

# Angel Road Infant School

## Inspection report

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<b>Unique Reference Number</b>	120957
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	380141
<b>Inspection dates</b>	18–19 October 2011
<b>Reporting inspector</b>	Judi Bedawi

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	179
<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>	22 May 2009
<b>School address</b>	Angel Road Norwich NR3 3HR
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 9 teachers in 17 lessons or parts of lessons. The inspection team held meetings with pupils, staff and representatives of the governing body. Inspectors observed the school's work, and looked in detail at pupils' books, a range of school documentation including safeguarding policies, monitoring records and data on pupils' attainment. They received and analysed 50 parents' and carers' questionnaires and nine staff questionnaires.

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

- Inspectors explored the initiatives used to improve skills in mathematics and the impact these are having on pupils' progress.
- The team investigated the impact of the federation with the nearby junior school and the children's centre.
- Inspectors assessed how well children in the Early Years Foundation Stage acquire basic social and early learning skills.

## Information about the school

Angel Road is a smaller than average-sized urban infant school. Many pupils live in the local area. Most pupils are White British though the proportion from other ethnic groups is above the national average. Many of these pupils are at the early stages of learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. There are no pupils with a statement of special educational needs. An above average proportion of pupils are known to be eligible for free school meals. The school has National Healthy School status and the High Quality Physical Education Charter Mark.

The federation with Angel Road Junior School and the North City Children's Centre began in January 2008. The executive headteacher oversees the work of the three providers. The headteacher manages the daily running of the infant school. The federation has one senior leadership team and one 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?**

**3**

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

**3**

## Main findings

The school provides a satisfactory quality of education for all its pupils, no matter how diverse their needs may be. This is achieved within a warm and caring learning environment so that pupils feel very safe and happy. The executive headteacher, senior leaders, staff and the governing body are all firmly focused on the drive to raise standards and pupils' progress to higher levels. The school's evaluation of its own performance is accurate. Parents and carers have confidence in the school, with one saying, 'I am extremely pleased with how well my daughter is getting on and at how happy she is.

Children in the Early Years Foundation Stage make good progress in developing their social and early learning skills. Current standards in Year 2 are broadly average. The decline in the 2010 end of Year 2 national assessments has recovered well in 2011 when results in reading and writing were in line with national averages. The trend of below average attainment in mathematics over several years is halted. However, standards in mathematics are a little weaker than those in English. Mathematical tasks in lessons do not provide sufficient challenge for pupils to develop their skills to a higher level, especially in calculation and problem solving. Additionally, some pupils have gaps in their knowledge and understanding of mathematics and are less confident. Pupils with special educational needs and/or disabilities benefit from regular one-to-one support to develop their grasp of mathematical ideas. Older pupils explain themselves clearly, in writing and verbally, including those who speak English as an additional language. Teaching is satisfactory but pupils, including those who are more-able, sometimes complete tasks quickly and then have little to do. This limits their progress. Assessment is not better than satisfactory because more-able pupils do not always know how to improve their written work. Class targets, apart from those for pupils with special educational needs and/or disabilities, are not focused enough on pupils' individual needs.

Attendance is average and continues to improve, with persistent absence decreasing. Behaviour is good as is pupils' understanding of healthy lifestyles. The quality of care, guidance and support is good and enriches the life of the school community.

The leadership and management of the school are satisfactory. School development priorities are clearly identified but lack sharply defined timescales or success criteria. The good curriculum engages pupils' interests well. Given the broadly average standards of attainment, pupils' satisfactory progress and personal development, and the effective way that previous inspection issues have been addressed, the school's

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capacity to further improve is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise standards in mathematics by:
  - increasing in Years 1 and 2 the level of challenge for pupils of all abilities in calculation and problem solving
  - filling gaps in previous learning to consolidate pupils' skills and confidence.
- Raise the quality of teaching and learning by:
  - focusing in lessons on providing pupils' with additional work when tasks are completed early, to increase the pace of progress
  - ensuring that the more-able pupils receive detailed written feedback about how to improve their work
  - moving from class targets to targets that more closely meet pupils' varying individual needs.
- Improve leadership and management by establishing sharper timescales and success criteria for identified school improvement priorities in the school's development plan.

