

Angel Road Junior School

Angel Road, Norwich, NR3 3HS

Inspection dates 21–22 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress is not consistently good in all year groups and this affects their overall achievement.
- The quality of teaching is too variable across the school. Some teachers do not have high enough expectations, particularly of the more-able pupils in Years 3 and 4, and mainly in mathematics.
- The work set for some pupils lacks challenge. This means that they become restless which interrupts the flow of the lesson and impedes the progress pupils make.
- The promotion of reading skills is given insufficient attention and not all pupils are sure about what they need to do to improve their reading.
- Leaders and managers do not have an accurate view of the quality of teaching. The arrangements for managing the performance of staff have not had a sharp enough focus on improvement and targets have been too general.
- Governors do not keep a close enough check on how extra government funding is used to raise the attainment of disadvantaged pupils.

The school has the following strengths

- Leaders have had some success in raising standards in English and mathematics at the end of Key Stage 2.
- The school ensures that all its pupils have equal opportunities to fully participate in school life and take part in the wide range of additional activities.
- Teaching through topics has captured pupils' interests and some teachers have shown flair and creativity in planning these lessons so that pupils make good progress.
- Leaders have been effective in improving attendance and pupils are keen to achieve the various awards that celebrate good attendance.

Information about this inspection

- Inspectors observed teaching in all classes. They visited 28 lessons and attended a school assembly.
- Discussions were held with the executive headteacher and other leaders and managers, as well as representatives of the governing body and the local authority.
- Inspectors looked at a range of documents, including the school’s development plan, performance management documents and safeguarding arrangements.
- Inspectors heard a number of pupils read and looked at a wide range of work in pupils’ books.
- The views of the 32 parents who contributed to the online Parent View survey were analysed.

Inspection team

Karen Heath, Lead inspector

Additional Inspector

Piers Ranger

Additional Inspector

Mark Jones

Additional Inspector

Full report

Information about this school

- This is a larger than average-size primary school.
- The junior school is federated with Angel Road Infant School and shares the same governing body.
- The majority of pupils who join the junior school come from the federated infant school but others are admitted from different infant schools.
- The large majority of pupils are White British with others coming from a range of different ethnic backgrounds. The proportion of pupils who speak English as an additional language is average.
- The proportion of pupils eligible for support from the pupil premium funding is above the national average. The pupil premium is extra government funding to support the education of pupils who are known to be eligible for free school meals, those who are looked after by the local authority, and some other groups.
- The proportion of disabled pupils, those who have a statement of special educational needs or who are supported at school action plus is average. The proportion supported at school action is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Make sure that all teaching is consistently good or better and enables pupils to achieve the very best they can, particularly in Years 3 and 4, by:
 - setting work for pupils that builds on their knowledge, skills and what they can do, and provides them with plenty of challenge to aim high
 - creating regular opportunities for pupils in all year groups to use and practise their mathematical skills to solve complex problems
 - improving teachers' knowledge of how to teach reading, including a good understanding of phonics (the sounds letters make) and ensuring that pupils know how to extend their reading skills
 - engaging pupils in their learning so that they have no time to be distracted and interrupt the flow of lessons.
- Strengthen the accuracy of leaders' evaluation of the school's performance by:
 - ensuring that leaders at all levels accurately assess the quality of teaching and its impact on learning, and on how well different groups of pupils progress in a lesson
 - evaluating the impact of new initiatives on the achievement of all pupils, including different groups, such as the more able
 - making sure that governors have the necessary skills and training to challenge the school and hold it fully to account for improving the progress and attainment of pupils and ensuring finances are rigorously deployed to achieve this.

