



Overall Effectiveness is judged to be 2

- Northern Parade Infant school is a very good school.
- Pupils enter the early years below expected, with a small percentage well below expected. Children leave Key Stage 1 roughly in line with National.
- All pupils engage well and enjoy their lessons and the breath of the curriculum is a strength.
- Pupils follow a broad curriculum where explicit links between subjects and real life experiences are made, where all staff have high expectations of behaviour and standards and instil ambition within them.
- Pupils want to come to school and see it as a place where they expect to learn (school motto 'eager to learn'). Pupils enjoy the many activities that promote British values and develop their spiritual and social awareness.

To achieve outstanding, the following issues need to be addressed

- Leaders need to embed the procedures / strategies introduced and support teachers early into the profession to master their craft.
- The new initiatives introduced need to narrow the gaps between the different groups of children, in particular greater depth

Leadership & Management of the school is judged to be 2

- We believe the school is on the cusp of having outstanding leadership because of each one's strategic perspective and tenacity to ensure every child achieves the best they can for that moment in time.
- The leadership team has a high skill set (SLE, NPQML NPQH) and works a distributed structure which allows rapid and effective interventions.
- All Leaders and Governors' expectations and ambition for the school are consistently high. Despite a high turnover of teachers, training, including NQTs and robust performance management is leading to improvement in teaching as well as putting the greater emphasis on progress.
- A robust evaluation process ensures there is an accurate links between school evaluation, improvement planning, the monitoring cycle and CPD. This has led to a re-energising of the way we teach writing and maths over the last 4 years.
- The new curriculum has been reviewed rigorously to ensure that the higher standards and expectations can be met. Where there is evidence that adjustments and improvements need to be made, the leadership's determination is evident through investment of staff and resources. Through a values lead, topic approach pupils show excellent attitude to learning and apply their core skills in a cross curricular approach. Leaders are working with the high number of pre-schools/play schools to ensure that where pupils enter EYFS well below expected, where provision is highly effective and pupils enter KS1 with good starting points that these pupils continue to make good progress.
- Pupils enjoy coming to school and behave well because of the wide range of learning experiences both in and out of the classroom as well as the consistent and positive approach to behaviour management. A number of pupils enjoy taking on responsibilities eg star of the week, class room monitors, trolley monitors etc. Parental engagement with the school is mostly positive but with a small minority refusing to engage. The school has effective links with outside agencies and is tenacious in gaining engagement.
- The allocation of the Sports Premium has ensured that all pupils have access to high quality PE coaches and after school clubs. Pupils are highly engaged in lessons and a significant proportion represents the school in a number of teams where a health competitive nature combined with a good skill level ensures a full trophy cabinet.
- Leaders and Governors place the importance of diversity high on their priorities as well as ensuring British values are developed through a wide range of activities including sensory day, school council, Britain day, Armed forces day.
- The school is acutely aware of the effects of disadvantage overtime on families and is using the Challenge the Gap project to close gaps and inspire all pupils to achieve and succeed.
- To ensure all children experience a greater depth curriculum the school has invested in the values of a Growth Mind Set School to ensure aspirations are high for all pupils and groups
- Safeguarding is effective with a planned training cycle for all staff and Governors in identifying pupils at risk from harm. As well as leaders in the recruitment process.

Governors

- In 2010 the Governors of Northern Parade Infant School and Northern Parade Junior School federated to become one Governing body. The two schools run one budget with an overarching leadership team. In 2018 the school converted to become a Kings Group Academy.
- Governors ensure the efficient management of finance resources as overseen by the Academy accountant.
- Governors hold the school to account well for all aspects of school performance. They understand and use school performance data and have an accurate picture of the school's strengths and the areas to be developed and ensure that school leaders have a rigorous assessment process. They contribute to self-evaluation and help to shape the vision of the school and its strategies for further improvement.
- Governors review the impact of work and through clear monitoring cycles, are able to assess the pace of improvement and support the effective deployment of resources. They have supported the school in a number of innovative strategies to appoint staff.
- Core leaders are invited to Governor Meetings to report attainment and progress and to discuss action plans for the following year.

