

# Northern Parade Infant School

## Inspection report

---

<b>Unique Reference Number</b>	116191
<b>Local Authority</b>	Portsmouth
<b>Inspection number</b>	312206
<b>Inspection dates</b>	26–27 June 2008
<b>Reporting inspector</b>	Bernice Magson

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

---

<b>Type of school</b>	Infant
<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	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Stephen Sheehan
<b>Headteacher</b>	Mrs Sue Wilson
<b>Date of previous school inspection</b>	13 September 2004
<b>School address</b>	Kipling Road Hilsea Portsmouth PO2 9NJ
<b>Telephone number</b>	02392 662596
<b>Fax number</b>	02392 655717

---

<b>Age group</b>	4–7
<b>Inspection dates</b>	26–27 June 2008
<b>Inspection number</b>	312206

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This school serves a mixed community, which includes some areas with high levels of social deprivation. Pupils are admitted into school in the Autumn term of the school year in which they are five years of age. A significant number of pupils have joined the school during the current year, particularly in the Reception and Year 2. Most pupils are from White British backgrounds and a very few are from minority ethnic groups. A small number are learning English as an additional language. An above average number of looked after pupils attend the school. The proportion of pupils with learning difficulties and/or disabilities is above average, including physical difficulties, and speech, language and communication needs. The school has an Artsmark Gold, an Activemark for Sport, and Healthy Schools status. A pre-school and junior school share the same site. Extended services are also available, including family learning programmes and out of school care.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good and improving school. Pupils achieve well and reach above average standards by the end of Year 2. An excellent headteacher, ably supported by a dedicated team of staff and governors, work effectively to promote the school's values and aims. In a stimulating environment, pupils are encouraged to learn and their successes are celebrated. The needs of each pupil are identified early, and sensitive support ensures that learning tasks are effective. Parents recognise how well their children are achieving and give positive support. One parent reflected the views of many in commenting that 'my daughter has come on leaps and bounds in this lovely school.' They recognise that children are encouraged to think for themselves, try their best, and work well with others.

The personal development of pupils is good. Relationships and behaviour are good. Pupils are learning very well how to support and respect the contributions of others. The school council eagerly take on roles and responsibilities and influence the development of the school, such as in choosing playground equipment. Pupils chose to send chocolates to the troops in Afghanistan at Christmas rather than give Christmas cards to friends and were rewarded with letters of thanks. Pupils have an excellent understanding of healthy lifestyles and know how to take care of themselves. They are extremely skilled at assessing their own levels of understanding, although some are unsure about the next steps to take to improve.

By the end of Year 2, pupils attain above average standards in reading, writing, mathematics, science and information, communication technology (ICT). Standards in reading are a strength because pupils have regular opportunities to read, and targeted support helps those who find reading more difficult. Currently, the school is addressing a weakness in writing standards as few pupils are attaining the higher levels. Pupils achieve extremely well in the creative arts and enjoy opportunities where they can perform.

The curriculum is outstanding. Pupils undertake 'learning journeys' which involve them in problem solving activities across a range of subjects. For instance, a learning journey in Year 2 involved them in designing an ideal town and included activities in geography, history, writing, mathematics and ICT. The topic concluded with pupils marketing their ideas using maps, sculptures and presentations on computer to inform a parent audience. The quality of teaching is good. Pupils have good attitudes to their learning and participate willingly because activities are practical and fun. Staff teach basic skills well and use a good range of teaching methods to make the learning meaningful. There is good use of computers and other ICT equipment, which is accelerating the progress of pupils. Teacher marking is good although some give limited written advice to pupils about how they can improve.

Leadership and management are good. The leadership team set challenging targets to raise standards, which it strives tirelessly to achieve. However, because of changes in the leadership team, there is a need to develop strategic planning, monitoring and evaluation to involve leaders and managers at all levels and set out their responsibilities in a more focused school improvement plan. Nevertheless, with improvements in standards and a shared commitment to develop pupils' love of learning, the school has a good capacity to improve.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children in the Foundation Stage are making a good start to their education. They enjoy going to school and are achieving well. From below average starting points, children achieve expected goals for their age by the end of Reception. An outstanding curriculum provides a range of challenging and purposeful activities. For instance, a learning journey entitled 'Getting to know you' involved children in writing invitations, making presents and preparing party food and culminated in a party for parents. 'I thought the whole thing was wonderful and I loved being part of it' commented one parent. Indeed, parents are pleased with how well their children are learning. This is because the quality of teaching is good. Skilful teacher questioning encourages children to make discoveries about the world around them. Less successful is the outdoor environment, as many tasks have a limited challenge and do not cater sufficiently for the varying needs of each child. Children participate in zonetime sporting activities each afternoon alongside other pupils. The school has recognised that this is an area for further development.

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

- Raise standards in writing by providing more opportunities for writing for different purposes, particularly for the more able pupils.
- In the Foundation Stage, increase the range and quality of learning experiences in the outdoors.
- Develop a more focused improvement plan to increase the roles of leaders and managers at all levels in strategic planning, monitoring and self-evaluation.

