

Angel Road Junior School

Angel Road, Norwich NR3 3HS

Inspection dates

10–11 February 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management

Requires improvement

Quality of teaching, learning and assessment

Requires improvement

Personal development, behaviour and welfare

Good

Outcomes for pupils

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have not ensured that teaching is consistently good in all classes.
- Teachers' expectations of what pupils can achieve in lessons are not consistently high and so pupils do not always work as productively as they should.
- Not all teachers plan lessons which meet pupils' needs and so some pupils do not make fast enough progress.
- Lower-ability pupils are not catching up quickly enough because they are not always given the correct support in lessons. This is affecting the school's ability to achieve higher outcomes overall.
- Middle leaders are not having enough impact on improving standards and are not being held to account sufficiently by senior leaders.
- Strengths in teaching are not being shared so that teachers learn from each other and improve their practice.

The school has the following strengths

- The headteacher and deputy headteacher have an accurate understanding of the school's strengths and weaknesses and have put in place strategies for improvement which are showing early signs of being effective.
- Governors provide strong support and challenge for the school and carry out their responsibilities rigorously.
- Pupils' personal development, behaviour and welfare are good and their spiritual, moral, social and cultural development underpins the curriculum.
- Attendance is good because the school's pastoral support is effective in addressing any attendance issues early on and families are well supported.
- Pupils who have special educational needs or disability mostly make good progress, thanks to the well-planned and well-evaluated provision for them.
- The curriculum is broad and engaging, with interesting opportunities provided in lessons and after school. Music is a clear strength of the school and provides excellent opportunities for pupils to develop their skills, including in performance.

Full report

What does the school need to do to improve further?

- Improve leadership and management by ensuring that:
 - middle leaders are given further training and support to enable them to raise standards
 - feedback to teachers focuses more closely on the impact of teaching on learning over time and clearly identifies the most important areas for teachers to improve
 - senior leaders more robustly hold teachers and middle leaders to account for standards achieved in their class and year group
 - greater opportunities are provided to develop consistency between year groups and between the two federated schools.

