

# Angel Road Junior School

## Inspection report

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<b>Unique Reference Number</b>	120949
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	358888
<b>Inspection dates</b>	20–21 June 2011
<b>Reporting inspector</b>	John Mason

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>	265
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Elsley
<b>Headteacher</b>	Len Holman (Executive Headteacher)
<b>Date of previous school inspection</b>	7 December 2007
<b>School address</b>	Angel Road Norwich NR3 3HS
<b>Telephone number</b>	01603 425494
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<b>Email address</b>	office@angelroadjunior.norfolk.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. In 15 lesson observations, 11 teachers were seen. Further brief visits to lessons and a review of work in books were also made. Meetings were held with groups of pupils, members of the governing body, and senior staff. Inspectors observed the school's work and looked at minutes of the governing body, school development planning, local authority reviews and a range of documents and policies pertaining to the care and safety of pupils. Views of parents and carers were analysed from the 97 questionnaires they submitted.

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

- The team investigated the current attainment and progress of pupils, looking particularly at boys, lower attaining pupils, and those with special educational needs and/or disabilities.
- Inspectors analysed whether improved recent progress in mathematics is being sustained and whether initiatives to improve progress in English are being successful.
- The extent to which leaders and managers have secured improvements to the quality of teaching was checked.
- The team examined the extent to which the pastoral care of the school, including the links through the federation, makes an impact on pupils' achievement, attendance and personal development.

## Information about the school

Angel Road Junior School is of average size for a primary school. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is falling and is now a little above average. The proportions from minority ethnic groups and those whose first language is not English are below average, although rising more rapidly than the trend nationally. The school roll is more heavily weighted towards boys. The school holds Artsmark Silver and Activemark awards.

The school is federated with the Angel Road Infant School and the North City Children's Centre. All institutions share the same headteacher and governing body. Fifty per cent of the executive headteacher's time is committed to the junior school. A breakfast club and an after-school club, under the auspices of the governing body, provide childcare for pupils from both the junior school and the infant school for up to 25 pupils, from 7.45 a.m. to the start of school, and from the end of school to 6.00 p.m. each day in term time.

**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?**

**2**

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

**3**

## Main findings

Angel Road Junior School is a good school where pupils learn and progress well. Pupils enjoy school in the knowledge that they are safe and that any instances of poor behaviour or other concerns are dealt with promptly, fairly and effectively. Pupils' individual needs and traits of character are well known to all staff and the care, guidance and support pupils receive are outstanding. In particular, the impact of the federation of schools enables professional staff to support vulnerable pupils and work with families very effectively, and to ensure pupils settle in very well in Year 3. As a result, the school has promptly addressed the decline in attendance of 2009-2010 and ensures that all pupils have good attitudes and dispositions to their learning and wider life in school. New pupils joining the school in mid-year, often from other cultures or from transfers from other schools, integrate very successfully and also make good progress. 'The culture is very positive', observed one parent.

Good teaching and a good curriculum contribute well to pupils' progress. Lessons are well planned and set clear expectations of learning and behaviour. A good range of well-attended extra-curricular activities enables pupils to extend their enjoyment of school, especially through sports, music and art, and to develop self-esteem and confidence. A thorough system of tracking pupils' progress also makes a good contribution to identifying where pupils require extra support. Intervention sessions are a strength of provision. They are able to be closely personalised because the robust setting arrangements ensure most pupils with learning difficulties are well catered for in classes where they have full access to the curriculum.

Pupils' attainment when they leave school is broadly average, building successfully on below-average attainment on entry to Year 3. Attainment in mathematics is slightly higher than in English because booster classes are particularly effective in building pupils' confidence and ability to succeed in tests. However, the proportion of higher-attaining pupils realising their full potential is constrained by pupils having limited opportunity to develop confident strategies for solving practical and word problems. In English, the school has helped pupils to improve the accuracy, presentation and expression of writing, but boys are not yet performing as well as girls in this area.

The school is well led and managed. All staff share a common vision for improving outcomes for the pupils and have a good grasp of the school's priorities for development. The school works effectively with a wide range of partners in education, care and industry. Work on assessment within the federation is helping to give greater clarity to the transfer of information on pupils' attainment between the two schools. This is helping to bring greater consistency to pupils' whole primary-phase education. Due to unforeseen circumstances, there has been an element of instability in the middle management during the current school year. Members of staff standing in, in 'acting' roles, have been very

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effective in maintaining the continuity of provision and stability of the school structures. However, a consequence of this is that the monitoring of teaching and learning by middle managers currently lacks rigour. There has been only limited monitoring and evaluation of teaching, and this has constrained planning and action in key subject areas. The governing body has worked hard at building its capacity to improve through new appointments and training, and has proven effective in supporting the structures put in place for the federation. However, it does not yet support and challenge the strategic decision-making of the school and makes only limited contribution to the school's self-evaluation, because it is not fully involved in monitoring and evaluating provision. Despite good provision and outcomes, the school's capacity for sustained improvement is therefore satisfactory.