To achieve outstanding, the following issues need to be addressed:

- Leaders need to further clarify their role and pathway to build accountability and whole staff understanding.
- All staff need to understand leaders' raised expectations of their knowledge and understanding of the curriculum and how to identify and address misconceptions and gaps so that pupil progress accelerates.
- The planned bespoke CPD needs to impact on creating 'masters of their craft'.

Quality of Teaching, Learning and Assessment is judged to be 2

- At the previous inspection teaching was judged Good (2), we have continued to judge teaching as Good.
- There is a strong culture of collaboration and sharing which is clear through the consistencies of teaching and environments.
- Strong teaching is supported by a clear philosophy and structure so that there is a clear learning journey from YR to Y2.
- The school experiences a high turn-over staff, in-order to keep attainment high this has had to be well managed by the leaders through swift and supportive induction. The majority of teachers that we employ are NQTs.
- The leadership team move quickly to address any inadequacies in teaching or lack of progress to ensure that there are no long lasting effects. Teachers participate in a coaching/mentoring programme of bespoke training, with the aim that teaching across the school is at least good at all times.
- Clear and non-negotiable expectations of teachers are monitored regularly to ensure compliance with the higher standards required by the new curriculum.
- The overall judgement of the quality of teaching is derived from the triangulation of a number of key factors; pupil progress, the impact of marking, personalised planning, the learning environment and pupil voice.
- Talk for Writing is the core of our English planning, adapted to suit the new curriculum expectations. Teaching for Mastery is the core of our Maths planning with a maths specialist trained by the NCETM.
- Inset days have been used to introduce the values of a Growth Mind Set School to ensure there is an expectation that all children will master the curriculum at a greater depth.
- Pupil tracking has under gone several up-dates to ensure it is fit for purpose, year leaders use this data to carryout pupils progress meetings on a half termly bases.
- External monitoring of the school notes that pupils are interested in and highly engaged in lessons.
- The school has made good use of recent research into the use of TAs as well as the investment in releasing senior staff to work with the most vulnerable pupils ensuring support and intervention is well targeted.
- All staff use the schools tracking system to ensure all groups are identified tracked/monitored/ addressed appropriately to achieve high standards.

To achieve outstanding, the following issues need to be addressed:

- Leaders to use mentoring and team teaching to support those teachers early into the profession, so they are identifying gaps misconceptions and addressing these effectively.
- Embed a Growth Mind Set teaching and learning environment to allow for children to achieve and exceed mastery expectations.

Outcomes for Children and Learners is judged to be 2

Standards	Attainment		
	2016 %	2017 %	2018 %
NATIONAL :EYFS: GLD (APS) N: R72 W70 M76	74%	64%	68%
KS1 : Expected + NAT R76,W70,M76	R69,W66,M70	R75,W72,M82	R73 ,W68 ,M75
KS1 : Deeper Learning NAT R26,W16,M22	R11,W2,M2	R13,W2,M7	R9 W5,M7

- At the previous inspection attainment was 2, we have maintained this grade through improved teaching of writing and maths through Talk4Write and Maths Mastery programs.
- This year the school has invested in training of all staff, including Teaching Assistants, to develop a deeper understanding of barriers to learning for all groups of children and how they can be addressed.
- The school is aware of cohorts coming in with limited vocabulary and beyond their community experiences. To address this the school has invested in interactive technology designed to immerse pupils in a world they have not yet met in order to encourage the development of high quality language and broaden pupils knowledge of the world

- Consistency in using and applying phonic knowledge has been identified as a barrier towards raising standards in English. Therefore, a new program for teaching phonics has been introduced across both Key Stages to develop pupils skill base in using letter sound knowledge in both reading and writing.
- The school accurately identifies all groups of children and their needs. SEND children have individual targets that are addressed through Intervention programs and tailored group work. Disadvantage children are identified through a robust tracking system which informs planning and the time tabling of support.

