

# Northern Parade Junior School

## Inspection report

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<b>Unique Reference Number</b>	116190
<b>Local Authority</b>	Portsmouth
<b>Inspection number</b>	357899
<b>Inspection dates</b>	29–30 March 2011
<b>Reporting inspector</b>	Judith Rundle HMI

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 of pupils on the school roll</b>	272
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Barr
<b>Headteacher</b>	Mrs S Wilson
<b>Date of previous school inspection</b>	11 February 2010
<b>School address</b>	Doyle Avenue Portsmouth PO2 9NE
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## Introduction

This inspection was carried out by one of Her Majestys Inspectors and two additional inspectors. They visited 18 lessons, observed 12 teachers and held meetings with the executive and associate headteachers, staff, pupils, governors and parents. They observed the schools work, looked at the schools improvement plan and its self-evaluation, tracking information on pupils attainment and progress, curriculum documentation and the minutes of governing body meetings. Inspectors also analysed questionnaires completed by staff and pupils and 52 questionnaires from parents and carers.

The inspection team reviewed many aspects of the schools work. It looked in detail at a number of key areas.

Whether all pupils are attaining well enough and making sufficient progress, especially in writing and mathematics.

If improvements in the quality of teaching since the last inspection enable all pupils to fulfil their potential.

Whether new initiatives and procedures to monitor and evaluate the schools work are leading to rapid and consistent improvements.

## Information about the school

pupils who leave and join at different times during the school year is average. Most pupils are from a White British background and few pupils are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is average. The proportion of pupils with special educational needs and/or disabilities is slightly above average, and that of pupils with a statement of special educational needs is well above average. There is specialist provision for a small number of deaf and hearing impaired children, catering currently for three pupils. The school has National Healthy School Status and an Activemark.

The school is part of a federation with Northern Parade Infant School. Both schools have the same overall headteacher, known as the executive headteacher, and each school has an associate headteacher in charge of the day-to-day running of the school. There is a single governing body for both schools. The junior school has experienced a relatively large number of changes in teaching staff since the previous inspection.

Northern Parade received a notice to improve at the last inspection in February 2010. This was because significant improvement was required to raise levels of attainment, accelerate pupils progress and establish consistently good teaching.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****3****The school's capacity for sustained improvement****2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Northern Parade is a satisfactory and rapidly improving school. It has good features, notably the leaderships drive for improvement and the care of pupils. The executive headteacher is ambitious to improve the school further and tenacious in her efforts. Together with the associate headteacher and other leaders she has brought about swift changes since the last inspection that are having a positive impact on pupils achievements.

Pupils attainment and progress are improving quickly as a result of the initiatives introduced since the last inspection. They made satisfactory progress in English and mathematics overall and attained in line with the national average in 2010 for the first time in a number of years. Pupils attain slightly better in mathematics overall, although more gain the higher Level 5 in English. Girls do slightly better than boys, although work seen during the inspection and assessment information held by the school indicate that this gap is narrowing quickly, especially in reading. Deaf pupils and others with special educational needs and/or disabilities attain broadly in line with others in the school. Pupils with a statement of special educational needs make good progress and did better than those nationally in 2010. Work seen in lessons indicates all pupils are making at least satisfactory progress, better where teaching is consistently good, and that attainment is on an improving trend.

The improvement in pupils achievement is largely due to the changes in the quality of teaching and use of assessment. Teaching is at least satisfactory, with a rapidly increasing proportion that is good. Rigorous procedures for the assessment and monitoring of pupils progress have been introduced which have led to higher expectations of pupils capabilities. In all the lessons observed, teachers shared clear learning intentions and success criteria with their classes so that pupils knew what they were expected to learn. In the most successful lessons teachers check pupils understanding and progress against these criteria throughout the lesson and intervene with specific feedback that enables pupils to make good progress. However, this good practice is yet to be consistently applied across the school.

The quality of care, guidance and support for pupils is good. Secure procedures and systems are in place, including good links with parents and external agencies, where applicable, to support the specific needs of pupils. As one parent said, Any concerns have been addressed immediately and I am very happy with the standard of education that my son is receiving. A strong feature of this work is the effective one-to-one support provided by teaching assistants, especially for deaf pupils, which ensures that all are involved fully in learning. Good use is made of the rainbow room to meet pupils emotional and social

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needs, and there are targeted interventions with individual pupils, or groups, to boost their English and mathematics skills.