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

- Raise pupils' progress and attainment in English, especially for boys, by improving the accuracy, presentation and expression of their written work
- Raise pupils' progress and attainment in mathematics, especially for higher-attaining pupils, by ensuring they develop more confident strategies for solving practical and word problems.
- Improve the effectiveness of middle leaders by ensuring that they follow a rigorous cycle of monitoring, evaluation, planning and action.
- Strengthen the role of governors to develop a rigorous approach to monitoring and evaluating provision, so that they can better support and challenge the strategic decision-making of the school

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

**2**

Pupils make good progress and apply themselves diligently in lessons, working at a good pace. In 2010, Year 6 pupils met challenging targets in English and exceeded them in mathematics. Attainment in tests in 2010 was broadly average, with pupils doing better in mathematics than in English. This was primarily because boys performed less well in writing tests than their peers nationally. This weakness still persists in the current Year 6 and, in particular, weaknesses in the accuracy, fluency and expression of boys' writing hold them back from doing better. However, initiatives to address the quality of boys' writing are having a more sustained impact in Years 3 to 5 and the gap between girls and boys is much less evident. In mathematics and reading, both boys and girls progress well. However, in mathematics, pupils' confident calculation skills and data handling are not always built upon by developing clear strategies for solving practical and word problems. This holds back the more able pupils from attaining better. Pupils with special educational needs and/or disabilities (SEND) make good progress in their English and satisfactory progress in mathematics, although the impact of intervention programmes is effective in addressing weaknesses. Pupils with speech, language and communication needs make good progress in reading and writing, due to careful phonics intervention teaching, but the majority of pupils with SEND are given good guidance for their needs within mainstream teaching, through skilled deployment of teaching assistants. The growing number of pupils who speak English as an additional language also do well from their different starting points, rapidly developing the language skills they need to learn effectively.

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Pupils' spiritual, moral, social and cultural development is good. They have a clear sense of right and wrong and a keen interest in the world about them. Strong, trusting relationships with members of staff, the effective impact of the 'worry box', and of pupils trained in peer mediation, ensure that pupils feel safe in school. Pupils' good behaviour in lessons makes a strong contribution to their learning. They play energetically, but fairly, and are respectful and considerate to one another. They understand well how to keep themselves healthy and how to avoid risks to their health. They engage well in ecological initiatives, such as gardening, which have developed from staff interests and the links to the Forest School project promoted within the federation. They engage particularly well in the well-established sporting activities of the school. Pupils contribute well to the school community and the school council represents their views effectively. In addition to charitable initiatives, pupils have contributed to enhancing a local park and been involved, through their keen music making, in initiatives as diverse as entertaining senior citizens or performing cross-cultural steel band music in the Lord Mayor's Parade. Pupils are able to articulate the differences between rural and city life well in response to a school trip to Wells-next-the-Sea. Activities, such as the Brazilian martial art of capoeira, help pupils to gain insights into cultures not represented in their immediate community. Despite good attendance and punctuality, and improved use of information and communication technology (ICT) in recent years, the development of pupils' skills for their future education and the workplace is satisfactory because their attainment in English and mathematics is average.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>	2
<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?

Teaching is methodical and well planned, using tracking data well to pitch lessons at the right level. Through their strong subject knowledge, teachers engage pupils well. Good explanations and well-timed and structured activities enable pupils to work well independently and in groups. Display and resources, including the generous spaces the building and site provide and ICT resources, are used well to extend and enhance learning. Questioning is mostly good, enabling the teachers to get clear feedback on what pupils understand. However, sometimes misconceptions are not always picked up, as strategies to get all pupils to articulate their learning are not always fully effective. Marking is regular and mostly includes corrective comments and indication of next steps for pupils to focus on. However, in some cases, opportunities to develop these steps are not always presented. Some teachers do not make the criteria for success clear enough to pupils and this slows their ability to develop as independent learners. Teaching assistants are well deployed, often assisting learning for others, so that pupils they are attached to can build their confidence in working independently.

The curriculum is well organised and the afternoon sessions, in particular, are enjoyed by pupils for the imaginative opportunities they offer. The setting of literacy and numeracy works particularly well for pupils with highly specific needs, who benefit from a high level of adult support, in lower sets in particular. Literacy and numeracy are well applied in topic work and science. Enrichment opportunities are rich and varied. The curriculum gains real-life relevance from the school's partnerships with local industry. A gifted and talented programme is well established, but pupils find the planning to develop their skills at times erratic and uninspiring.

The school's work with families, and a range of different agencies to support those pupils whose circumstances may make them vulnerable, is outstanding, benefiting hugely from the staffing and structures set up for the whole federation. In particular, the school has been very successful in the integration of pupils who proved difficult to manage in other settings. Transition arrangements are good and benefit, particularly on entry to Year 3, from the growing consistency in curricular provision and assessment within the federation. Well-managed childcare clubs, before and after school, provide good welfare and a range of good activities to support pupils' social development and learning, many of which are devised by the pupils themselves. Concerns around welfare, such as pupils' attendance, are quickly identified and successfully addressed.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

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## How effective are leadership and management?