## Outcomes for individuals and groups of pupils

**3**

Pupils enter the Reception class with skills and abilities that are generally below those typical for their age. This is evident in their communication, language and number skills. Their social development is in line with that typical for their age. On moving into Year 1, most pupils are at expected levels with some above, in reading and writing, due to daily work on letters and sounds. A small proportion benefit from accessing the Early Years Foundation Stage curriculum. Pupils with special educational needs and/or disabilities and those at the early stages of learning English are effectively supported in class and one-to-one sessions. Initiatives to improve pupils' skills in mathematics are beginning to have effect and enable most pupils to make satisfactory progress. For example, individual and small group work in mathematics is starting to have a positive impact on all pupils' knowledge of mathematical processes. However, there is more to do. Overall, current progress is satisfactory for all pupil groups and accelerating in Year 2 particularly in English, with some good progress observed in mathematics.

Pupils enjoy learning and work hard to improve their skills. However, they are not

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consistently challenged by the work set. In a Year 1 mathematics lesson, a pupil said 'It is easy.' Others finished tasks quickly then waited for the rest to catch up, slowing their progress. Development of basic skills is satisfactory and pupils fundraise and manage a small school council budget. Pupils work independently, often discussing their ideas. They feel very safe in school because they learn about road safety and using computers sensibly. Behaviour and relationships are good. Pupils make firm friendships including with those whose backgrounds differ to their own. They are involved in many sports. School dinners are nutritious but many pupils eat packed lunches which are occasionally less healthy. Pupils' spiritual, moral, social and cultural development is good and observed in the respect shown towards others. They develop good cultural awareness through their artwork and music lessons. Pupils have strong local community links including those with pupils and children in the federation. These, together with visits and visitors, help them to develop reasonably good understanding of social, linguistic, religious and cultural diversity.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Teaching is satisfactory with an increasing proportion of good practice. Teamwork between teachers and assistants is good. This has a positive impact on learning, particularly in supporting pupils with special educational needs and/or disabilities. Teachers have good subject knowledge, using questioning well to encourage pupils' thinking. Although teachers effectively challenge pupils verbally, activities to drive up mathematical standards are sometimes not focused enough on individual learning, so that pupils of average and higher abilities including those identified as gifted and/or

<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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talented sometimes make less progress. Assessment and tracking is used well to identify pupils who are falling behind or doing better than expected, but the class targets are general. While they enable most pupils to make satisfactory progress, they are not specific enough to promote faster progress or ensure that all pupils make the progress of which they are capable. Opportunities for pupils to assess their own and others’ work is, however, helping them to better understand their own learning and how to improve it.

The curriculum is well-balanced and adapted to meet the needs of pupils with special educational needs and/or disabilities and those who speak English as an additional language, some of whom receive effective, focused support. As a result, these pupils learn English quickly. The English curriculum is well-developed and a key factor in improving achievement. Information and communication technology is used well in different subjects and themes which pupils enjoy. Many visits and visitors enrich learning and broaden pupils' personal development. Pupils enthusiastically recalled the recent visit of an Asian parent, talking about Indian culture and hugely enjoyed wearing saris. Strong provision for physical education, recognised by the Charter Mark, music and extra-curricular activities contribute well to pupils' self-esteem. The uptake of after-school activities including library and gardening clubs, is high. Parents and carers value the curriculum, with one saying, 'The choice of after-school clubs/activities is excellent and varied.

Pastoral support for pupils and their families is good. Staff are skilled at acting promptly to ensure that any learning barriers are removed as far as possible, enabling pupils to concentrate on their work. Pupils whose circumstances may make them vulnerable, and where relevant their families, are helped and directed towards relevant external support. Attendance is checked thoroughly with families involved, and continues to improve. Welfare and behaviour is monitored well with a positive impact on pupils’ readiness for learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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>2</b>

**How effective are leadership and management?**

The executive headteacher and his senior leaders have a clear view of the school’s strengths and weaknesses and are determined to raise and sustain standards and the school’s performance. They have established a shared common purpose and the ambition to raise achievement further. The federation governing body knows what the school needs to improve and provides sound support focused on raising

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performance based on the information members receive. However, several members are new or have changed responsibilities and are still getting used to their roles. Subject leaders have good action plans, and use data analysis well to monitor, evaluate and review teaching and learning. This has a good impact in English and is starting to improve performance in mathematics. Whole school priorities are identified but do not provide sharp timescales for improvement or show how success will be measured.

