

# Angel Road Infant School

## Inspection report

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<b>Unique Reference Number</b>	120957
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	327400
<b>Inspection date</b>	22 May 2009
<b>Reporting inspector</b>	Sue Hall

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	139
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Elsley
<b>Headteacher</b>	Mr Len Holman
<b>Date of previous school inspection</b>	13 June 2007
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Angel Road Norwich Norfolk NR3 3HR
<b>Telephone number</b>	01603 427113
<b>Fax number</b>	01603 427113

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<b>Age group</b>	4–7
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is a smaller than average size infant school. The number of pupils entitled to free school meals is above the national average. The proportion of pupils from minority ethnic groups and the proportion at the early stages of learning English are similar to the national average. The number of pupils with learning difficulties and/or disabilities is below the national picture. Provision for children in the Early Years Foundation Stage is within the Reception classes. From September 2007 the school has been part of a federation with the adjoining junior school with the long serving headteacher of that school now leading both. The school holds Investor in People accreditation and an Activemark award.

Childcare for pupils out of school hours is available on the school site, but this provision is not managed by the school governing body and is inspected and reported upon separately.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

There has been significant and rapid improvement in all key areas since the school became part of a federation, with the headteacher being a driving force in moving the school forward. Parents are pleased with the many recent changes and as one rightly notes, 'The new head has made some great improvements to the school not only educationally but within the environment also'.

Children enter the Reception classes with levels of skills that are mixed but below expectations overall. A number have skills that are well below expectations in their ability to communicate with others, which affects their learning in all key areas. Children make good overall progress in the Early Years Foundation Stage and when they move to Year 1 many achieve at least some of the expectations for their age. In Years 1 and 2 pupils also make good progress. While standards in Year 2 are no more than average this is partly because of gaps in pupils learning which the staff are working hard to address. The achievement of all groups of pupils is now good and they grow in confidence which prepares them well for their future.

The personal development of the pupils is good and they enjoy coming to school. An improvement in behaviour, noted by parents and staff is having a positive impact on learning. Pupils like practical activities and play well together. When offered responsibilities in the school and local community pupils are reliable and sensible in what they do. Those on the school council are pleased that their ideas are listened to. Most pupils have a good understanding of healthy lifestyles and of how to keep themselves and others safe even when they get a little excited in their play. The school has focused well on improving attendance and this is rising and is now close to the national average.

The quality of teaching and learning is good. Staff have worked effectively to improve planning which ensures that a more consistent level of challenge is provided. Curriculum planning is satisfactory. The planning for most areas is well considered, although some aspects including cross-curricular links are relatively new and not fully embedded. Care, guidance and support are good. Staff know and care for the pupils well and the skilled and experienced team of support staff add value to overall provision. The school's data manager has helped design and implement a high quality system to track the progress made by each pupil with the range of information available being used well to check the progress made.

Leadership and management are good. Pivotal to recent changes has been the high quality of leadership by the headteacher. His vision and determination to improve provision has helped to turn the school around from its recent history. He is ably supported by the assistant headteacher and the enthusiastic staff team so that the school is now well-placed to continue to improve. Governance is satisfactory. School self-evaluation is also satisfactory although at times underselling what the school already does well. This is partly because the monitoring of the work of the school generally lacks sufficient evaluative rigour to identify clearly the exact quality of provision and areas for further improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Provision for children in the Early Years Foundation Stage has improved since the previous inspection and is now good. Considerable time, effort and resources have been put into improving provision for the youngest pupils. The school rightly notes that this is 'work in

progress' and further improvements are planned. The welfare of children is paramount. Children make good progress in their personal and social development because they feel secure and have good examples to follow. The staff team work well together and experienced support staff help children settle well. Parents believe children benefit from being in single aged classes and see that they are happy and enthusiastic young learners. The spacious outdoor areas are used well for a range of activities that stimulate the children's interests. Teaching is effective and enables most children to make good progress from a low start. Staff provide a mix of focused activities in which time is taken to assess what they know, understand and can do, together with specific teaching of a range of skills. However, while the curriculum is effective there are areas for improvement. This is because planning does not permit an easy, flexible response to children's interests nor does it sufficiently link adult roles to support individual needs when children are working independently. This is partly because leadership and management of the early years team is in an interim phase and monitoring of what is provided has not clearly identified any imbalance in provision.

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

- Ensure that the monitoring of the work of the school is rigorously evaluative and identifies specific areas for improvement.
- Give children in the Early Years Foundation Stage more opportunities to use stimulating resources to pursue their interests and to learn through their own exploration and discovery.

## **Achievement and standards**

### **Grade: 2**

Although children make good progress in Reception, their communication skills remain limited as they enter Year 1. This affects the progress they make and is a continuing challenge for staff to overcome. Several pupils are very quiet, but they settle well and many make rapid progress in developing their basic skills. Teacher assessments show that in the last two years standards in Year 2 have risen considerably and, although sometimes slightly below national averages the gap is narrowing. Data indicate that some pupils from minority ethnic groups and those with learning difficulties and/or disabilities have not made as much progress as similar pupils nationally. The school now has a very effective system to check and track the progress of all groups and this, together with samples of recent work and lesson observations, shows most pupils make good progress from their different starting points and backgrounds. There is no significant difference in the achievement of boys and girls, most of whom, including the more able, achieve well.

