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Mrs June Sewell
George White Junior School
Silver Road
Norwich
NR3 4RG

Dear Mrs Sewell

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on Tuesday 18 May 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please also extend my thanks to your staff and pupils.

Since the last inspection, the Headteacher has moved on, and a new headteacher has been very recently appointed. The school has now completed changes from middle to junior school, and the consequent change in roll and funding has seen some reduction in staffing. The school role is now stable. The school has received much local authority support since the last inspection.

As a result of the inspection on 4-5 June 2008, the school was asked to:

- increase the incidence of good and better teaching by ensuring lessons are challenging, motivate the pupils and have a high level of expectation
- ensure test and assessment data is used rigorously to improve achievement by regularly reviewing pupils' progress, setting challenging targets and holding teachers accountable for pupils' progress
- ensure leaders at all levels play a rigorous role in monitoring teaching, standards and achievement and, in doing so, secure and sustain improvements.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

Since the last inspection, the progress that pupils make in English and writing has improved markedly. This has improved overall progress, although it remains



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significantly below the national average. Progress in mathematics remains weak, although some improvement is evident in science. The standards that pupils attain improved in 2009. Overall, they are just below the national average. Despite these improvements, boys progress significantly less well than expected. Pupils in Year 3 demonstrate particularly good learning.

The monitoring of pupils' progress has improved. A new system for tracking attainment is now in operation so that teachers have a good understanding of how well pupils are doing. However, this information is not always used well to set individual targets in class. Teaching often caters for one level of ability and, as a consequence, the most and least able are not always stimulated to achieve their best or to make productive contributions to the learning process. In a few classes, some pupils become bored and so learning suffers. Some pupils master the skills of independent learning well, but many do not and are too dependent on carrying out tasks that teachers set them.

The school is beginning to make significant changes to improve the satisfactory teaching and learning seen at the last inspection. The headteacher has begun to fully develop a lesson observation system that takes better account of learning and standards in class. With good local authority support, much professional development around the improvement of teaching and learning has been carried out. A programme of peer observations is planned and staff have visited other schools to observe classroom practice in a different context.

The school is building capacity for sustained improvement. The new self-evaluation is largely accurate and recognises the key issues that need to be addressed. Changes made, particularly to teaching and learning, are beginning to have an impact on standards and the school is starting to improve. Governors are supportive of the school, but recognise that they have not sufficiently challenged poor performance in the past, and that appropriate training on the evaluation of school performance data is needed.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Ian Seath

Her Majesty's Inspector