- Improve the quality of teaching and learning so that it is consistently good and enables lower-ability pupils to make accelerated progress by ensuring that:
 - all teachers plan lessons which are more closely tailored to pupils' abilities and provide better support for lower-ability pupils
 - teachers have consistently high expectations of what pupils, including less-able pupils, will achieve
 - feedback provided is more useful for pupils by clearly identifying the most important things that each pupil needs to work on to improve further.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leaders have an accurate view of the school's strengths and weaknesses but have not secured good teaching across the school. Leaders check the quality of teaching regularly but feedback given to teachers does not focus sufficiently on the impact of teaching on learning over time. Leaders do not make sufficiently clear what teachers need to do to improve and ensure that this is addressed swiftly.
- Year leaders are not held to account sufficiently for standards in their year group. They do not check the quality of teaching regularly enough and so are not able to ensure that there is consistency across the school. They are not involved in discussions about the progress of pupils in the other classes in their year group so do not have a clear view of who is underachieving and why in their year group.
- Subject leaders have clear plans for improvement but these have not yet had sufficient impact across the school. For example, changes put in place to the way mathematics is represented for pupils have had a positive impact on pupils' understanding of mathematics in Years 5 and 6. However, because the subject leader has not had opportunities to watch teaching, he has not yet addressed a lack of understanding of the changes by some teachers lower down the school.
- Where leaders have established consistent approaches to learning across both the federated schools, this is having a positive impact. For example, the schools have recently adopted the same approach to handwriting so that pupils are taught one style throughout the primary school years. However, leaders have not used the opportunities provided by federation with the infant school sufficiently to ensure that good practice is more consistent across the two schools. As a result, not all teachers in the juniors have a clear enough picture of what they should expect of pupils when they join the school and how to support those pupils who are not yet at the standard expected for their age.
- Provision for pupils who have special educational needs or disability is well planned and evaluated. The leader for special educational needs tracks pupils' progress carefully and, because he works in both the infant school and the junior school, has a good understanding of each of these pupils' needs and progress over time. However, he is not given sufficient opportunities to see how teachers meet the needs of pupils in lessons or to watch the additional support sessions provided so that he can judge their quality.
- Leaders have not provided teachers with sufficient opportunities to share best practice within the school. Strong teachers are not used sufficiently to model good practice for those who have more to learn. For example, teachers have not been given opportunities to learn from the music teacher, who is particularly skilled in developing high levels of pupil engagement.
- The school provides a broad and balanced curriculum for pupils, with interesting opportunities for learning in lessons and beyond. Pupils say that they enjoy the clubs that they attend, such as crime lab and steel pans. Learning is enhanced by trips and visitors to the school and by events such as the activity cafés.
- The school's work to promote pupils' spiritual, moral, social and cultural development underpins the curriculum. Pupils are given opportunities to reflect on the views of others and demonstrate respect for these. Leaders do not tolerate discrimination. Any name calling which is racist or homophobic is treated very seriously by leaders. British values are promoted well, for example through elections for school council and other work on democracy. Pupils who are 'Eco-warriors' report on class crimes against the environment and so are developing a strong sense of responsibility towards the environment.
- Parents who responded to the Ofsted online questionnaire, Parent View, were almost all highly supportive of the school and feel that the school meets their child's needs well.
- Staff are also very positive about the school and the support they receive from senior leaders. They feel valued and respected, and enjoy working at the school.
- The government funding provided to support disadvantaged pupils is used well. It is targeted well and leaders regularly review the impact of support provided. As a result, the gap in progress and attainment between these pupils and others in the school is narrowing.
- Money provided to promote greater participation in sports has been used effectively and more pupils take part in sporting activities than previously. A particular success has been the increased motivation to participate in sports from older girls who now are very keen to join the girls' football team.
- The local authority has provided support for school leadership since the beginning of this school year, and in particular for middle leaders, but this has yet to have an impact on their effectiveness in raising standards.
- **The governance of the school**
 - Following the last inspection, a review of governance was carried out and the governing body is now smaller but more focused. Governors provide good support and challenge for leaders and hold them to account robustly. They question leaders about decisions taken and about pupil outcomes. For

example, when Year 6 outcomes were below those expected, governors asked detailed questions about the quality of teaching and learning and the accuracy of assessments carried out throughout the year. As a result, the school has strengthened its validation of assessments by buying in external consultants and carrying out more moderation of outcomes with local schools.

- Governors closely monitor expenditure, including that provided for disadvantaged pupils, and check that spending decisions are having a positive impact on pupil progress and attainment.
- Governors visit the school regularly. They know the strengths and weaknesses of the school because they have a clear monitoring programme which is tightly focused. They are fully involved in making decisions about teachers' performance, including who should progress up the salary scale.
- The arrangements for safeguarding are effective. Procedures for checking staff who work in school are rigorous and safeguarding checks are carefully carried out. The leader responsible for safeguarding carries out her responsibilities diligently and ensures that concerns are followed up swiftly and correctly. Records of actions taken are detailed and well organised. All staff receive regular safeguarding training. As a result, pupils are kept safe in school and parents and pupils agree that the school is a safe place.

