

# Angel Road Junior School

## Inspection report

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<b>Unique Reference Number</b>	120949
<b>Local Authority</b>	NORFOLK LA
<b>Inspection number</b>	313805
<b>Inspection date</b>	12 December 2007
<b>Reporting inspector</b>	Kenneth Thomas

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	328
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Bridget Lely
<b>Headteacher</b>	Mr Len Holman
<b>Date of previous school inspection</b>	24 September 2002
<b>School address</b>	Angel Road Norwich NR3 3HS
<b>Telephone number</b>	01603 425494
<b>Fax number</b>	01603 420911

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector investigated the following issues: the impact of strategies for improving reading; monitoring and guidance and the use of assessment to support learning; the effectiveness of the school's self-evaluation. Evidence was gathered from observations of lessons and pupils' work, parents' questionnaires, interviews with staff, pupils and the chair of governors and extensive school documentation including its self-evaluation. Other aspects of the school's work were not investigated in detail but the inspector found no reason to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

This above average-sized junior school is situated close to the centre of Norwich. Formerly a middle school for pupils aged 8 to 12, the school was reorganised as a junior school in September 2007 and became federated with the newly designated Angel Road Infant School. Both schools are managed by the same headteacher and governing body. The large majority of pupils are of White British heritage. Three pupils are in the early stages of English language acquisition. The proportion of pupils with learning difficulties or disabilities is above average. The percentage of pupils eligible for free school meals is average. Attainment on entry, although covering a wide range, is below average overall. The school holds Artsmark and Activemark awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Angel Road Junior School is a good school. It has several outstanding features. It provides a good quality of education for its pupils and gives good value for money. The school works exceptionally well with other schools, agencies and the community to enrich pupils' education and ensure their well-being. Parents are very pleased with the quality of education provided for their children. One parent's comment typified the opinion of many, 'This is a wonderful school and great teachers. It is a school that really cares'.

Because the school sets and achieves quite challenging targets, all groups of pupils, including those who find learning difficult and the faster learners, make good progress as they move through the school. Standards at the end of Year 6 in English, mathematics and science have been rising since 2004 and are now average. Contributory factors to this rise in performance have been the organizing of pupils into teaching groups, where work is planned to match their specific ability levels, and the exemplary use of assessment information to set pupils learning targets and to monitor their progress.

Teaching and learning are good. Teachers are enthusiastic, have good subject knowledge and high expectations. Typically, lessons are well planned to provide challenging activities that stimulate pupils' interest and actively engage them in learning. As a result, the pace of lessons is brisk and pupils make good progress. However, this good practice is not consistent. In some lessons, lengthy introductions and too much teacher talk restrict pupils' opportunities to learn independently. Classroom management is very effective and exceptionally good behaviour is a feature of almost all lessons. This makes a significant contribution to pupils' achievement. Through the regular marking of work, pupils are provided with clear guidance on the standard expected and what they must do in order to improve.

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding because the school's expectations of them are very clear and consistent. They learn in a highly supportive and inclusive environment where they feel safe and valued as individuals. Pupils are encouraged to be thoughtful and to care for one another. Year 6 pupils, for example, take care of younger children in the playground. Pupils report that they feel safe at school, bullying is rare and, if it occurs, is dealt with quickly. They have a very good understanding of healthy eating issues and are involved in a wide range of sporting activities. They have excellent attitudes to school. This is reflected in their regular attendance and excellent behaviour. Pupils contribute exceptionally well to school life and to the local community. The school council is active and takes its role very seriously in suggesting improvements that will benefit the school.

Excellent care, support and guidance underpin pupils' personal development. Staff demonstrate strongly caring attitudes, and pupils receive excellent personal support at the time of transition between schools. They say that they are able to talk with teachers about any of their concerns. The school fully meets statutory requirements for the protection of children and monitors health and safety issues closely. The good curriculum contributes significantly to the pupils' considerable enjoyment and to their learning. There is a strong focus on the development of key literacy skills in all subjects. This, together with pupils' good progress, means that preparation for the future is good. The curriculum is enriched by numerous visits and visitors to the school. A particular feature is the strengthening of the curriculum link with the infant school arising from the federated arrangement. Pupils also benefit from an extensive range of extra-curricular

activities. Good use is made of the school's computer suite to develop pupils' information and communication technology (ICT) skills. The school has correctly identified the need to provide more up-to-date computer resources in classrooms to ensure the more effective use of ICT to support teaching and learning across the curriculum.

Leadership and management of the school are good. The outstanding leadership of the headteacher, with strong support from the senior leadership team and all staff, is characterised by a very clear vision for the school based on continuous improvement and higher achievement for all. With effective support from governors, the school transition from a middle to a junior school has been successfully completed. At the same time the federated arrangement, through which the headteacher and governors are also responsible for the leadership and management of the nearby infant school, is proving effective. The school's self-evaluation is accurate and effective in identifying areas for improvement, taking note of a wide range of views and monitoring the progress of initiatives. Governors know the school well and share the vision for its future development. Consequently, there is good capacity to improve.

### **What the school should do to improve further**

- Ensure greater consistency in teaching and learning in order to accelerate progress and raise standards further.
- In line with current plans, ensure the more effective use of ICT to support teaching and learning across the curriculum.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

13 December 2007

Dear Pupils

Angel Road Junior School, Angel Road, Norwich, NR3 3HS

Following my visit to inspect your school, I am now writing to tell you what I found out. Before I do, I would like to say thank you for making me feel so welcome and making my visit one that I will remember for a long time. I have told your teachers how you were all so helpful and polite, and, through my discussions with you, it was good to hear how much you enjoy school. I particularly enjoyed watching part of the dress rehearsal of 'Sleeping Beauty' and seeing the way you take care of each other.

I agree with you and your parents that this is a good school and one that is helping you to do well. I particularly liked the way in which you work hard in your lessons and make good progress. Your excellent behaviour is a real help to your teachers as it allows them to concentrate on helping you to learn. All the staff take good care of you and work hard to keep you safe and healthy. Your headteacher leads the school exceptionally well and, together with the governors, makes sure that you make the most of your time at school.

You told me how much you enjoy lessons in which you are active and I have asked the school to make sure that more of your lessons are like this. I have also asked that you have more opportunity to use computers in lessons.

You are key players in the school's success and, having met you, I know you will all want to continue to play your part in helping the school to be even better. Through your hard work and the care you show each other, together with willingness to take on responsibility, you all help to make this such a happy and successful community.

With best wishes for your future. Dr Kenneth C Thomas Lead inspector