An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils join the school with knowledge and skills typically in line with those expected for their age. Progress is uneven due to some teaching being good and some not as effective, particularly in Years 3 and 4. Occasionally, pupils' generally positive attitudes slip because they find the work undemanding. This means that not all pupils maximise their achievement.
- Standards have been steadily rising due to leaders' effective actions and are now broadly average at the end of Key Stage 2. More-able pupils achieved better standards in the 2013 national tests in mathematics than seen nationally.
- Lower down the school, more-able pupils are not always challenged by the work set in mathematics lessons and spend too much time completing tasks that they find easy. This limits their progress and achievement.
- Pupils benefit from additional teaching in smaller groups, particularly in Years 5 and 6. Pupils who are eligible for pupil premium do not do as well as other pupils. By the end of Year 6 last year, eligible pupils were a year behind their classmates in writing and mathematics, and four terms behind in reading.
- Pupils have a wide choice of reading books. The progress pupils make in reading is too variable because not all teachers are equally skilled in guiding the pupils in how to improve their reading skills or using phonics (the sounds that letters make) to support good reading.
- Pupils' writing requires a lot of attention when they join the junior school but as they move up the school pupils' progress accelerates so that, by the time they leave, most pupils attain the standards expected for their age. Since the previous inspection, subject leaders have focused on improving the quality of writing, particularly for boys. Boys achieve as well as girls by the end of Year 6 because, in lessons in Years 5 and 6, teachers use imaginative ways to inspire them to write creatively and at length.
- Over time, the achievement of pupils who do not speak English as their first language has improved and this success is reflected across the school because of leaders' investment in the employment of an external agency to support the learning of these pupils.
- Disabled pupils and those who have special educational needs achieve as well as other pupils in the school. They benefit from small-group work focused on their learning needs and this is particularly effective in supporting their understanding in mathematics.

The quality of teaching

requires improvement

- Teaching is inconsistent across the school. While there is some good teaching, too much of the teaching requires improvement, and this is reflected in the uneven rates of progress pupils make in English and, particularly, mathematics, as seen in lessons and in pupils' workbooks. This is, in part, because expectations of what pupils can do are too low and the pace of teaching and learning is not always rapid enough, especially in Years 3 and 4.
- The quality of teaching in class for disabled pupils and those who have special educational needs is equally variable. In some cases, pupils are well supported by additional adults or adapted resources to support their learning. In other lessons, there is insufficient variation in tasks at the

right level to accelerate their progress. Where these pupils benefit from additional teaching in small groups, this helps them to make the progress they should.

- In some lessons, tasks do not always provide sufficient challenge, taking into account pupils' previous knowledge and understanding; pupils are often given exactly the same activity to do, regardless of ability. When work does not engage pupils in their learning, they get bored and easily distracted, which interrupts the flow of the lesson.
- In some mathematics lessons, pupils are given work that they find too easy. Although tasks are presented in an imaginative way – for example, moving Greek Gods from one temple to another to see how number patterns change – the mathematical skills required to solve the problems are sometimes too simple. Teachers do not always use their depth of subject knowledge to extend and challenge pupils to solve more complex problems independently.
- The school has invested heavily in new reading books; a considerable amount of lesson time is devoted to reading and most pupils enjoy the chance to read independently or to an adult. This time, however, is not always used to best effect because some teachers lack the expertise to guide pupils' reading, either in groups or individually, to accelerate their progress. Very few pupils were able to say what they needed to do to improve their reading and some struggled to use phonics strategies to help decode an unfamiliar word.
- Where teaching of reading is good, the teacher provides clear explanations and guides pupils through a text, asking probing questions so pupils' thinking is challenged by being asked to justify their responses when offering an answer.
- Pupils' learning is enhanced through the topics they study. For example, they confidently use information and communication and technology to make and edit a film of their own, recording historical events as though they were journalists, using a range of skills which equips them well for the future.
- In the very best lessons on topics, teachers' use of film clips and music to inspire pupils to think and write creatively is particularly effective in engaging them in their learning. This stimulates high-quality responses and enables all of the class to make good progress.
- Teachers' marking in books reflects a coherent school marking policy which is being consistently used. Teachers provide concise feedback to pupils, with points for improvement. Pupils sometimes respond with their own comments to show they have taken the teacher's suggestions on board.

