



Angel Road First School

Inspection Report

Unique Reference Number 120957
LEA NORFOLK LEA
Inspection number 280928
Inspection dates 21 February 2006 to 22 February 2006
Reporting inspector Ms. Tricia Pritchard LI

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

Type of school	First	School address	Angel Road
School category	Community		NR3 3HR
Age range of pupils	4 to 8		
Gender of pupils	Mixed	Telephone number	01603 427113
Number on roll	200	Fax number	01603 427113
Appropriate authority	The governing body	Chair of governors	Mrs.Suzanne White
Date of previous inspection	10 November 2003	Headteacher	Mrs. Marion Fitzgibbons

Age group 4 to 8	Inspection dates 21 February 2006 - 22 February 2006	Inspection number 280928
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and an Additional Inspector.

Description of the school

Angel Road First School is situated about a mile from Norwich city centre. It draws pupils from a wide range of social and economic backgrounds. The proportion of pupils eligible for free school meals and the proportion of pupils with learning difficulties or disabilities is above average. The number of pupils with a Statement of Special Educational Needs is high. A small number of pupils speak English as an additional language. Pupils' attainment on entry is low. When the school was inspected in November 2003, it was judged to have serious weaknesses in leadership.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

The school's progress has been too slow since its last inspection. There is still a lack of strategic decision-making to improve standards and to ensure that all pupils receive their full entitlement to a broad and balanced curriculum. These weaknesses result in significant underachievement by pupils of average ability. The quality of teaching is inconsistent between classes and ranges from unsatisfactory to good. Although there has been some improvement in standards in English and mathematics, they are still not high enough, especially in writing. The leadership team is beginning to address the issues through close monitoring of pupils' progress but some teachers' assessments are inaccurate. The strengths of the school are the pastoral care and the support given to pupils with additional learning needs. The school offers a bright and welcoming environment and relationships between staff and pupils are good. Parents support the school. Pupils have access to extensive outdoor facilities although they are not used sufficiently to provide extra-curricular physical activity. The school is good at managing behaviour and applying fairly the principles of its behaviour policy. The most effective teaching and learning takes place in the Reception classes. However, significant weaknesses in the leadership and management of the school, the quality of teaching and learning, and the curriculum for pupils in Years 1 to 3 remain. Inspectors do not agree with the school's judgement that its effectiveness is satisfactory. The school's effectiveness is inadequate and it gives unsatisfactory value for money. In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What the school should do to improve further

- Ensure that the leadership team provides good strategic direction in order to improve the quality of education for all pupils and tackles the underachievement of pupils of average ability.
- Raise standards in English and mathematics and particularly in writing.
- Ensure that teaching is consistently good or better.
- Review the planning, organisation and delivery of the curriculum to ensure better breadth and balance.

Achievement and standards

Grade: 4

As a result of the good teaching in the Reception classes, the pupils make good progress. Most achieve the standards expected for children of their age. In Years 1 and 2, however, this good progress is not maintained for all groups of pupils. While the standards reached by higher ability pupils are broadly in line with those in other schools, there is significant underachievement by pupils of average ability. One contributory factor is the organisation of pupils into classes spanning Years 1 to 3. This wide age range presents too great a challenge for some teachers in planning

learning that is well matched to the needs and abilities of all groups of pupils. At the end of Year 2, pupils' overall performance is below nationally expected levels. Standards fluctuate from year to year but have been consistently below average. Attainment has been better for mathematics than for reading and writing. Standards in writing are very low, reflected in the quality of the pupils' work and in the test results. In the 2005 national tests girls did better than boys in reading and writing but not in mathematics. Girls with additional learning needs also performed better than boys. The overall standards reached by Year 2 pupils who speak English as an additional language were exceptionally low. Standards in Year 3 are too low and the pupils make inadequate progress in English and mathematics. At all ages, pupils' progress and standards in science are consistently better than in mathematics and English. The school is tracking progress systematically and challenging targets are set. However, the targets are not always underpinned by accurate assessment of pupils' standards, particularly in writing.

Personal development and well-being

Grade: 3

The pupils make good progress in their social and moral development. Their cultural and spiritual development is satisfactory. Relationships between adults and pupils throughout the school are good. They show mutual respect for one another and pupils enjoy talking to visitors. From the Reception class onwards, pupils are good at taking turns and considering the feeling of others during lesson time. In the playground, most pupils play happily with one another but there are a few pupils who demonstrate challenging behaviour and this contributes to some pupils feeling less safe during breaktimes. In these instances, the pupils know whom to approach when they have a problem. The pupils are developing an increasing awareness of the benefits of adopting a healthy lifestyle and taking exercise. The majority enjoy eating fruit at break and a significant number either bicycle or walk to school every day. They like taking responsibility. The school council members take their roles seriously and are well able to represent the views of their peers. They have been successful in securing more equipment for the outdoor play areas. In raising funds for charity, the pupils practise their skills of handling money and develop a growing understanding of life in other cultures. Attendance has improved since the last inspection although it is still below the national average.

