

Inspection of Angel Road Infant School

Angel Road, Norwich, Norfolk NR3 3HR

Inspection dates:

21 and 22 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Requires improvement

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Pupils attending Angel Road Infant School are happy and feel safe, and they enjoy attending school. Clear routines and expectations are understood by pupils. This is seen through pupils' calm and orderly behaviour, both inside and outside of the classrooms. There are positive relationships between pupils, and between pupils and adults. Pupils say that kindness to each other is important.

Most pupils are motivated to learn and do their best. On occasions, the negative behaviour of a small minority of pupils disrupts the learning of others. Bullying is very rare in the school. Pupils say that if they have a worry or a concern, they can talk to an adult who will help them.

There is an awareness, even at a very early age, that people are different. Pupils talk about those that are less fortunate than themselves. Pupils have participated in fundraising to support local charities and Ukrainian families that have settled in the local area.

Pupils have recently elected representatives from each class as members of the newly introduced school council. Their focus is on how healthy eating in the school can be improved. This is raising awareness of healthy eating more widely among pupils.

What does the school do well and what does it need to do better?

Leaders have put in place an ambitious curriculum that outlines what pupils will learn and when they will learn it. Leaders have recently reviewed the curriculum and it is in its early stages in many subject areas. In reading and mathematics, leaders have clearly identified the small steps of knowledge that pupils need to understand to make progress. This is not so clear in other subjects as leaders are still refining the curriculum. In these subjects, staff do not always have sufficient knowledge to plan lessons that help pupils, including those with special educational needs and/or disabilities (SEND) to know more and remember more.

Reading is prioritised in the school. Staff have received the training they need to teach phonics well. Teachers consistently check to see if pupils know the sounds that they have been taught. The books the pupils read are carefully matched to the sounds pupils are learning. Leaders use assessment information well to identify those pupils, including those with SEND, who are falling behind in their reading. Additional support helps pupils to catch up quickly.

Established subject leaders monitor and evaluate the curriculum effectively. In a number of subjects, leaders are new to the role. While they are being supported by more experienced leaders to monitor and evaluate the curriculum effectively, this work is in its early stages. Leaders have secure plans in place to ensure that this work is continued.

Pupils with SEND are supported effectively. Leaders have identified the extra help that these pupils need to access the curriculum alongside their peers. Teachers adapt their teaching content effectively to ensure pupils with SEND are supported to be successful.

Leaders' expectations of pupils' behaviour are high. In lessons, most pupils are attentive and share their thoughts and ideas. There are a very small number of pupils who show less positive behaviour and attitudes. This, occasionally, disrupts the learning of others.

Leaders have reviewed the curriculum for their youngest children. While the work to link learning in early years to Year 1 has started, it is not complete. Leaders' curriculum content for early years does not routinely identify what children should learn from the wide range of indoor and outdoor activities that are provided. Staff do not have a secure knowledge of the curriculum content and assessment strategies. As a result, children do not develop the new knowledge, for example the wider vocabulary, they need to prepare fully for Year 1.

Leaders ensure that pupils' wider development is well considered. Assemblies and lessons help pupils to learn about the different values and beliefs in modern Britain. Through the personal, social and health education (PSHE) curriculum, pupils learn about relationships at an age-appropriate level. Pupils have visited Norwich cathedral and the local mosque. Pupils are able to talk knowledgeably about their visit and talk about people and cultures that are different to their own. Pupils can explain how they stay safe in the sun and when crossing the road.

Trustees and governors have a secure knowledge and understanding of the areas that need to be improved. They visit the school to check the impact of leaders' work. Governors who are new to the role are supported effectively by the trust. They receive training to help them fulfil their role successfully.

Staff report that they feel well supported by leaders. They believe their workload and well-being are fully supported. They are proud to be members of the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff and governor training is up to date. Staff understand about safeguarding risks that might be more relevant to the local context. Rigorous recruitment checks and records of safeguarding incidents are recorded and followed through appropriately. Leaders use the feedback from external audits to further improve their safeguarding provision.

Pupils learn how to keep themselves safe. They learn, through the curriculum, how to stay safe in the locality and online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have introduced new curriculum content in a number of subject areas. In reading and mathematics, the curriculum is clearly sequenced, and teachers have a clear understanding of what will be taught and when it will be taught. Pupils are achieving well in these areas. The content in other curriculum areas is not complete. Leaders should ensure that the curriculum is suitably designed across all subjects and for all year groups. This will enable teachers to teach the key knowledge pupils need to learn and know so that pupils achieve well throughout the curriculum.
- Senior leaders have identified the need to increase subject leadership capacity in the school. Working with the junior school, leaders are supporting and training new subject leaders to lead curriculum development from early years to Year 6. While there has been progress in this area of improvement, new leaders need training and support to help them monitor and evaluate the curriculum in their leadership areas. This will ensure they are able to carry out their role effectively to ensure that subjects are well planned and taught.
- Leaders are developing the early years curriculum to clearly set out what children need to know by the end of Reception. There is still some work to do. Leaders need to develop staff's knowledge of the curriculum content and assessment. This will support staff to use the most appropriate strategies to support children to develop a firm foundation for children's learning so they are well prepared for Year 1.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145628
Local authority	Norfolk
Inspection number	10238306
Type of school	Infant
School category	Academy converter
Age range of pupils	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	Board of trustees
Chair of trust	Drew Whitehead
Headteacher	Deborah Henderson
Website	www.angelroadinfant.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Angel Road Infant School became part of Evolution Academies Trust in April 2018.
- There is a nursery which includes provision for children from the age of two years.
- Leaders use two registered alternative education provisions.
- Angel Road Junior School has recently moved onto the Angel Road Infant School site. The headteacher, and many other leaders, work across both schools.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- Inspectors carried out deep dives into four subjects: early reading, mathematics, science and geography. For each deep dive, the inspector discussed the

curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors held meetings with the headteacher, the designated safeguarding lead, the special educational needs coordinator, curriculum leaders, the early years leader, the PSHE leader, teaching staff and support staff.
- The lead inspector held a telephone conversation with one of the providers of the alternative provision, Southtown Primary School.
- The lead inspector met with the chair of the trust and the chair of the governing body.
- Inspectors reviewed the school's single central record and evaluated a range of safeguarding records.
- The lead inspector reviewed and considered 11 responses to Ofsted Parent View, including 11 free-text responses. Four responses to the Ofsted staff survey were also taken into account. There were no responses to the Ofsted pupil survey.

Inspection team

Wayne Jarvis, lead inspector

His Majesty's Inspector

Jo Nutbeam

Ofsted Inspector

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