

Angel Road Infant School

Angel Road, Norwich, NR3 3HR

Inspection dates 21–22 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Achievement is good and improving because teaching is good and some is outstanding.
- Teachers' marking is exemplary and it is helping pupils make faster progress in all classes.
- The school places a high focus on developing pupils' communication and language skills so they can do well in all their subjects.
- Pupils are incredibly keen to learn and love their lessons because teachers plan exciting and enjoyable activities. This helps them to learn more quickly.
- Pupils feel safe in school and their behaviour is outstanding.
- The deputy headteachers provide strong and dedicated leadership. They show staff how to improve their skills and this leads to better achievement for all pupils.
- Teachers in charge of areas of the school's work frequently check how well different groups of pupils are doing. Extra support is quickly given to any pupil who falls behind in their learning.
- The school provides excellent opportunities to extend pupils' learning with a wealth of visits and visitors.
- Parents are very supportive and say they would recommend the school to other families.

It is not yet an outstanding school because

- Outside learning activities in Reception are not carefully linked to the themes children are learning in class.
- Teachers do not have the opportunity to learn from the outstanding practice that exists in the school.
- The targets set for teachers to improve their performance are not linked closely enough to raising standards in reading, writing and mathematics.
- The governing body does not always ask challenging questions of school leaders or check that funds are spent wisely.

Information about this inspection

- Inspectors observed teaching in all classes. They saw 14 lessons, all of which were joint observations with the deputy headteachers.
- Inspectors listened to pupils read in Year 1 and Year 2, and observed the teaching of phonics (the sounds that letters make).
- Meetings were held with the executive headteacher, deputy headteachers, subject leaders, a group of pupils, the Chair of the Governing Body and two other governors, and a representative from the local authority on the telephone.
- The 34 responses to the online Parent View survey were considered, together with the 19 responses to the staff questionnaire.
- Inspectors looked at pupils' books with the deputy headteachers as well as looking at pupils' work in all classrooms.
- A number of documents were looked at, including the school's evaluation of its strengths and weaknesses, school improvement plans, records of meetings of the governing body, safeguarding files, data on pupils' current progress, and information on the management of teachers' performance and the monitoring of teaching.
- Angel Road Junior School was inspected by a separate inspection team at the same time as this inspection.

Inspection team

Emily Simpson, Lead inspector

Additional Inspector

Maria Rees-Johnson

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized school.
- The proportions of disabled pupils and those who have special educational needs supported at school action, and at school action plus or through a statement of special educational needs, are below average.
- The proportion of pupils who are known to be eligible for the pupil premium, which provides additional funding for particular groups such as those who are known to be eligible for free school meals, is broadly average.
- The school shares an executive headteacher and governing body with Angel Road Junior School and North City Children’s Centre, which are inspected separately. Each school has its own senior management team. Two deputy headteachers are responsible for the day-to-day leadership of the infant school.
- A new executive headteacher will lead the Federation from January 2014.
- A playgroup runs on the school site, but it is managed independently and inspected separately.

What does the school need to do to improve further?

- Improve the quality of teaching and further raise standards in reading, writing and mathematics by:
 - sharing the outstanding practice that now exists in all year groups
 - linking the targets set for teachers to improve their work closely to their impact on pupils’ achievement.
- Develop the use of the outdoor area in Reception by linking activities to all areas of learning and the themes children learn about in class.
- Improve the role governors play across the federation, by making sure that they:
 - ask searching questions about the performance of staff and pupils
 - check carefully that funds such as the pupil premium are spent appropriately.