The federation with the infant school and the new leadership team have increased the capacity for sustained improvement, which is now good. Procedures to monitor and evaluate the schools work are systematic and robust and consequently leaders have an accurate view of the strengths and priorities for development. Middle managers with responsibilities in the upper and lower school are increasingly involved in monitoring the work of the school. Senior leaders recognise the need to develop further the roles of middle managers and subject leaders in raising levels of attainment. Support from the local authority and the programme of professional development are having more impact on the quality of teaching as the staffing stabilises. As one parent said, The new staff in the school seem to be enhancing the academic experience of the pupils.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

### **What does the school need to do to improve further?**

- Enable all pupils to make good progress through a greater consistency of good teaching by:
  - ensuring all teachers check pupils understanding and progress against the learning intentions and success criteria in lessons
  - monitoring pupils progress in lessons through observation and intervening with clear feedback on how to make improvements.
- Raise levels of attainment by developing further the role of middle managers in monitoring the rate of pupils progress.

### **Outcomes for individuals and groups of pupils**

**3**

Pupils enter the school with average attainment. Work seen in lessons showed that the rate of pupils learning is at least satisfactory and has accelerated for groups such as higher-attaining boys in writing, higher-attaining girls in mathematics and pupils with statements of special educational needs. In one Year 6 mathematics class pupils were successfully completing work usually expected for pupils in Year 7. Pupils said they enjoyed working out problems and being able to find solutions for themselves to difficult and complex questions. Their reading and writing have improved because of the greater emphasis given to literacy in lessons and the introduction of rewards. Pupils, particularly boys, are pleased to earn certificates and books for paired reading at home with their parents or carers, which in turn is improving their writing skills. Work in lessons and in their literacy and topic books shows pupils are acquiring new vocabulary and writing for different purposes. In a Year 5 class, where pupils were learning about persuasive language, one girl used a thesaurus well to enhance her advertisement by changing nice to exquisite.

Pupils say they enjoy school and feel safe there. They know who to talk to if they have a problem and are confident that issues are dealt with by staff. They work cooperatively in lessons and most listen with respect to others. Behaviour in classrooms and around the school is good and staff deal swiftly and effectively with any off-task silliness. The

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consistent use of the red and green cards by all staff is setting clear expectations and is leading to better attitudes and motivation. All pupils have two hours of physical education each week and they have a good understanding of how to lead a healthy and active lifestyle. Older pupils in particular have a good range of opportunities to take on responsibilities within the school. They particularly enjoy their roles as prefects, school councillors and leaders of clubs for younger pupils, but their opportunities to contribute to the local community are less well developed. Pupils have some opportunities for personal reflection, but this is not consistently the case in all subjects or assemblies. They have good opportunities to learn about the culture of other countries, although their knowledge of life in multicultural United Kingdom is not as strong.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

The quality of teaching is satisfactory and improving quickly and staff use a range of teaching and behaviour management techniques to engage and motivate pupils. Work in lessons is carefully matched to the needs of pupils with different abilities and most teachers use open-ended questions to extend pupils knowledge and skills. However, these good practices are not yet fully embedded in all classes and, on occasions, noise levels escalate and distract others from learning. Sound use is made of interactive whiteboards to stimulate interest and increasingly computers are used to enhance pupils work: for example, pupils produced interesting leaflets on Ancient Greece using a range of computer

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skills. Pupils have increasing opportunities to work independently, to challenge themselves through different tasks and to assess their own and others work to help them understand how to improve. All pupils know their targets and consistent reference is made to National Curriculum levels of attainment in lessons and marking to set the next steps in learning. However, not all pupils understand how to use the comments effectively to improve their work.

The curriculum has been reviewed to provide more creative links between subjects and to enable pupils to use their skills in relevant and interesting topics, and this is having a positive impact on their attainment. Opportunities for pupils to use their skills across subjects are not always fully exploited, however, particularly their numeracy skills. A good range of enrichment is offered through pupils external visits to places of local interest and visitors to the school. An increasing number of extra-curricular activities are available, mainly through the employment of external coaches, including clubs for pupils identified as gifted and talented.