Quality of teaching, learning and assessment requires improvement

- Teaching is not consistently good across the school. Where teaching is good, lessons are planned which challenge more-able pupils and provide support for those who are less able. However in some classes, work is not regularly planned to meet the abilities of all pupils. In these lessons, pupils who are less able are not always given the right support to enable them to make more rapid progress. As a result, those pupils who have not reached the standard expected for their age at the end of Year 2 are not enabled to make faster progress as they move through the school.
- Teachers do not always have high enough expectations of what pupils can, and should, achieve and do not always insist on pupils producing high-quality work in each lesson. In some lessons, pupils do not work as productively as they could do and so do not make as much progress they are able to. Pupils are not always expected to write at sufficient length to enable them to develop their writing skills. Sometimes teachers accept work which is not good enough compared to the standard of work that pupils have previously shown they are capable of producing.
- In some classes, recent changes to the teaching of mathematics are having a positive impact. Pupils in the older classes are now better able to explain their thinking in mathematics, which was an area for improvement at the time of the last inspection. However, in a few classes, these changes are not fully understood by teachers and so their explanations to pupils are not sufficiently clear and pupils get muddled.
- Feedback from teachers is not always making enough difference to pupils' learning. In some classes, teachers' comments help pupils to improve their work and extend their thinking. However, in a few classes, feedback is not wholly appropriate and does not help pupils make better progress. Teachers do not always address basic errors in pupils' work, such as the lack of full stops and capital letters.
- Not all additional adults help pupils to make better progress because some have less secure knowledge and understanding of the content of the lessons in which they are supporting.
- Around a quarter of parents who responded to Parent View did not feel that they were given sufficient information by teachers about the progress that their child is making.
- Teaching in some subjects is good. The teaching of music is a strength of the school. This is because the specialist music teacher not only has a very secure knowledge of her subject, but also because she has high expectations of all pupils. As a result, pupils make rapid progress and are achieving well. Teaching in Spanish is enabling pupils to develop confidence in speaking Spanish because the teacher ensures that pupils practise often in lessons and models pronunciation well.
- In some classes, opportunities provided by other subjects to develop pupils' literacy skills are well used, such as in Year 5 when pupils wrote about the work of surrealist artists and used paintings as the stimulus for creative writing. However, in science these opportunities are not always taken by teachers to reinforce pupils' skills.
- Homework is used to consolidate learning and provides opportunities to apply the skills pupils have learned in school. Pupils say that they enjoy homework.
- The school has implemented a structured approach to teaching spelling which is beginning to have a positive effect on pupils' spelling.

- The teaching of reading has improved since the time of the last inspection. Pupils are helped to develop their phonics skills (their knowledge of letters and the sounds that they make) and to improve their comprehension skills through a structured approach to the teaching of reading.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Opportunities for pupils to think about issues, to give their views and to listen to others are provided, for example through philosophy sessions and in personal, social health and economic lessons. Values, such as fairness and tolerance, are taken as themes for the whole school and promoted in assemblies and in classes throughout the week.
- Good opportunities for pupils to take on responsibilities are provided, such as to become peer mediators, school council members, librarians and Eco-warriors. This enables pupils to learn about rights and responsibilities.
- Younger pupils welcome the support that older pupils provide for them and feel that this makes the school a happier place.
- Pupils and their parents say that pupils feel safe in school and that adults in school help them. They have a good understanding of how to keep themselves safe, including when using the internet and other technologies.
- Pupils' spiritual, moral, social and cultural development is promoted well through a broad and engaging curriculum. Pupils take part in sporting events with other schools, learning about cooperation and participation, and in arts events such as the Year 5 art exhibition and visits to a local art centre.
- Attendance is above average because pastoral support workers quickly identify any attendance issues and work with families so that this improves. The school's system of rewards for full attendance such as cinema trips at the end of the year is effective in ensuring good levels of attendance. The attendance of pupils with a statement of special educational needs, which was low in 2015, has improved significantly.
- In some lessons, teachers do not expect pupils to commit to producing their best work and so pupils do not all make as much progress as they are able to.

Behaviour

- The behaviour of pupils is good.
- The school's systems for rewarding good behaviour and sanctions for poor behaviour are well understood by pupils and the vast majority abide by these.
- On the few occasions when pupils misbehave, these are dealt with effectively and pupils say that if there are problems, they are confident an adult will sort it out. Pupils do not feel that bullying is an issue in school.
- Pupils cooperate well in lessons. They enjoy working collaboratively and are able to share and listen to one another. Pupils told inspectors that pupils who join the school from other schools, or who come from different backgrounds are welcomed at school.
- The vast majority of parents who responded to Parent View are confident that behaviour is good in school.
- Sometimes, pupils' play at lunchtimes is too boisterous. This is mostly when pupils are not given equipment to play with. Pupils told inspectors that sometimes football caused problems at lunchtimes but that teachers took effective action.
- During less tightly structured lessons, such as mathematical investigations, pupils do not show as much concentration on their learning as they do in other lessons.

