

Angel Road First School

Inspection report

Unique Reference Number	120957
Local Authority	NORFOLK
Inspection number	302581
Inspection dates	13–14 June 2007
Reporting inspector	Michael Madden

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

Type of school	First
School category	Community
Age range of pupils	4–8
Gender of pupils	Mixed
Number on roll	
School	173
Appropriate authority	The local authority
Headteacher	Mrs Lin Wakeford
Date of previous school inspection	21 February 2006
School address	Angel Road Norwich Norfolk NR3 3HR
Telephone number	01603 427113
Fax number	01603 427113

Age group	4–8
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is situated about a mile from Norwich city centre. It draws pupils from a wide range of socio-economic backgrounds. The proportions of pupils who are eligible for free school meals and of those who have learning difficulties or disabilities are above average. The pupils' attainment on entry to the school is well below average. When inspected in February 2006, the school was judged to require special measures. The headteacher resigned in October 2006. Since then, the school has had a temporary headteacher provided by the local authority. From September 2007, the school will become an infant school led by a federated partner junior school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13(4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

This is a satisfactory and rapidly improving school. Personnel and training from the local authority have strengthened governance. As a result, weaknesses identified in the previous inspection have stimulated a period of rapid change. New leadership, with strong additional support from the local authority, has increased resources and improved teaching and arrangements for encouraging good behaviour. The temporary headteacher has reorganised the school's classes and made the school's learning environment safer and more stimulating. She has skilfully inducted other senior staff into a fuller management role. The school's own leadership and management have improved and are satisfactory, but evaluation of lessons by its senior staff is not yet fully established.

In the Foundation Stage the pupils respond well to satisfactory provision. They make good progress in their personal development and in calculation, but not enough in their writing. In Key Stage 1, pupils' attainment in national tests fell steadily between 2004 and 2006. More recently, improved assessment, organisation and planning are helping the teachers to focus more effectively on promoting learning. The staff are working hard to help pupils catch up. The school has halted and begun to reverse the falling trend in attainment. Standards remain exceptionally low but the large majority of pupils make at least satisfactory progress in relation to their starting points. However, there is some underachievement in literacy and numeracy.

Pupils enjoy their time in school. Their personal development and well-being are satisfactory. Most of them are developing good relationships, confident and responsible attitudes to their work, health and safety, and a sound capacity to benefit from the next stage of their education. Teaching and learning are satisfactory. The teaching has improved and in most classes it is often good. Learning is usually at least satisfactory but lessons are slowed at times, particularly in Year 3, by gaps in pupils' prior knowledge or skills. The staff make satisfactory use of the range of subjects and of lunchtime and after-school activities to maintain pupils' interest and to stimulate learning. Care, guidance and support are satisfactory. The staff's day-to-day care of pupils is good. The teachers are beginning to monitor pupils' attainment more closely but do not make full use of the information to track progress and provide advice to individual pupils about how to do as well as possible.

The governing body and the staff recognise that many pupils could achieve more and that further changes are required to make the school good and to improve value for money. They are cooperating well with the local authority's plans for reorganisation as an infant school. Changes of personnel have been used skilfully to create the staff needed for the smaller school. The governors are working with a partner school to establish a federation and to ensure a smooth transfer of leadership to the junior school headteacher. Detailed management arrangements have not yet been decided, but the school's staff have satisfactory capacity to create and to continue to improve a successful infant school within the federation.

What the school should do to improve further

- Raise standards in reading, writing and mathematics.
- Establish formal evaluation of teaching and learning to maintain and improve their quality.

- Make full use of the information gathered about pupils' attainment to set challenging targets and promote pupils' progress.

A small proportion of schools whose overall effectiveness is judged to be satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

The school's results in national Key Stage 1 tests of reading, writing and mathematics fell steadily between 2004 and 2006 to well below national figures. However, provisional results for 2007 suggest that the school has halted that declining trend. Furthermore, lessons and pupils' recorded work show that the progress being made by pupils now is usually at least satisfactory, although standards remain exceptionally low in Year 3. Standards are not yet high enough in literacy and numeracy, but pupils' progress and attainment have begun to improve and their overall achievement is satisfactory.

In the Foundation Stage, the children make good progress in many areas of learning, particularly calculation, though too little in writing. Pupils in Key Stage 1 are well settled in their work and in lessons they often make good progress. They and their teachers have been more sharply focused on learning since a recent reorganisation into single age classes. In the Year 3 classes there is considerable underachievement because gaps in pupils' knowledge or skills often slow their progress. Support from skilled teaching assistants helps most pupils who have additional learning needs to achieve satisfactorily. Boys and girls have similar attainment in mathematics, but the girls achieve better standards than the boys in both reading and writing. The school is beginning to use targets to raise attainment for all pupils. However, the staff are not yet projecting sufficiently challenging targets.

