

# Northern Parade Junior School

Doyle Road, Portsmouth, PO2 9NE

## Inspection dates

29–30 November 2012

Overall effectiveness	Previous inspection:	<b>Satisfactory</b>	<b>3</b>
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress in reading, writing and mathematics because of good and improving teaching. The headteacher and other leaders have worked swiftly to eliminate weak teaching. This is making sure that pupils rapidly catch up on past underachievement.
- The school provides effective support for individual pupils when their learning is identified as being slow.
- Pupils behave well. They enjoy school and their attitudes to learning are good. Pupils say they feel safe and that all forms of bullying are rare. They are confident to go to any adult if they are worried about anything.
- The school has accurately identified areas for improvement and acts quickly and effectively to deal with them.
- The headteacher and governors monitor teaching effectively. Leaders provide good professional training to help teachers improve their teaching skills.

### It is not yet an outstanding school because

- Occasionally work is not demanding enough for all pupils, and teachers do not always have high enough expectations of what pupils can achieve in the time they are allowed. Teachers' marking does not always tell pupils how well they are doing, how to improve their work or what their next steps in learning are.
- Pupils do not always write neatly enough or take enough care with how well they present their work. In addition their spelling is not always accurate enough.
- Younger pupils do not always have a secure enough knowledge of multiplication tables.

## Information about this inspection

- Inspectors observed 11 teachers in 26 lessons of parts of lessons. Five of these were joint observations carried out with senior leaders to check the accuracy of their evaluation of teaching.
- Meetings were held with staff and pupils, and inspectors also spoke to members of the governing body and a representative from the local authority.
- Inspectors looked at documentation about the school's work, including information about the achievement of pupils, development planning and the school's self-evaluation.
- They took account of nine responses to the Parent View online questionnaire and also examined the school's own analysis of parents' and carers' views.

## Inspection team

Ted Wheatley, Lead inspector	Additional inspector
Sheila Browning	Additional inspector
Lily Evans	Additional inspector

# Full report

## Information about this school

- The school is larger than most junior schools. Pupils come from mainly White British backgrounds. The proportion of pupils who speak English as an additional language is broadly average, and a small number are at the early stages of learning English.
- The proportion of pupils supported through school action is above average. The percentage supported through school action plus or through a statement of special educational needs is also above average.
- The proportion of pupils known to be eligible for the school premium (additional funds given to the school by the government) is above average. These pupils include those known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- In recent years there has been a significant change in staffing, with over four fifths of teachers now in the school having arrived over the last three years.
- The school does not provide any alternative provision but does form part of a federation with the nearby infant school. An executive headteacher leads both schools, and each school has its own associate headteacher.

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

- Raise attainment in writing and mathematics by:
  - ensuring pupils take care to spell accurately and write neatly
  - making sure young pupils have enough chances to learn and practise their multiplication tables.
- Improve the quality of teaching from good to outstanding by making sure:
  - work is always hard enough for all pupils
  - teachers have high expectations of the quality and the amount of work that can be completed by pupils in the time allowed
  - marking always tells pupils how well they are doing, how to improve their work and what the next steps in learning are.

## Inspection judgements

### The achievement of pupils

**is good**

- After a period of inadequate progress and low levels of attainment, standards are rising and catching up fast to where they ought to be. In all years, pupils' progress is good, and much better than pupils are expected to make over a year. The Year 6 pupils who left in July 2012 made accelerated progress in their last year in the school which meant their attainment was at least in line with the national average and for some it was above.
- Attainment on entry to the school is broadly average. The majority of pupils reach broadly average standards, and some above average. The proportion of pupils reaching attainment which is above that expected for their age is increasing in all subjects in all years.
- Attainment in writing is broadly average. Many pupils express themselves well in both speech and writing. They have a good understanding of writing complex sentences, and using English grammar accurately. Pupils write well for different audiences. For example, they write letters, explanations, stories and speeches with equal competence. However, pupils' writing is sometimes spoiled by untidy handwriting and inaccurate spelling.
- Most pupils read well and with enthusiasm. They read quietly to themselves during registration time, and practise reading at home and with adults in school. They read a wide range of books, and demonstrate their understanding of what they read well in guided reading lessons where they find out information successfully from what they read.
- Some younger pupils find reading hard, but they are successfully supported by teachers and classroom assistants to use phonic approaches (linking sounds and letters) to help them read accurately and confidently.
- Most pupils have good mathematical skills. They carry out mental and written calculations accurately. Most use their knowledge of multiplication tables well to support their calculation skills. However, a small proportion of younger pupils do not know their tables well enough, and this hinders their ability to accurately carry out mental calculations. Pupils who are disabled or supported on school action or school action plus and those with statements of special educational needs make good progress. Those pupils supported by the pupil premium funding also make good progress.
- Pupils who are at an early stage of learning English make similar progress to their classmates. These pupils' needs are identified in teachers' planning, and they are given the support they need to ensure their progress is good.
- Learning in lessons is often helped by the good relationships between pupils. They listen to and respect each other's ideas, whatever backgrounds they come from, and help each other when one or other of them finds the work difficult. This makes a significant contribution to pupils' social, moral and cultural development.

### The quality of teaching

**is good**

- Teaching ensures that pupils make good progress. They are swiftly catching up on past underachievement. Teaching is good in all years, and is ensuring there is a good foundation on which to sustain rising attainment.
- Teachers plan lessons well, based on accurate assessment of pupils' progress and regular discussion with colleagues to decide on the best activities to use to keep the pace of learning brisk.
- On a few occasions, work is too easy for able pupils, but mostly pupils feel they are challenged and helped to do well. Sometimes the pace of work is a little slow, with too little time at the end of a lesson for the teacher to summarise what pupils have learned.
- Effective support is provided for pupils who find learning more difficult and whose progress is not as good as it should be. The support continues while pupils still require help, and until

teachers are confident pupils are making expected or better progress.