Outcomes for pupils require improvement

- In 2015, the proportion of Year 6 pupils who achieved the standard expected of them in reading, writing and mathematics declined. Leaders have responded to this by reviewing how they organise classes and support. Progress and attainment for current Year 6 pupils, as seen by the school's assessment data and in pupils' books, are showing clear signs of improvement.

- Progress and attainment in mathematics at the end of Year 6 have declined over the past three years. The school has identified that weaknesses in reasoning about mathematics held pupils back in their ability to solve problems. As a result, they have changed how they teach mathematics and this has begun to have a positive impact on mathematics standards in Years 5 and 6 but this is not yet fully embedded.
- The majority of pupils make the progress expected of them by the time they reach Year 6 and some make better progress than this. However, the progress of lower-ability pupils in Years 3, 4 and 5 between the end of Year 2 and their current year group has not been rapid enough. The proportion of pupils not at the expected level is similar now to the proportion found when they were in Year 2. This is because teaching is not always well matched to pupils' abilities.
- Strategies put in place to improve attainment and progress have yet to have sufficient impact over time, although there are early signs of improvement.
- Progress for pupils who are disadvantaged is improving because support is better planned and the gap between these pupils and others is narrowing in most year groups.
- The school has introduced a new spelling scheme which is beginning to improve spelling across the school.
- The progress of pupils who have special educational needs or disability is good for the majority of pupils because the provision put in place for these pupils is appropriate for their needs.
- Pupils make good progress in some subjects such as music because expectations of pupils are high and the teacher has a very secure knowledge of the subject.

School details

Unique reference number	120949
Local authority	Norfolk
Inspection number	10001885

This inspection 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	311
Appropriate authority	The governing body
Chair	David Elsley
Headteacher	Chris Read
Telephone number	01603 425494
Website	www.angelroadjnr.co.uk
Email address	office@angelroadjunior.norfolk.sch.uk
Date of previous inspection	21–22 November 2013

Information about this school

- This is a larger than average primary school.
- The junior school is federated with Angel Road Infant School and shares the same governing body.
- The large majority of pupils are White British, with others coming from different ethnic backgrounds. The proportion of pupils who speak English as an additional language is slightly below average.
- The proportion of pupils eligible for support from pupil premium funding is above average. This is extra government funding provided to support pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is average. The proportion of pupils who are identified by the school as having special educational needs or disability is above average.
- The school meets the government's current floor standards, which sets the minimum expectation for pupils' attainment and progress at the end of Year 6.

Information about this inspection

- Inspectors observed lessons in all classes, playtimes and lunchtimes. Some observations were carried out jointly with the headteacher and deputy headteacher.
- Inspectors looked at pupils' books with middle leaders, school assessment information, the headteacher's evaluation of teaching and learning and a range of school documents.
- Inspectors met with a selection of parents in the playground and with some pupils from Years 3, 4, 5 and 6.
- Inspectors heard a small number of pupils read from Years 3 and 4.
- Inspectors met with a representative from the local authority and with two members of the governing body.
- Policies and procedures for the safeguarding of pupils were examined, including mandatory checks made during the recruitment of new staff, arrangements for e-safety (keeping children safe online when using electronic media) and risk assessments undertaken for educational visits.
- The views of 53 parents who responded to Parent View were taken into account. The views of 44 staff who responded to the Ofsted questionnaire were also taken into account

Inspection team

Maria Curry, lead inspector	Her Majesty's Inspector
Pete Sewell	Ofsted Inspector
Lynn Lowery	Ofsted Inspector

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