Inspection judgements

The achievement of pupils is good

- Children enter Reception with skills well below those expected for their age, especially in communication and language. They make good progress because of good teaching and careful checking of their developing skills, but still start Year 1 with standards still below those typically expected for their age group.
- Over the last three years pupils' attainment at the end of Year 2 has risen to be broadly average in writing and mathematics and above average in reading. From pupils low starting points this represents good progress.
- Pupils are confident and fluent readers who love to share books. They achieve scores above the national average in the Year 1 phonics screening check (a check to see if pupils understand the link between letters and the sounds they make) because these skills are taught well and assessed carefully in all classes. Reading is promoted in all classes with 'favourite author' displays and in the vibrant school library, so pupils learn to read for enjoyment.
- Achievement in mathematics is steadily improving because teachers set tasks that encourage pupils to think carefully for themselves. In a Year 2 lesson more-able pupils were asked to investigate theories about adding odd and even numbers and explain their findings. This approach enabled pupils to practise their addition skills, think carefully and explain the number patterns they discovered for themselves, so they made rapid progress in their learning.
- Pupils in all classes are helped to develop their communication and language skills as leaders and managers rightly insist that this will help pupils get better in all subjects. Teachers and teaching assistants record all pupils' speech and language development in their literacy books as evidence of progress in this area. This information is used to support the work of a speech and language therapist who spends one day each week in school. Excellent record keeping and support mean that pupils who have language difficulties quickly catch up during their time in school and are well prepared for the next stage in their learning.
- Pupils supported by the pupil premium receive high quality additional support in English and mathematics. School information on how well pupils are doing shows that they are making good progress and the gap in attainment compared to their classmates is beginning to close.
- Disabled pupils and those who have special educational needs are also supported well. They make good progress in reading, writing and mathematics and do better than this group nationally.
- Pupils achieve very well in physical education. A specialist teacher encourages an hour of physical activity each day and pupils have record cards to track their activity. The mantra of 'Active minds + Active bodies = Active Angels' encompasses the work and play of all pupils in the school.

The quality of teaching is good

- Teaching is consistently good and much is outstanding. The impact of good teaching is evident in pupils' good achievement in reading, writing and mathematics across the school. In all classes, pupils are very keen to do well and enjoy their learning.

- Lessons are exciting because teachers use information about how well pupils are doing, together with imaginative ideas, to plan activities to enthuse all pupils. In an English lesson pupils were taught how to use role play to represent how characters in a book were feeling. Pupils loved acting out the characters and were then able to use this experience to help them produce better descriptive writing.
- Teachers encourage pupils to think about how to make their work better. In a Year 1 lesson the visualiser was used to show an example of writing to the class so pupils could discuss what was good about it and how it could be even better. Teaching pupils to evaluate their work and that of their friends at such an early age helps them to make quick progress in their learning.
- In their marking all teachers make it crystal clear to pupils how to make their work better. Work in every subject is marked to the same high standard and pupils are given time in lessons to use the guidance to make their work even better. Work in pupils' books is quickly getting better because teachers give such excellent feedback.
- Teachers plan fun activities that encourage pupils to think carefully for themselves. They check how pupils respond to see how well they are learning. In Reception children were thinking of words to describe how autumn leaves fall from trees. Once children had thought of words they had to pretend to be a leaf and move in the style of their word. This activity was used by the teacher to check if children fully understood the meaning of the words they were choosing.
- Adults use information about how well pupils are doing carefully to plan the next stage in their learning. Information is shared very well between teachers and teaching assistants. This means that all groups of pupils do well in their lessons.
- Disabled pupils and those who have special educational needs make good progress in lessons because the extra support they receive to help them catch up is successful and helps them learn fully in class. They are encouraged to work by themselves and other pupils and not be over reliant on their teaching assistants who provide good yet unobtrusive support.
- In the Reception classroom activities are carefully planned to link in with a weekly theme. This approach helps children make good progress in class. However, the wide range of activities for children in the outside area are not linked to the classroom theme, so staff are missing a good opportunity to consolidate and extend children's skills.
- There is much outstanding teaching in the school, but it is not currently observed by other teachers to help them improve their own skills.

