



### Overall Effectiveness is judged to be 2

- Northern Parade is a good school.
- Pupils follow a broad curriculum that makes explicit links between subjects and real life experiences and all staff have high expectations of behaviour and standards and instil ambition within them.
- Pupils enter the early years below expected, with a small percentage well below expected. Where pupils have experienced good or better teaching they have achieved at or above national expectations by the end of KS2.
- The staff are enthusiastic and willing to extend and enrich the learning experience and have developed a wide variety of after school clubs and activities.

- Pupils want to come to school and see it as a place where they expect to learn (school motto 'live to learn'). Pupils enjoy the many activities that support our diverse society as well as developing British Values and their spiritual and social awareness.

#### To move towards outstanding, the following issues need to be addressed

- *Ensure pupils make good progress in reading and maths.*
- *Develop the use of initiatives like CtG, Teaching for Maths Mastery to diminish the difference in highlighted pupil groups and raise overall attainment.*

### Effectiveness of Leadership & Management is judged to be 2

- The schools last inspection judged the school to be Good - 2 and we believe that we have maintained this judgement in all areas other than outcomes which we judge as 3 for end of KS2 but 2 for school performance information.
- Leaders and Governors' expectations and ambition for the school are consistently high.
- 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 reading (including GAPs) and maths.
- 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 (reading and maths) 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 Federated Infant School to ensure that where pupils enter EYFS well below expected, where provision is highly effective and pupils enter KS2 with good starting points that these pupils are given the opportunity to continue to make good progress.
- Approximately 30% of our parents engage with the school, where engagement is hard to achieve, pupils homework is of poor quality and skills are rarely reinforced at home. The year leaders ensure there are in-school opportunities to complete homework and PP children are given additional pre and post teaching. 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 represent the school in a number of teams where a healthy competitive nature combined with a good skill level ensures a full trophy cabinet.
- The school is acutely aware of the effects of disadvantage over time on families and is engaged in the Challenge the Gap programme to ensure gaps narrow and inspire all pupils to achieve and succeed. Analysis of performance information ensures CtG is appropriately targeted and is subject specific.
- The school celebrates the diversity of its community as well as promoting British values through a variety of activities including sensory awareness day, school council, Britain day and Armed forces day.

- Leaders are analytical in their approach and are willing to invest time, resources and money and resources into implementing a Growth Mindset approach to develop pupil resilience and acceptance of challenge.

#### 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.

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

- *New approaches to learning in Maths and English need to raise pupil outcomes in Y6 SATs*
- *Leaders need to hold staff to account at data collection points in the year, for pupil progress so that a gap does not appear from Y4 upwards.*

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

- During the last inspection the quality of T,L&A was judged to be 2, we believe this has been maintained.
- Teaching over time shows improvement, despite recruitment difficulties. Teaching remains at least good due to the rapid and robust induction of new staff delivered by highly effective leaders in the school.
- Following a robust calendar of monitoring the leadership team move quickly to address any inadequacies in teaching or lack of progress in pupils. 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; e.g. pupil progress, the impact of marking and feedback, 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.
- External monitoring of the school notes that pupils are interested in and 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.
- Recent external moderation from the LA and Teaching school judged the teaching to be good.
- Staff are enthusiastic and willing to enrich and extend the learning experience and offer a wide variety of sport, art and academic activities after school.

#### To move towards 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 3 for year 6 and judged as 2 for all other year groups**

Standards	Attainment		
	2016	2017	2018
KS2: L4+ / expected standard R - W - M - GSP N: R75 W78 M76 GSP78	R66 W74 M73 GSP68	R57 W73 M64 GPS64	R62 W71 M59 GPS 68
KS2: L5+ / greater depth R - W - M - GSP N: R28 W20 M24 GSP34	R12 W4 M13 GSP14	R19 W3 M22 GPS14	R14 W4 M17 GPS19
KS2 L4+ / expected standard & Greater depth R/W/M combined National 64/10	RWM 53/2%	RWM 48/3	RWM 46/3
APS National: R105 M104.4 GPS106.2	R102 M103 GSP102	R102 M103 GPS103	R101.3 M101.8 GPS102.1