Personal development and well-being

Grade: 3

Most pupils enjoy school and are interested in their work. Many become confident and cooperate sensibly in classroom talk, in play and in other activities. Pupils' behaviour is good, particularly in lessons, though it is a little boisterous at times about the school. The pupils are aware of what is right and what is wrong and usually show tolerance and consideration for others. Many have a growing awareness of how their health is affected by their eating and physical activity. Most take part and show interest in physical education and some take pride in developing skills needed for sport. The pupils feel safe in school and are confident of finding adult help if needed. Older pupils begin to recognise how they can take responsibilities. Some play a valuable part in the life of the school, for example in the school council. Attendance has improved steadily and is satisfactory. Pupils are making satisfactory progress in developing the skills they will need in adult life and work. Pupils' spiritual, moral, social and cultural development is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is, overall, satisfactory. For pupils in the Foundation Stage and in Key Stage 1, teaching and learning are often good. In all years, the teachers usually capture pupils' interest quickly and use questions, talk and well resourced activities skilfully to extend pupils' understanding of new ideas. They are providing more practical targets so that pupils know how they can improve their work. Teaching assistants are deployed well to guide individual pupils and to support learning. The staff are encouraging pupils to continue learning out of school, for example by reading at home. Assessment arrangements are beginning to help the teachers to match work and support more closely to pupils' needs. Learning is, however, slow for some of the older pupils, particularly in Year 3.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Recent adjustments to classes and class timetables have helped to ensure the proper range of subjects and a suitable focus on the needs of each year group. Staff are providing more activities that encourage pupils to explore and to talk about their work. This is beginning to raise the standard of pupils' writing. There has been a major drive to improve resources for information and communication technology (ICT). The teachers and pupils are gaining confidence in using these facilities, but not yet using them fully to support learning in other subjects. A suitable range of lunchtime and after-school clubs encourages pupils to take regular exercise and develop team building skills. Visits and visitors to the school helpfully support pupils' learning, for example about other countries and different cultural and faith traditions.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. The staff provide good day-to-day supervision and advice. They and the governors are watchful over matters of health and safety, assess hazards carefully and take effective steps to minimise risks. The school makes appropriate checks on staff and others who work with pupils. The school has sound arrangements for child protection. Good links with outside agencies and improved planning for individuals are helping to ensure timely specialist support for a wide range of needs, including the improvement of attendance. Senior staff have recently introduced a new system for checking on how well pupils are learning. This is leading to detailed and well presented records. Careful analysis is beginning to show how the teachers can most effectively help individual pupils to achieve their potential.

Leadership and management

Grade: 3

The school is well led by its temporary headteacher, who monitors the school closely. She has made good use of local authority resources and projected clear and high demands on the school's staff and pupils. In addition, she has forged a good relationship with the neighbouring middle school. Recent change has been rapid and effective and accurate self-evaluation has

identified further important areas where improvement has been made. The school operates smoothly from day to day. Responsibilities have been successfully delegated to experienced teachers. The staff work well as a team, with good morale and a sharp focus on raising standards for all pupils. Governors are alert and well organised; they fulfil their duties satisfactorily and have begun their own independent monitoring of the school. The school's own senior staff evaluate its work increasingly well and local authority personnel have trained more of them so that the school can soon establish its own routine for evaluating lessons. Leadership and management have improved and are satisfactory. The cost of running the school is high but this spending has been used well to promote rapid improvement. The school provides satisfactory value for money.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

15 June 2007

Dear Children

Inspection of Angel Road First School, Norwich, NR3 3HR

I have visited your school four times since last year to see the changes that your teachers have been making. When I last visited, I brought with me another inspector, Kathleen Yates, to find out more about how well you are taught and looked after. Thank you for making us welcome and for answering our questions.

We were happy to find that so many of you like your school, and we agree with you and your teachers that the school does most things well enough.

We particularly liked the way:

- your headteacher, Mrs Wakeford, and the teachers are changing your school
- most of you behave well in lessons, help your teachers and help each other
- you are beginning to use the school's computers
- you enjoy your work.

Mrs Wakeford and the staff and governors are working hard and have already made a lot of difference to the school. I have asked them to do a few more things to make your school a really good one:

- to help you get better at reading, writing and numeracy
- to tell you more about how to make your work as good as possible
- to keep checking lessons to make sure they are all as good as the best ones.

We enjoyed our time at your school very much. I hope you will go on working well with your teachers and behaving at least as well as you did during our visit. Thank you again.

With good wishes

Michael Madden

Lead inspector