The behaviour and safety of pupils

requires improvement

- The weaknesses in teaching mean that, although pupils generally behave well in and out of lessons, some of the younger pupils have not fully developed good learning habits. When the pace of a lesson slackens, or when work is too easy, some pupils become inattentive.
- Pupils conduct themselves appropriately in and around the school. Pupils from different cultural backgrounds get along well; they are friendly and confident, showing good manners and courtesy to others. They enjoy the responsibilities they are given to be 'peer mediators' in the playground, helping to resolve conflict if it arises.
- Pupils say they feel safe in school and that bullying is rare. This view is supported unanimously by the parents who responded to Parent View. Pupils have a good understanding of different

types of bullying and told inspectors about what they had learned in school about staying safe when they use the internet. They are fully aware of cyber-bullying and what action they should take if they were to become a victim.

- The school's leaders have successfully tackled absence rates with some creative ways of encouraging the pupils not to miss school. Classes are eager to win the 'Attendance Monkey' awarded weekly for good attendance and pupils aspire to achieve the bronze, silver and gold awards or a special plaque if they have four years of 100% attendance. The school's attendance rates are now above the national average.

The leadership and management

requires improvement

- Although leaders have improved the achievement of pupils at the end of Key Stage 2, they have not secured good teaching throughout the school to ensure that all pupils make consistently good progress.
- Subject and other leaders have received training and support to fulfil their roles. They have accurately identified the areas for improvement. They have monitored changes that have been put in place to improve achievement but they have not monitored the quality of teaching by observing lessons and evaluating the impact of these changes on pupils' progress.
- The school's monitoring and evaluation of teaching has not always been sharp enough. This is because leaders have looked at what teachers do rather than what progress is made by learners as a result of the teaching they receive. The evaluation of initiatives by subject leaders has generally been too focused on what has been done rather than what difference the change in approach has made to raising pupils' achievement.
- The setting of teacher's performance management targets to improve the quality of teaching has improved this year so that there is now a more robust focus on pupil progress. Because reviews of teachers' performance have, in the past, lacked rigour, teachers have not always benefited from accurate guidance about how to improve their teaching.
- Pupil premium funding has been used in part to support the learning of those pupils for whom it is intended, as well as provide additional activities which these pupils would otherwise not have access to. However, a considerable proportion of this funding has been diverted this year to support the school's overall budget. This is particularly inappropriate given the attainment gap between eligible pupils and their classmates.
- The curriculum is planned with a strong emphasis on engaging the pupils' interests through an approach that links different subjects together through topics. Learning is complemented by trips and visitors that give pupils different and wider experiences. A strength of the good teaching observed during the inspection is in the variety of approaches used by teachers to deliver a lesson, consequently pupils show a considerable knowledge about a range of subjects. The school has international links with another school and this contributes well to the pupils' spiritual, moral social and cultural development. Pupils are active in the local community, helping elderly people.
- The local authority is supportive of the school but has not been sufficiently active in challenging the school with sufficient rigour to ensure that leaders' judgments about the quality of teaching throughout the school are accurate.
- The school provides an extensive range of extra-curricular activities and sporting opportunities.

The additional funding for primary sports is appropriately allocated and is being used to ensure that all pupils have equal opportunities to access a range of sports.

- The school has established good relationships with parents, those who responded to Parent View are overwhelmingly positive about the school and almost all say that they would recommend it to others.

■ **The governance of the school:**

- The governing body has worked hard to establish a full complement of governors with skills which will benefit the school. Governors are knowledgeable about the school's performance data and the information it provides about pupils' achievement but have not been as effective as they should have been over time. They have recently identified that improvements in the federated infant school, where pupils are leaving with improving end of key stage results, means that the junior school needs to 'raise the game', particularly in relation to improving the teaching of reading. Governors ensure safeguarding requirements are met and look at the work of the school through visits and discussions with senior staff. However, they do not hold the school sufficiently to account on all matters, particularly in relation to staff performance and the allocation, use and expenditure of the pupil premium funding for the purpose for which it is intended.

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	120949
Local authority	Norfolk
Inspection number	425405

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	318
Appropriate authority	The governing body
Chair	David Elsley
Headteacher	Len Holman (Executive Headteacher)
Telephone number	01603 425494
Fax number	01603 420911
Email address	office@angelroadjunior.norfolk.sch.uk

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