Pupils benefit from good care, guidance and support, especially those whose circumstances may make them vulnerable and those with special educational needs and/or disabilities. Pupils and their families are known well and good support is provided to meet their individual needs, including good use of the Social and Emotional Aspects of Learning programme and Relate workshops to develop pupils self-esteem and confidence or to challenge poor behaviour. Relationships are strong between staff and pupils and many parents and carers commented on the availability of staff if they want to discuss any issues concerning their child. Staff liaise effectively with external services when necessary. Transition into the school has been strengthened through the federation and there are good arrangements for pupils transition to secondary school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The executive and associate headteacher have introduced positive changes that are leading to significant improvements across the school, especially in the rigour with which staff are held to account for pupils progress in their classes. They have swiftly created an ethos of ambition and staff work collaboratively, and at a good pace, to bring about change.

The governing body fulfils its statutory duties and governors are increasingly challenging the school and holding leaders to account for changes. They understand the schools strengths and areas for development and contribute to setting its strategic direction. They

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are involved in evaluating the schools work by, for example, visits and learning walks with the School Improvement Partner, although this practice is not systematic.

The school promotes equality of opportunity for all its pupils and this is reflected well in the inclusion of deaf pupils and the narrowing of the gap between the attainment of boys and girls; discrimination and bullying are not tolerated. Procedures and policies are in place to ensure pupils are safe at all times. The school promotes community cohesion satisfactorily and has established effective links with the local community and other local schools. An effective partnership has been created with parents and carers and external agencies; parents and carers are canvassed for their views through the parent council and questionnaires and the school responds positively to their suggestions. A small minority of parents and carers would welcome more communication with the school and information on how to support their childrens learning.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Views of parents and carers**

A very large majority of parents and carers who responded to the questionnaire were positive about most aspects of the school and are happy that the school is meeting the needs of their children. Most said that their children enjoy school and agreed that the school is led and managed effectively, keeps their children safe and helps them develop healthy lifestyles. Most also said that teaching is good; inspectors found that teaching is satisfactory, with an increasing proportion that is good.

A third of parents and carers who responded indicated that inappropriate behaviour is not always dealt with. Inspectors found that behaviour is good in classrooms and around the school. A very small minority said that their children do not make enough progress, or that the school does not help them support their childrens learning. Inspectors found that progress is satisfactory and has improved since the last inspection and is improving further



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in the work observed. No pupils were found to be underachieving. Inspectors found a range of examples of the involvement of parents and carers in their childrens learning, although leaders acknowledge the need to reinforce these.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Northern Parade Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 52 completed questionnaires by the end of the on-site inspection. In total, there are 272 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	42	25	48	1	2	3	6
The school keeps my child safe	21	40	27	52	3	6	1	2
My school informs me about my child's progress	24	46	23	44	5	10	0	0
My child is making enough progress at this school	18	35	25	48	4	8	4	8
The teaching is good at this school	18	35	28	54	6	12	0	0
The school helps me to support my child's learning	17	33	26	50	8	15	1	2
The school helps my child to have a healthy lifestyle	18	35	31	60	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	27	30	58	6	12	0	0
The school meets my child's particular needs	17	33	28	54	6	12	1	2
The school deals effectively with unacceptable behaviour	14	27	22	42	11	21	4	8
The school takes account of my suggestions and concerns	14	27	29	56	4	8	2	4
The school is led and managed effectively	14	27	33	64	3	6	1	2
Overall, I am happy with my child's experience at this school	19	37	25	48	6	12	2	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 April 2011

Dear Pupils

**Inspection of Northern Parade Junior School, Portsmouth, PO2 9NE**

Thank you for making us feel so welcome and for talking to us when we came to visit your school recently. We thoroughly enjoyed meeting you and seeing your work.

Your school provides you with a satisfactory standard of education that is improving. Adults know you well and take good care of you. You told us that you enjoy coming to school and that you understand how to keep yourselves healthy and active. Those of you in the upper school said you liked having responsibilities, particularly being prefects and leading clubs for younger pupils. You work well together in class and behave well in and around the school. You make satisfactory progress and reach average levels overall by the time you leave the school, although some of you make better progress than this and do really well.

We have asked the school to do two things. The first is to ensure you all make even better progress by increasing the amount of good teaching. You can help by trying your hardest to improve your work all the way through lessons and by listening and responding to teachers suggestions. The second is to give your teachers more opportunities to lead and develop different aspects of the school.

I hope that you continue to work hard, enjoying school and learning new things.

Thank you once again for showing us your school.

Yours sincerely

Judith Rundle

Her Majestys Inspector

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