Quality of provision

Teaching and learning

Grade: 4

There are examples of satisfactory and good teaching, particularly in the Foundation Stage, but too many lessons in the other classes provide inadequate challenge. The quality of teaching and learning across the school is inadequate. It is inconsistent and ranges from unsatisfactory to good. In the best lessons, the pupils are keen to learn because the teachers use resources effectively and maintain a quick pace. However, in the less effective lessons, teachers' expectations of pupils are too low. At times, the

pace of the lessons is too slow and pupils spend too much time sitting on the carpet. As a result, many lose interest and their behaviour deteriorates. Teachers assess their pupils' work but not always correctly. Pupils are given individual targets but there are few comments in their exercise books to help them to improve their work, even though the quality of work is often poor. The school has developed good relationships with parents. These links have contributed well to promoting the pupils' social development but have not been capitalised on sufficiently in order to support their children's learning. Systems for identifying and assessing pupils with additional learning needs are satisfactory.

Curriculum and other activities

Grade: 4

The curriculum in the Foundation Stage is satisfactory. It meets the needs of the pupils appropriately, particularly in developing their social and language skills. The curriculum for pupils in Years 1, 2 and 3, however, is inadequate. It lacks breadth, balance and variety and is not meeting pupils' needs sufficiently. For example, in one class over two and a half hours in one day is devoted to literacy related activities. Consequently, insufficient time is allocated to some subjects such as history, geography, and design and technology. There are too few opportunities to practise and consolidate pupils' basic reading, writing and number skills other than in literacy and numeracy lessons. There are no extracurricular activities, but the educational visits and visitors to the school enhance the curriculum provision satisfactorily. Appropriate emphasis is placed on developing pupils' awareness of healthy living and staying safe. The amount of teaching time in Year 3 is significantly below the recommended minimum and equates to a loss of two and a half weeks of teaching time a year. This is hindering the pupils' academic progress.

Care, guidance and support

Grade: 3

The care and support for the pupils are satisfactory. Pastoral care and support provided by teachers and teaching assistants is particularly effective in helping pupils to feel secure. Teaching assistants provide good guidance for pupils with additional learning needs but the lack of consistently high quality and well planned tasks in some classes reduces the impact of the support that they are able to provide. Staff are committed to ensuring the health and safety requirements are met. Child protection procedures are in place and are understood by all staff. The school has satisfactory procedures for inducting new pupils and making them feel welcome. This is contributing to improved attendance figures. There are satisfactory links with external agencies and parents. These links are effective in providing support particularly for pupils with English as a second language and for those with additional learning needs. The school actively seeks and responds to parents' views about the school. Parents are pleased with the care and support their children receive.

Leadership and management

Grade: 4

The overall leadership and management of the school are inadequate although the day-to-day management of the school is satisfactory. These judgements are the same as those of the last inspection. The senior management team is not providing sufficient strategic direction, and decision-making has been slow. Not all key issues from the last inspection have been addressed. For example, pupils in Year 3 are still not receiving the recommended minimum amount of teaching time per week and the curriculum still lacks breadth and balance. The leadership team evaluates the school's effectiveness to be better than it is. Self-evaluation is not wholly secure. The role of subject leaders has been strengthened to include monitoring of standards and teaching but the impact of this development has yet to be reflected in rising standards and greater consistency in the quality of teaching and learning across the school. The school has not demonstrated it has the capacity to make the necessary improvements. The leadership team and the governing body are highly committed to ensuring the school is an inclusive school. Nevertheless, their adherence to maintaining mixed-age classes of pupils in Years 1 to 3 is contributing to inequality of learning opportunities, particularly for the Year 3 pupils where their topic work is insufficiently differentiated from the work set for younger pupils. The school is staffed with well-qualified and experienced teaching assistants. There are electronic whiteboards in every classroom although they are not always used fully to support teaching and learning. There is a considerable underspend on the budget. Governors place too little emphasis on linking budget planning with measures to raise standards, including the deployment of staff and the purchase of high quality resources for teaching and learning. For example, although the school has a carry forward of fifty two thousand pounds it has not invested in sufficient literacy resources to support the teaching of reading where standards are low.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	4	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Mr Wynford-Jones and I enjoyed meeting you when we visited your school. Thank you for talking to us and showing us your work. You made us feel very welcome. We were particularly pleased to see you enjoying eating fruit and learning how to eat healthily and take regular exercise. You have such a lot of lovely space both inside and outside the school, and we particularly liked your new playground equipment. Your school council members are good at representing your views. All the adults in the school really care for you and make sure you are safe. Most of you are well behaved in the classroom and outside but there are a few of you whose behaviour needs to improve. There are some things that we want your headteacher and all the staff to improve. We have asked them to make sure your lessons help you do even better with your reading and writing. Also we think you need your teachers to show you more examples of how you can improve the work in your books. Although we were pleased to see older pupils taking care of younger pupils, we believe that having all Year 1, 2 and 3 pupils in the same class makes it difficult for your teachers to plan lessons which will help all of you make good progress. Some of your literacy lessons are too long and, understandably, it is difficult for you to concentrate for such long periods. Also, we would like to see you having more opportunities to join after-school clubs. We send our best wishes to you all and hope that the improvements we have suggested will enable you to make better progress.