The school has a good partnership with parents and carers, who typically say, 'We are very impressed with how well informed we are kept regarding children's learning, with mathematics workshops to explain learning methods.' They value opportunities to speak to the assistant headteacher and staff to discuss their children's education. Partnerships with others, including with other local schools, to promote learning are good. This is most evident in the close federation links that have broadened the mathematical expertise of staff through training. This is helping to improve pupils' learning outcomes. The federation has also had a very positive impact on transition procedures and practice for children moving from the children's centre, to the infant school and onto the junior school. Consequently, transition arrangements are good.

Safeguarding is good with strengths in the comprehensive and very regular checks made on all aspects of health and safety including visits, contributing strongly to pupils' positive views. Community cohesion is satisfactorily promoted. It is strong within the school and local community, especially through the federation. However, wider United Kingdom and global links are less well developed to support more first hand experiences for pupils to learn more about those whose backgrounds are different to their own. Equality of opportunity is satisfactorily promoted. All pupils know that any discrimination is not tolerated.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## Early Years Foundation Stage

Children get a good start to their education, enhanced for many by close links with the federation children’s centre. They settle quickly enjoying the well-resourced learning and play activities indoors and outside. Their social skills are good, so they make good friends and trust the adults who care for them so well. There is a good balance of adult-directed and child-led learning so that children make good progress in all areas of learning, including those with special educational needs and/or disabilities and children learning English as an additional language who are identified early and receive relevant additional support. This was observed in good mathematical learning about three dimensional shapes. Children discussed shapes and their properties before building castles. They confidently identified and named square and rectangular faces and shapes including cones. They struggled to remember ‘cuboids’, but due to the teacher’s good deliberate mistake strategy they promptly corrected her and by the end, they all remembered, including a child with very little knowledge of the English language who said ‘It’s cuboid!’ Daily sessions to learn about letters, sounds and early mathematical skills work well in developing early reading, writing and number skills. The teaching of these young children is consistently good as is assessment of their progress through detailed ‘Learning Journey’ books. Provision is good including free access to the outdoor area. The trips across the school field are enjoyed and well supervised. Leadership and management including staff teamwork are good. Parents and carers can stay and learn with their children in early morning activities. This and the good information received about learning, is valued.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The proportion of parents and carers who responded is below average. However, those who did respond were almost entirely positive about all aspects of their children’s education. All felt that their children are kept safe, and that they are helped to support their children’s learning. A few felt that their suggestions and concerns could receive more attention. The inspection team judged suggestions and concerns to be appropriately considered.

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

Ofsted invited all the registered parents and carers of pupils registered at Angel Road Infant 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	74	12	24	1	2	0	0
The school keeps my child safe	41	82	9	18	0	0	0	0
The school informs me about my child’s progress	25	50	23	46	0	0	0	0
My child is making enough progress at this school	35	70	13	26	1	2	0	0
The teaching is good at this school	36	72	13	26	0	0	0	0
The school helps me to support my child’s learning	37	74	13	26	0	0	0	0
The school helps my child to have a healthy lifestyle	34	68	15	30	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	48	20	40	1	2	0	0
The school meets my child’s particular needs	27	54	21	42	1	2	0	0
The school deals effectively with unacceptable behaviour	32	64	16	32	0	0	0	0
The school takes account of my suggestions and concerns	27	54	19	38	1	2	0	0
The school is led and managed effectively	40	80	9	18	0	0	0	0
Overall, I am happy with my child’s experience at this school	39	78	10	20	0	0	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](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.**



20 October 2011

Dear Pupils

### **Inspection of Angel Road Infant School, Norwich, NR3 3HR**

Thank you for giving us such a friendly welcome when we visited your school recently. You told us a lot about your school. We can see that you are happy, like learning and your teachers. You feel able to ask the grown-ups if you need help. They look after you carefully so you feel very safe. You go to a satisfactory school. This means that you make similar progress to pupils in most other infant schools. Your headteacher and the staff want to make your school even better. I have asked them to do these things:

- to make the problem solving in mathematics in Years 1 and 2 harder so that the calculation work is not too easy for you
- to provide more written feedback so that those of you who are good at learning can improve your work without help
- to start using targets that match your abilities and needs so you make faster progress
- to make sure that if you finish your work early, there is more work for you to do.

You can help to make your school even better by working hard and by telling your teachers if work is too easy. You could perhaps help them with setting your targets and remind them to give you more work and to make sure that you improve your own work. I think you will enjoy helping your school to get better and will continue to enjoy your time at Angel Road Infants.

Yours sincerely

Judi Bedawi  
Lead inspector

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