

Inspection of a good school: Djanogly Northgate Academy

Suez Street, New Basford, Nottingham, Nottinghamshire NG7 7GB

Inspection dates:

20 and 21 June 2023

Outcome

Djanogly Northgate Academy continues to be a good school.

What is it like to attend this school?

This is a vibrant and diverse school. All pupils, including children in the early years, are happy and enjoy their learning. They talk about trips they have been on and about the range of subjects they enjoy learning.

Leaders and teachers warmly welcome parents into the school. The school is an important part of the local community. Leaders work hard to support the community and to keep pupils safe. They make sure the many pupils who arrive new to the school across the year get off to a good start. They work hard to ensure that pupils attend school every day.

Leaders have high expectations of pupils' behaviour and attitudes to learning. Pupils, including those with special educational needs and/or disabilities (SEND), concentrate well on their learning in lessons. Leaders ensure that, if bullying happens, they sort it out quickly. Pupils know they can speak to an adult about their worries.

Pupils take part in a wide range of opportunities. Leaders organise 'pupil action groups'. These pupil groups work on different projects. For example, they carry out community fundraising. Pupils are proud of the responsibilities teachers give them to be 'leaders.'

What does the school do well and what does it need to do better?

Leaders have a very clear ambition for what pupils will learn. The curriculum is broad and interesting. It is well sequenced. Leaders have ensured that the most important knowledge is clear. This includes the study of diversity across subjects. For example, in art, pupils study a female graffiti artist from Afghanistan. Leaders have included links to the community in the curriculum. This includes learning about local street names with historical connections. They ensure that trips extend what pupils learn in school. For example, pupils went on a visit to the British Museum to see the Rosetta Stone. Pupils use good vocabulary to talk about what they have learned.

Leaders have supported teachers to model clear learning steps in lessons. This is strong in mathematics. They use coaching and staff meetings to improve teaching. Teachers say this is helping them to deliver the curriculum more effectively. Leaders and teachers use assessment well to check what pupils understand. They ensure that learning is embedded by making time for pupils to revisit prior learning. Occasionally, some teachers do not do this well enough. This means that some learners are not secure in their understanding of new learning.

Leaders have made sure that there is good support for pupils with SEND. Leaders and teachers are ambitious for pupils with SEND. They have the same learning opportunities as their peers. Pupils use practical objects to help them learn. Pupils with SEND achieve well.

Leaders have prioritised reading. They have set out a large selection of recommended books for pupils. They link book choices to the 'big ideas' of 'Diversity, Democracy, Well-being and Sustainability.' Pupils can talk about a range of authors. They seek out books from the 'book shed' to read at lunchtime. Leaders have made sure that there is a clear sequence to reading lessons. Pupils respond well in these lessons. They learn vocabulary linked to the subjects they are studying.

Leaders ensure that phonics planning is well sequenced. This begins in the early years. Teachers have good subject knowledge to teach the sounds pupils need to know. Pupils learn well as they move through the programme. Teachers make sure that books match the sounds pupils are learning. They provide additional practice to support those with SEND or language difficulties. As a result, pupils with any delay or gaps catch up.

Behaviour across the school is mostly good. Lessons are calm and orderly. However, pupils say that this is not always the case. Low-level disruption sometimes occurs, but teachers sort it out when it does. They say that, occasionally, pupils use racist language. Teachers treat this very seriously. They use sanctions and speak about it in assemblies.

Leaders engage well with parents on a range of matters, including attendance. This is having a positive impact. Attendance is improving, but leaders must still do more. Too many pupils do not attend school regularly enough.

Pupils have a range of clubs they can attend. For example, pupils go to different sports clubs and a 'horror book club'. Pupils value the leadership opportunities they have. They know that leaders will listen to and act on their ideas to improve the school. Pupils chose new books for the library. They also promote their enjoyment of reading by speaking in assemblies.

Trustees and governors know the school well. They provide effective support and challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

School leaders maintain a vigilant safeguarding culture. They work hard to check on pupils who are not in school. They maintain careful records and ensure that all staff are well trained to recognise pupils who need support. Leaders work closely with parents to identify the help that families might need.

Leaders and governors at all levels work well together to safeguard pupils. They have good systems and oversight of safer recruitment.

Pupils feel safe. They are confident to seek the support they need from their teachers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Attendance is improving, but too many pupils are persistently absent from school. This means they miss out on learning. Leaders use a range of strategies to support parents in getting their children to attend school regularly. Leaders should review these strategies to ensure they are having the intended impact of helping pupils to attend school more regularly.
- In some lessons, teachers do not always deliver the curriculum well. This means that pupils do not always remember what they have learned. Leaders have clear programmes in place to help teachers to improve how they deliver the curriculum. Leaders should ensure that they continue with this work so that all teachers deliver the curriculum consistently well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137182
Local authority	Nottingham
Inspection number	10269033
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	407
Appropriate authority	Board of trustees
Chair of trust	Timothy Slade
Headteacher	Donna Humphries
Website	www.northgateacademy.co.uk
Date of previous inspection	13 February 2018, under section 8 of the Education Act 2005

Information about this school

- The school has a nursery provision for three-year olds within its early years provision.
- The school does not use any alternative provision.
- The school provides before- and after-school care using an external provider.
- An interim headteacher was covering the school in the absence of the substantive headteacher. They have been in place since Easter 2023.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation of the school.
- At the time of the inspection, the substantive headteacher was not present.
- During the inspection, the inspector met with the interim headteacher, deputy headteachers and other subject leaders and staff.
- The inspector met with representatives of the trust and governing body.

- The inspector carried out deep dives in these subjects: early reading, art and mathematics. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector listened to pupils read to a familiar adult and observed stories being read by teachers in class.
- The inspector looked at reading being taught in key stage 2 and spoke to leaders and pupils in key stage 2 about the books they read.
- The inspector also spoke to leaders about some other subjects and looked at curriculum plans. The inspector talked to leaders about assessment in other subjects. The inspector looked at individual pupil's books from other subjects.
- The inspector spoke to leaders, staff and governors about safeguarding. They spoke to pupils about being safe. The inspector reviewed a range of school documents relating to safeguarding.
- The inspector observed pupils at playtime and in lessons. They spoke to pupils and staff about behaviour.
- The inspector spoke to parents and considered responses to the Ofsted Parent View survey.
- The inspector considered the responses to Ofsted's online staff survey and to Ofsted's online pupil survey. The inspector also talked to staff and pupils about their views.

Inspection team

Donna Moulds, lead inspector

Ofsted Inspector

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