different cultures. A series of 'carnival days' introduces pupils to a range of traditions. This prepares pupils well for life in modern Britain. Positive mental health is a top priority for leaders. The school has pioneered a way of working with families to reduce pupil anxiety and increase their resilience. This is having a positive impact on pupils' mental health and has been commended by clinical experts.

Leaders have ensured the school has not stood still since the previous inspection. They have continued to build new and valuable partnerships with outside organisations to benefit pupils' welfare and learning. The school shares its expertise widely. Staff feel supported and valued. They appreciate the way that leaders have created opportunities for them to share their passion for subjects such as art and science.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good/outstanding in September 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	120914
Local authority	Norfolk
Inspection number	10323666
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	347
Appropriate authority	The governing body
Chair of governing body	Sue Hill
Headteacher	Ashley Best-White
Website	www.whitewomanlane.norfolk.sch.uk
Date(s) of previous inspection	19 and 20 September 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not make use of alternative provision.
- The school is part of the Nebula Federation.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector held meetings with the executive headteacher, the head of school and executive deputy headteachers who have responsibility across the federation. The inspector also spoke, via telephone, with a representative from the local authority.
- The inspector met with members of the federation's governing body, including the chair.

- The inspector carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The inspector also looked at samples of pupils' work in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour in lessons and around the school.
- The inspector considered 56 responses to Ofsted Parent View, of which 40 responses included free text comments. The inspector considered the views of 33 staff who responded to Ofsted's staff survey. The inspector also gathered the views of pupils through various discussions.

Inspection team

Hannah Stoten, lead inspector

His Majesty's Inspector

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