To achieve outstanding, the following issues need to be addressed:

- Small steps to learning enable all children to meet their potential and stay on the pathway to reach ARE.
- All available resources (including TA's) are used effectively to impact on the progress of all groups and gaps are closed.
- Develop as a growth mind set school by embedding high quality questioning in all lessons and creating a learning environment that ensures all children have the opportunities to apply/consolidate new learning in a variety of ways.
- Up skilling TA's knowledge of ALL groups of children in order for the support to be high quality and relevant to individual children's needs including emotional and social.

Personal Development, Behaviour and welfare is judged to be 2/1

- At our last inspection we were judged to be a 2, we now believe we are on the cusp of 1. This is due to the consistency of policies and excellent pupil staff relationships.
- Social behaviour improves significantly over time due to the consistent application of a positive behaviour management strategy linked with excellent social skills teaching for pupils. Well planned transitions build confidence and encourage good learning behaviours so pupils confidently accept and manage change. In transition the majority of parents agreed their child had settled in well to school life and their new year group.(parent survey)
- The school has successfully supported a number of pupils categorised as hard to place. Review of the new curriculum, linked with engaging topics ensures that there is a positive school climate and pupils are 'eager to learn' (the school motto).
- We have had no fixed term exclusions or Permanent exclusions in the last three years and no pupils being taught at an alternative education setting. The few instances of unacceptable behaviour each term are dealt with quickly and effectively.
- The vast majority of parents view the school as a positive and safe place for their children to learn and would recommend the school to others. Parents and pupils understand the different forms of bullying and both report in periodic surveys that if there is any bullying it is dealt with effectively by the school.
- Attendance has been maintained around 96% . PA figures however are slightly above national averages. The school is relentless in following up reasons for absence/lateness and pursues fixed penalty fines where appropriate.

%	2015	2016	2017	Exclusions
Overall Attendance	96	96	96	0 pupils
Persistent Absence	7.9	6.9	11.1	For 0 days

- Due to lessons being at pace and pupils actively involved in their learning, there is very little disruption in lessons.
- Pupils take pride in their work and the school, which is well cared for by them. They take pride in being part of the school community and in their appearance and support the school's uniform policy. Those without the means to have items of school uniform are supported by the school.
- Through positive everyday relationships as well as targeted support, the school supports individuals with challenging behaviour effectively, successfully helping them to improve and engage in learning with the aim that they progress academically and socially as well as their peers.
- Our pupils understand the need to make good choices, they value the range of reward systems the school offers. They know how to keep themselves and others safe and healthy.
- Pupils are taught to be courteous and dependable and to take responsibility through such schemes as star of the week and school council. They learn about and celebrate British values.

To achieve outstanding, the following issues need to be addressed:

- Further improve parental engagement for the hard to reach, to enable them to value good attendance at school.
- Improve the punctuality of a few, hard to reach families.
- Hold regular parent meetings with those children persistently late or absent to identify areas for support in order to improve and to achieve above the National expectation.

EYFS is judged to be 2

- At the previous inspection EYFS was judged 2, we believe we are on the cusp of 1 due to the strong leadership and management of the FS leader.
- Pupils come into school below the expected level, with a few who are well below, from a range of 11 different pre-school providers
- There is a significant gap between the base line of boys and girls. There is also a significant gap between the PPG and non PPG.
- Pupils make good progress through the EYFS so that the gap between the boys and girls and the PPG and non PPG has been reduced by the end of FS. From a low starting point we achieve around national average for GLD.
- Teaching is at least good; this is because the FS leader has a clear vision for the year group and ensured that all members of staff, including those that are new to the profession are supported through excellent mentoring and support.
- Pupils quickly develop confidence within their environment and the expectations of them. Parents report positively about the induction programme which takes place in the summer term.

- All staff apply the behaviour management system consistently right from the beginning of the school year so that all pupils adapt from their many different starting points.
- Parental engagement has improved over the last three years and the EY leader has developed some creative ways of motivating parents to take an active part in their child's learning, including what their child needs to be able to do to be school ready.

To achieve outstanding, the following issues need to be addressed:

- To improve pre-school links and collaborative working to identify pupils who need early identification.
- Ensure that parents understand the importance of their engagement in their child's learning and their attendance at school.
- To work closely with KS1 to enable smooth transition and continued good progress of all pupils especially those children still accessing the ELG.s