The behaviour and safety of pupils are outstanding

- Pupils love to be in school and love to learn. In lessons they display genuine enthusiasm for learning activities and are often both excited and amazed when they learn something new or develop a new skill. These positive attitudes are helping pupils to learn more quickly.
- Pupils listen carefully to teachers, teaching assistants and each other. They do not have to be reminded to concentrate on what they are doing. This means no time is wasted in lessons.
- Behaviour in lessons, around the school, on the playground and in the lunch hall is impeccable. Pupils conduct themselves incredibly well as they move around the building and do not need reminders from school staff.

- From a very young age pupils are successfully taught how to solve friendship problems for themselves. If they fall out with a friend they are able to work it out without relying on adults. This contributes to the school's friendly and harmonious atmosphere.
- Attendance has risen over recent years and pupils are punctual to arrive at school each morning, excited by what awaits them in their classrooms.
- Pupils show an excellent understanding of different types of bullying for their age. They report bullying does not happen in school; school records and parents support their view. They are taught how to keep safe when out and about and when using computers.

The leadership and management are good

- The executive headteacher has entrusted the two deputy headteachers to lead the school on a day-to-day basis. His confidence in their abilities is verified by the speed at which the school has improved since the previous inspection, and shows the school has the capacity to secure further improvements on its path to become an outstanding school.
- Leaders and managers have an accurate view of the school's strengths and weaknesses, including strengths in teaching. They use this information well to plan further improvements including training opportunities for all staff. These plans are linked to increasing achievement in reading, writing and mathematics.
- Teachers in charge of subjects and year groups check information about how well pupils are doing in English and mathematics each half term. They use this to plan the right support to help pupils catch up any gaps in their learning. The information is also used to plan the whole-class sequences of lessons that help all pupils move forward in their learning. Careful checking of pupils' progress makes sure they all have the same chance to succeed.
- Leaders and managers frequently check the quality of teaching by observing lessons, checking pupils' books and looking at information about how well pupils are doing. When observing lessons they now set clear targets for teachers, but have not yet provided opportunities to help them improve by watching outstanding practice.
- The school has formed excellent links with parents to support pupils and encourage their love of learning. Successful 'family cafes' invite parents to come in to class to share in their children's education. Parents appreciate having the opportunity to see and share in classroom learning.
- The school teaches a range of interesting themes and experiences which are fully enjoyed by all pupils. In a unit on 'Keeping Healthy' pupils were visited by the local 'Teddy Bear Hospital'. They learned how teddy bears are treated and kept safe by being the doctors and nurses themselves and performing operations on the bears. Pupils learnt what takes place during an operation and the activity also addressed any anxieties these young pupils may have had about going to hospital. Such worthwhile experiences pervade all themes taught in school and contribute to pupils' strong spiritual, moral, social and cultural development.
- Leaders and managers have clear plans for using the new primary school sport funding as part of the Olympic legacy. The money has been allocated to staff training so they become skilled in teaching an even wider range of sports. This area is already given a high priority in school and it has been used as an example of best practice within the local area.
- The local authority identified the school as rapidly improving so it has not been entitled to

monitoring visits from local authority staff.

- The targets set for teachers to improve their work are clearly linked to the national standards for teaching, but not to raising pupils' standards in reading, writing and mathematics.

■ **The governance of the school:**

- The governors have a good understanding of the strengths of the school in terms of pupils' performance and the quality of teaching. They understand and are able to explain the reasons for the infant school's success and contribute to improvement planning, but have not used this knowledge to strengthen standards across the federation. This is because they do not always challenge leaders and managers effectively about school performance, and have sometimes too readily accepted the information passed on to them. For example, the school gathers detailed information on the good achievement of pupils supported by the pupil premium, but they have not checked this carefully enough to be sure that the funds have always been used wisely. The governing body does a good job in making sure that the school meets current national requirements for safeguarding pupils.

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	120957
Local authority	Norfolk
Inspection number	425321

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Dave Elsley
Headteacher	Len Holman (Executive Headteacher)
Date of previous school inspection	18 October 2011
Telephone number	01603 427113
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