The headteacher has built a staff team which works together well to secure good progress across all year groups. His work in leading the cluster contributes significantly to this agenda. As a result, provision in all years has an impressive level of consistency. Target setting is robust, based on a very thorough and well-established system of tracking of pupils' progress. Developmental planning identifies accurate priorities for improvement, but lacks clear criteria and specification of the steps needed in effecting change. The monitoring of teaching and learning is currently undertaken primarily by the headteacher. Middle leaders, some of whom are in temporary positions, have not all had sufficient experience in observing and analysing practice to systematically move provision forward in their areas of responsibility. The governing body is similarly placed, with those governors linked to subject areas not yet closely supporting staff in evaluating provision. Governance is satisfactory as a result. Safeguarding procedures are good. In particular, opportunities for pupils to express any concerns they have and understand how to resolve them are well embedded. Parents' and carers' attendance at meetings to discuss their children's progress is good and they attend pupils' performances readily, building a good picture of their children's learning. Partnerships with business enhance the curriculum, and those within the federation, the wider cluster of schools and the local community police representatives enhance all aspects of provision well and contribute to the school's good promotion of community cohesion. The school's good understanding of its religious, ethnic and socio-economic context is felt strongly within the school and pupils from different backgrounds interact with one another exceptionally well. The school promotes equal opportunities satisfactorily. It is working towards eliminating differences between boys' and girls' progress, but the impact is not yet fully felt.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



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## **Views of parents and carers**

An average proportion of parents and carers responded to the questionnaires. The extent to which they agreed with the statements ranged from above average to very high, raising no serious concerns for inspectors. They agreed most strongly that their children enjoy school; that the school keeps their children safe; that teaching is good; that pupils make good progress; and that any unacceptable behaviour is well addressed. Inspection evidence corroborated these views. Parents' and carers' comments noted the ease with which pupils in Year 3 settle and the range and quality of clubs. Some raised concerns about the gifted and talented provision. Inspectors' views on these points are included in the body of the report.

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

Ofsted invited all the registered parents and carers of pupils registered at Angel Road 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 97 completed questionnaires by the end of the on-site inspection. In total, there are 265 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	63	32	33	3	3	0	0
The school keeps my child safe	58	60	37	38	2	2	0	0
My school informs me about my child's progress	39	40	47	48	10	10	1	1
My child is making enough progress at this school	48	49	45	46	3	3	0	0
The teaching is good at this school	46	47	49	51	1	1	0	0
The school helps me to support my child's learning	37	38	47	48	12	12	0	0
The school helps my child to have a healthy lifestyle	41	42	52	54	1	1	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)	34	35	53	55	1	1	1	1
The school meets my child's particular needs	42	43	47	48	6	6	1	1
The school deals effectively with unacceptable behaviour	44	45	46	47	4	4	1	1
The school takes account of my suggestions and concerns	37	38	46	47	8	8	1	1
The school is led and managed effectively	58	60	36	37	2	2	0	0
Overall, I am happy with my child's experience at this school	58	60	36	37	2	2	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><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.**



22 June 2011

Dear Pupils

**Inspection of Angel Road Junior School, Norwich, NR3 3HS**

Thank you for being so polite and helpful to us when we inspected your school this week. We enjoyed seeing you at work and enjoying the summer sunshine as you played happily with one another in your breaks. Please also thank your parents and carers for completing the questionnaires. These helped us very much, too.

We agree with your teachers, and your parents and carers, that Angel Road Junior is a good school, where you make good progress. You are well supported in your learning by a good team of teachers who have your best interests at heart. As a result, you not only learn well, but feel safe in the knowledge that any concerns you have or any poor behaviour which might upset you is dealt with promptly and well. In particular you told us that, you like the many clubs which the school offers which help you stay healthy, build strong friendships and give you skills which enable you to take a role in the community of the city, such as in the Lord Mayor's Parade.

We also found you very welcoming to pupils who arrive midway through the school and help them to learn as well as you. Some of these pupils may have got behind at their other schools or come with little English. We think the school does a fantastic job supporting those who have difficulties to do well at school.

To help make your school better and to improve your chances for good jobs in the future, we have asked your teachers to do the following things. I'm sure you'll quickly think of some ways you can contribute.

Raise standards in English, by improving the accuracy, presentation and expression in the writing of boys in particular

Raise standards of work in mathematics so that more of you can reach the higher grades, by ensuring you feel more confident in solving practical problems and those which use are expressed in words

We have also asked senior teachers and governors to check more carefully ways to improve how you are taught, so that plans are put into action more effectively.

Wishing you every success next year, particularly Year 6 in their new school.

Yours sincerely

John Mason

Lead inspector

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