## **Achievement and standards**

### **Grade: 2**

Achievement is good, and most pupils reach challenging targets in national tests by the age of seven. There was good improvement in standards in reading, writing and mathematics in 2007 to above average levels. Inspection evidence supports teachers' assessment that the current Year 2 have achieved well and reached similar standards, including the significant number of pupils who have recently arrived at the school. There is evidence of some underachievement by more able pupils in writing, where some learning tasks lack sufficient challenge. Pupils with learning difficulties and/or disabilities and the few speaking English as an additional language achieve as well as their peers because of good levels of support.

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

### **Grade: 2**

Pupils are gaining basic skills necessary for their later life and learning. They have good attitudes to school and work together well. 'Lessons are fun' they say, and they are pleased that teachers give them interesting things to do. The spiritual, moral, social and cultural development of pupils is good, developing well through assemblies and in the many activities associated with learning journeys. They take pride in their responsibilities, both in lessons and the school council. Pupils have an excellent understanding of healthy lifestyles; they eat healthily and enjoy physical sports and dance. They say that school is a safe and secure place and are confident that adults will help them if they have any problems. Pupils say that there are few instances of bullying or name calling and that these are dealt with quickly by staff. Attendance is satisfactory

overall. There are a small number of pupils who attend irregularly and this is restricting their progress.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of pupils' learning is good, because it is underpinned by good relationships between pupils and adults. Staff use praise effectively to reward good achievement and encourage further effort. As a result, pupils concentrate well and work hard in most activities. Teachers have good subject knowledge and lessons are well-organised and carefully constructed to match the differing needs of pupils. However, in writing tasks, pupils that are more able are sometimes not challenged enough. Progress is monitored rigorously and clear explanations are given to pupils about their national curriculum levels. Many teachers give guidance about how pupils can improve their work. Pupils are encouraged to assess their own learning and their efficiency increases their learning extremely well.

### **Curriculum and other activities**

#### **Grade: 1**

An outstanding curriculum is designed to stimulate the interest of pupils and meet their needs. It is based on the school's agreed values and links many areas of the curriculum. Within each topic, called 'Learning Journeys,' pupils are introduced to expert visitors, and go on visits. The curriculum includes good links to different cultures based on the knowledge and experiences of pupils. For example, in Year 1, in a topic on minibeasts, pupils found out about the butterflies both in their locality and in Poland. There is relevant homework in each topic. For each cohort, the learning journey ends with a presentation or showcase for parents. The curriculum is enhanced by some specialist teaching, for example in music and sports. The choir performs to local elderly residents, and also takes part in music festivals. Pupils also benefit from sports sessions at the local leisure centre. The school provides a good range of extra-curricular activities, including cheerleader training, computer club, and sporting activities. These additional activities extend pupils' knowledge very well and are popular.

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

#### **Grade: 2**

The care and support of pupils is excellent. Staff know pupils well and provide for their needs. Policies and procedures to protect pupils and ensure their health and safety are carefully implemented. The school works very effectively with outside agencies and involves parents well. One parent reflected the views of many in saying and;quot;I love the way the school operates - working in partnership with the parents and getting us involved as much as possibleand;quot;. Pupils' work is monitored on a regular basis and those needing extra help are identified and supported. Teachers set improvement targets and give clear information to pupils about national curriculum levels. Monitoring is in place to ensure greater consistency in teacher guidance to pupils.

## Leadership and management

### Grade: 2

Leadership and management are good. The leadership skills of the executive headteacher are excellent. She provides a clear direction to governors, staff and parents as they consider the school's future direction, including consultations on a federation with other schools. Leaders and managers are working hard to promote the pastoral care of pupils and raise standards. They identify the school's strengths and weaknesses and set challenging targets in response to perceived needs. For instance, a well-equipped computer suite has enabled pupils to practise their ICT skills and standards are improving rapidly. Additional staff have been employed by the governing body to cater for the recent increase in pupil numbers. During the current changes in leadership and in planning the future direction of the school, a more detailed improvement plan is needed in which leaders and managers at all levels have a greater role in strategic planning, monitoring and review.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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 effectiveness of the Foundation Stage	2
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	2
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well 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

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?	1
How well are learners cared for, guided and supported?	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.

## 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	3
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

10 July 2008

Dear Pupils

Inspection of Northern Parade Infant School, Portsmouth, PO2 9NJ

Thank you for making us so welcome when we visited your school recently. We enjoyed finding out about all the interesting things you are doing. We hope that you enjoy your visit to see the musical 'Joseph and his Technicolor Dreamcoat'. We think that you have a good school. We liked these things most about your school:

- you are working hard in lessons and reach standards above those in most schools
- you are friendly and welcoming to visitors
- you care for each other well and are eager to improve your school
- the adults take good care of you and work hard to make sure that you are happy and safe
- you understand very well about the importance of eating healthily and keeping fit
- the teachers find many exciting things for you to do each day
- all the grown ups work hard to make sure that your school is getting better all the time.

To make your school even better we have asked your headteacher, staff and governors to make sure that writing activities are challenging enough, especially for the pupils who find writing easier. In the Reception, we think that teachers need to make sure that outdoor play activities are more challenging for children. Also, we think that the headteacher, staff and governors need to plan more carefully so that all grown ups have more opportunities to help in the development of your school. If the adults do all of these things, you must continue to listen carefully and take note of what they say. Then you will continue to enjoy your school and make good progress in your learning.

Yours sincerely

Bernice Magson

Lead Inspector