- In most lessons teachers make sure there are opportunities for pupils to work with each other and on their own so that they learn to work independently. This works well. In these lessons questioning is used well to encourage pupils to think about their work, to discuss ideas with their talk partners, and to explain their understanding clearly.
- Where teaching is outstanding, work is demanding, teachers regularly check that pupils are fully involved and understand what they are doing, and the pace of learning is brisk. For example, in a Year 4 lesson on story starters, the teacher spent a short time checking learning in an earlier lesson, rapidly moved on to using a video clip to demonstrate how a story can start, involved pupils in sharing exciting words, and thoroughly checked that all pupils knew what they were doing. The teacher then encouraged pupils to be imaginative, to widen their vocabulary, and questioned them in a way that involved them all in learning and producing high-quality writing. The pupils found learning exciting, they worked exceptionally well together and by themselves when necessary.
- Teachers make learning interesting by linking subjects together. For example, in an art lesson on Greek masks, teachers taught about the history of Greek art and drama and encouraged pupils to use computers to find examples of Greek masks on the internet to help them in designing their own masks.
- Teachers generally mark pupils' work well, and make sure pupils know what they will be learning next. However, this is not consistent, and some marking does not tell pupils how well they are doing, how to improve their work or what the next steps in learning are. Teachers do not always insist on neat handwriting or well-presented work, and sometimes do not draw pupils' attention to incorrect spellings.
- Teaching assistants work well with pupils. Where they support pupils who find learning hard or have learning difficulties, the small number with English as an additional language, able pupils, or those supported through pupil premium funding, they are well prepared and focus on helping pupils gain the skills they need and to successfully work on their own.
- Parents and carers are pleased with the quality of teaching and how well their children learn. Teachers give homework regularly, and along with reading, set activities that often involve parents and carers in helping their children learn. This reflects the school's effort to involve parents and carers, especially those who do not traditionally have good contact with the school, in helping pupils learn.

## **The behaviour and safety of pupils**

**are good**

Pupils have good attitudes to school and behave well. They take pride in their school and say 'The teachers are the best thing about the school.' They take on responsibilities readily, for example, being prefects or playground buddies, and are kind and considerate towards each other. They take delight in receiving praise and rewards for good behaviour, being responsible and working hard. They know what is right or wrong and are prepared to tell others if their behaviour is unacceptable.

- On the few occasions when pupils' behaviour is unacceptable the school deals with it effectively, with sensitive, calm and firm approaches that most pupils respond to well. There is very little bullying and the school has effective procedures to deal with this or any other unacceptable behaviour. Pupils know about the different forms of bullying such as name calling and cyber bullying and on the rare occasions it happens they know who to go to for help. The number of exclusions has decreased significantly.
- Pupils' attendance is above average and has risen since the same time last year. The school monitors attendance rigorously and swiftly follows up reasons for absence. Pupils arrive on time in the mornings, move around school quickly, and are rarely late to lessons after breaks or lunchtimes.

**The leadership and management are good**

- The executive and associate headteachers are very clear about their intentions for the school to continue improving. They have taken strong, determined action to successfully eliminate all inadequate teaching and to ensure pupils experience only good teaching. The effect of this is fast progress and rising attainment by pupils in all years. The capacity for further improvement is good.
  - The school identifies areas for improvement accurately. These are included in teachers' performance management targets which are also linked to pupils' progress targets. There is still a small amount of teaching that requires improvement, but the school is dealing with this effectively through a well-planned programme of coaching and training.
  - The school provides a programme of professional development for all staff, to help improve their leadership, management and teaching skills. It is well supported in this by the local authority, and by local schools and universities. The quality of individual support the school provides for its pupils is recognised locally as a strength, and is shared to help improve progress in other schools.
  - The gaps in progress between different groups of pupils have narrowed because the school recognises and deals with underachievement by all pupils equally well, whatever their backgrounds. It is committed to all pupils having equal opportunities to succeed. The curriculum is well managed and organised well to link subjects together, and to make sure pupils reinforce their learning of literacy, numeracy and use of computers. The range of trips and visitors to the school is wide, and enriches pupils' learning, sometimes beyond what families can provide. The personal, social and health education programme is linked to many aspects of the school's work and ensures pupils learn how to respect each other. It makes a good contribution to their spiritual, moral, social and cultural development.
  - The school works hard to reach parents and carers, many of whom are reluctant to be involved with school. It has established a campus forum for the federated schools which successfully involves parents and carers in planning improvements. The small number of parents and carers who responded to Parent View on line are pleased with the school, as are most of those who completed the school's own survey.
  - **The governance of the school:**
    - The governing body questions senior leaders thoroughly and is well informed about the school's strengths and weaknesses. It checks that the school has rigorous performance management procedures, and especially in linking teachers' progression on salary scales to the impact of the quality of their work on pupils' progress and achievement. Its financial procedures are good and it makes sure that funds are spent wisely on supporting pupils' learning. It checks that pupil premium funds are spent on staff, resources and activities for the pupils it is intended for, and checks that these pupils make the progress they should. The governing body ensures that safeguarding requirements for pupils are fully met and effective, including the procedures for checking staff before they are appointed. Governors undertake regular training in order to develop their roles.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	116190
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	405626

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

<b>Type of school</b>	All-through
<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>	288
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Sheehan
Headteacher(Executive headteacher)	Sue Wilson
<b>Date of previous school inspection</b>	29–30 March 2011
<b>Telephone number</b>	02392 662129
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