## **Personal development and well-being**

### **Grade: 2**

Parents say that their children enjoy coming to school and most of the pupils agree with this. Pupils say they particularly like playtimes, especially in the summer, because there is plenty of space for them to run around and lots of interesting things to do. The school's caring ethos ensures that pupils' spiritual, moral, social and cultural development is good. Children are thoughtful, tolerant and interested in cultures beyond their own as seen in their willingness to repeat phrases from other languages. Most pupils behave well and develop a clear understanding of right and wrong. This has a positive impact on helping to keep everyone safe. Pupils' understanding of how to lead a healthy lifestyle is good. Most enjoy physical activities and know it is important to drink lots of water. However, there is more to be done to help some

families and children to make more healthy choices in their packed lunches. Pupils make a positive contribution to the school community and adopt roles and responsibilities willingly, for instance, through their concern about wasting water by leaving taps running. Attendance has recently improved, although the school is still working with a small number of more hard to reach families whose children's attendance is poor.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning has improved in several key areas since the previous inspection. This follows support from the Local Authority via an Intensifying Support Programme. Key to this has been the improved use of assessment information to aid planning. The staff are now much clearer about the progress made by pupils and use this information to provide additional support where necessary. This ensures that activities are well matched to pupils' needs and provide a good level of challenge for all abilities. Teachers are supported effectively by classroom assistants who are well-briefed and support specific pupils according to their need. All staff manage pupils well. The pace of most lessons is good, although occasionally pupils spend too long listening to adults at the expense of finding things out for themselves.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and improving. However, many improvements are relatively recent and not fully embedded in all areas. The curriculum covers all required areas and focuses on the core skills of literacy, numeracy, information and communication technology and personal, social and health education. During the last year, teachers have developed more links between subjects which adds interest and enjoyment for pupils. Recent developments include regular music sessions and an increasing number of physical activities. There is a good variety of after school clubs which are over-subscribed and popular. While the school has worked hard to improve resources in many areas, there are few specialised materials or programmes for pupils with learning difficulties or those identified as gifted or talented. The school environment has benefited from the recent refurbishment programme and provides a spacious, bright and attractive building that supports learning well.

### **Care, guidance and support**

#### **Grade: 2**

The pastoral care of the pupils is good and fuelled by positive relationships. Staff share a strong commitment to pupils' welfare. Safeguarding procedures meet current requirements. Academic guidance is good because of the considerable improvements in how the school checks and tracks the progress pupils make. The school assessment leader has a very good system to identify how each pupil is progressing and is keen to involve other staff further in managing and using the data available to its fullest. The school is also benefiting from the shared role that the special educational needs coordinator holds with the adjoining junior school. This is resulting in improved individual education plans and support based on more accurate assessment information. Whole school curriculum targets are in place and used effectively to steer further improvements. Day-to-day guidance through the marking of pupils' work is also good, although

the learning objectives identified in pupils' books are often in very adult language and, therefore, not always as helpful as they might be for the pupils to refer to.

## **Leadership and management**

### **Grade: 2**

Leadership and management of the school is good with the headteacher playing a key role in driving forward the agenda for improvement. This has ensured that the school has continued to move forward and improve such that most areas are now predominantly good. There is also a clear commitment from the whole staff team to make many of these recent improvements more established and secure. The headteacher is well supported by the assistant headteacher which ensures the school functions well on a day-to-day basis. The school is clearly benefiting from the expertise of the assessment leader and special educational needs co-ordinator who, whilst based in the junior school, have worked hard with the infant school staff to improve systems and procedures. Subject leadership roles are developing well and there are thorough procedures to check the progress made. The school works successfully to promote community cohesion in the local and wider community including building children's understanding of diversity. Several key governors are new to their roles but they are well informed and well led. Whilst governance is currently satisfactory there is scope for this to improve as procedures become more embedded. However, while there are systems to monitor the work of the school, including the effectiveness of teaching and learning, some of this work lacks sufficient evaluative rigour in identifying precise areas for further improvement.

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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?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### 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/or disabilities make progress	2

<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.

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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?	2

## 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 eliminated	2
How well does the school contribute to community cohesion?	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	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

26 May 2009

Dear Children

Inspection of Angel Road Infant School, Norwich NR3 3 HR

Thank you very much for looking after us when we visited your school recently. We enjoyed speaking to you and meeting you in lessons, at lunchtime, in assembly and at the meeting with the school council.

These are some of the best things we found in your school.

- Your headteacher has made a great job of getting all the staff to work together to improve things for you.
- Teachers check the progress that you make so that they know what else you need to do to reach the higher levels.
- You like coming to school and most of you try hard and want to do well.
- The staff are good at welcoming you all and giving you lots of extra help so that you make good progress.
- There are very good links with the junior school and all the staff are keen to keep on improving what they do so that you can learn even more.

The inspection found that yours is a good school. To help to keep things improving we have asked the school leaders to:

- make sure that all the adults check what is happening in school more carefully so that they identify the important things to improve
- give those of you in the reception classes more opportunities to find things out for yourselves by exploring and investigating things that interest you.

To help your school to do even better, please try to work hard all the time, eat healthily and make sure you come to school regularly.

Yours faithfully

Sue Hall

Lead inspector