

# Inspection of King's Academy Northern Parade (Infant)

Doyle Avenue, Hilsea, Portsmouth, Hampshire PO2 9NE

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Inspection dates:	24 and 25 September 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

The headteacher of this school is Kathryn Wilden. This school is part of the King's Group Academies multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Nick Cross, and overseen by a board of trustees, chaired by Ben Williams.

## **What is it like to attend this school?**

Pupils learn well at this caring and supportive school. Strong professional relationships between both adults and pupils and between pupils permeate throughout. Pupils focus well on learning, with minimal disruption in lessons. When pupils need extra help to manage their emotions or to focus, the school provides this in a calm and caring manner. Pupils who need support for their mental health and well-being benefit from regular check-ins that help them to feel safe and secure.

The school aspires for all pupils to learn the knowledge they need for future success. In the past, the school has not achieved this. This has led to poor national test results in reading, writing and mathematics. However, due to the improvements that have been made over the last two years, pupils' achievement is now much better.

Pupils enjoy a range of opportunities to enhance their learning. Trips to local places of interest, such as the D-Day Story and Charles Dickens' birthplace, enable pupils to learn about their city's rich cultural heritage. Pupils' lives are enriched through trips, such as to the pantomime and to a zoo. In addition, clubs such as gardening, board games and dance develop pupils' talents and interests well.

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

The school is determined that all pupils, including pupils with special educational needs and/or disabilities (SEND), learn a wide range of knowledge and skills in all subjects. A broad curriculum identifies what pupils must learn across the curriculum. In many subjects, the important knowledge that pupils need to remember is identified precisely. This knowledge is set out in a sensible order that builds pupils' knowledge and skills over time. This helps pupils to achieve well. However, in a few subjects, what pupils must learn is not identified precisely enough. Furthermore, sometimes the curriculum content is not set out in the most sensible order. When this is the case, teachers do not know exactly what to teach or when best to teach it. At times, this means that pupils do not learn as well as they could.

In many subjects, teachers' subject knowledge is strong. Generally, teachers design carefully constructed activities that enable pupils to access the curriculum successfully and learn well. This includes pupils with SEND. Careful identification of their additional needs ensures that pupils with SEND access the curriculum effectively through bespoke strategies and adaptations. However, on occasion, teachers' subject knowledge is not strong enough. They do not design tasks that deepen pupils' understanding sufficiently well. For example, some staff in the early years do not routinely use the most effective strategies to develop children's communication and language. Furthermore, in some subjects, pupils often learn about many different aspects of a topic rather than learning about fewer aspects in depth. For instance, in history, pupils learn about several important people from the past in a short space of time rather than learning about fewer people in more detail.

Reading is a real priority. Pupils enjoy listening to a wide range of stories and poems, chosen deliberately to develop their understanding of language. Right from the very start of early years, children learn to read using a well-sequenced programme. Support for those pupils who struggle with reading is a real strength. Pupils receive regular, high-quality interventions delivered by expert staff. This ensures that weaker readers, including those with SEND, catch up quickly with their peers.

Pupils behave well. Right from the start of the early years, children learn clear, consistent routines and follow these well. In lessons, pupils listen attentively to adults and engage well in activities. Pupils play well together at breaktimes. They treat each other and adults with courtesy and respect. The school has high expectations for pupils to attend regularly and to arrive on time. Effective systems monitor and address attendance concerns swiftly.

The school ensures that pupils are prepared well for life in modern Britain. Pupils can explain how to keep themselves safe confidently, including when online. They have an age-appropriate understanding of healthy relationships and consent. They understand the importance of reporting anything that worries them to a trusted adult. Pupils enjoy learning about money. For example, children in Reception are excited about buying cakes at the bakery, and older pupils value learning about business through making products to sell in a class shop.

All leaders, including trust leaders and governors, are determined for all pupils to achieve their very best. Staff firmly believe that, due to leaders' work, the school's culture has transformed dramatically over the last two years. Staff enjoy working at this school and feel appreciated. They benefit from comprehensive training that enables them to do their job well.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some subjects, the important knowledge that pupils need to learn, and the order in which they must learn it, is not identified precisely enough. When this is the case, teachers do not know what knowledge they need to check pupils understand before moving on to new learning. This means that pupils sometimes develop gaps in their understanding that are not addressed. The school needs to refine the curriculum content and sequencing further so that pupils can achieve consistently well in all subjects.
- Teachers' subject knowledge is not consistently strong. Sometimes, teachers design tasks that do not enable pupils to deepen their understanding sufficiently well. The school needs to develop teachers' subject and pedagogical knowledge so they can give pupils every opportunity to secure their knowledge across the curriculum.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	145451
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10341864
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	244
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Ben Williams
<b>CEO of the trust</b>	Nick Cross
<b>Headteacher</b>	Kathryn Wilden
<b>Website</b>	<a href="http://www.npschools.co.uk">www.npschools.co.uk</a>
<b>Dates of previous inspection</b>	5 and 6 April 2022, under section 5 of the Education Act 2005

## Information about this school

- This is a larger-than-average infant school.
- This school is federated and so shares leadership and a site with King's Academy Northern Parade (Junior).
- The headteacher has been in post since September 2023.
- This school is part of the King's Group Academies multi-academy trust.
- The school offers a breakfast club, overseen by the board of trustees.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher and senior leaders. The lead inspector also met with leaders from the multi-academy trust, including the CEO, a representative from the board of trustees and members of the local governing body, including the vice-chair of governors.
- The inspectors carried out deep dives in reading, mathematics, science and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also considered planning, documentation and pupils' work from some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents and carers through their responses to the online survey for parents, Ofsted Parent View. Inspectors gathered the views of pupils and staff through the online staff and pupil surveys, as well as in-person interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

## **Inspection team**

Sue Keeling, lead inspector

His Majesty's Inspector

Kirstine Boon

Ofsted Inspector

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