Progress KS1 – KS2	School Progress		
	2016	2017	2018
Reading EXP – MTEVP	-3	-3.7	-4.5
Writing EXP – MTEVP	-2.7	-2.8	-4.4
Maths EXP – MTEVP	-1.5	-2.6	-2.8

Standards Combined	2016	2017	2018
Y3			
Y4			
Y5			

- In 2015 there was a very significant improvement in attainment and progress in all areas. The school achieving above average in all areas except expected progress in reading
- The introduction of new National Curriculum and new tests in 2016 followed by a period of expansion and building works has had a significant negative impact on school performance
- There was a 3<sup>rd</sup> year reduction in attainment in all measures, except reading which showed a slight increase and GPS which returned to 2016 levels, from 2017 to 2018 meaning the school is now classified as a COASTING SCHOOL.
- Disadvantaged pupils improved attainment in writing and performed better than non-disadvantaged pupils. The gap remained in all other subjects with gap in mathematics and reading widening to national
- Girls again performed better than boys except in mathematics and GPS
- APS dropped in all subjects for the first time

**Areas identified for development are:**

- Pupil progress in all areas needs to be nearer to national (0).
- A greater percentage of all groups of pupils need to achieve expected (APS +) in all areas.
- Boys need to achieve nearer to national in reading & writing and make greater progress over the key stage
- The attainment gap between PPG and non-PPG (national) needs to be less
- Outcomes for girls in mathematics needs to be in line with national and close the gap to the boys
- Low prior attaining pupils need to make at least ARE
- More pupils need to achieve high score/greater depth, especially in writing

- SEND group is considered statistically insignificant but only achieved a positive outcome in mathematics
- The number of pupils attaining high score/greater depth reduced to 2016 levels with the gap to national widening
- School judgements are sound and have been validated by external partners and the LA. Significant training has gone for all staff in how best to make a 'secure fit' judgement.
- The school was moderated for writing and had their judgements validated.
- Current in school performance information shows numbers of pupils achieving expected standard to be around R72% W61% M65% in all subjects with a combined of 56%. Analysis of previous cohort data and gains made through the year give projections that the school will be nearer national attainment and progress targets in 2019
- Progress from start point is slowly improving in all year groups and will move progress much closer to 0 in successive years

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

- At the previous inspection Behaviour was judged to be 2, we believe we have built on the judgement.
- Conduct in lessons and around the school is good, with smooth transitions. Playtimes and lunchtimes are calm through the wide variety of activities on offer including a range of clubs run by the Y6's so pupils have positive experiences. Pupils are secondary ready.
- 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 a strong desire to learn.
- Safeguarding is effective with a planned training cycle for all staff and Governors in identifying pupils at risk from harm, including within the recruitment process. Key staff are also trained in identifying signs of FGM and radicalisation.
- Fixed term exclusions remains relatively low and we have no permanent exclusions, we have no pupils being taught at an alternative education setting. The few instances of unacceptable behaviour each term are dealt with quickly and effectively through a robust system.
- 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.
- The school has appointed a parental engagement coordinator who has creating innovative methods of engaging our parents, eg a whole school picnic, light up the sky, give a kid a quid.
- Attendance is improving year on year and is now in line with national. PA are tracked regularly and fined when appropriate.
- Pupil-staff relationships are excellent, supporting pupils to develop resilience and grow in confidence. These are instilled in our school values.
- External visitors always comment positively about the pupil manners and good learning behaviour.
- Pupils are aware of and utilise a Growth Mindset and are building resilience in the face of challenge. The school uses an effective values system fully integrated into and underpinning the behaviour system and pupils are using the "Power of Yet" to develop self-help learning skills.
- 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, including in PE. 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; whether it is connected with their social skills, keeping healthy or safe; they value the range of reward systems the school offers.
- Pupils are taught to be courteous and dependable and to take responsibility through such schemes as class captain, road safety officers, librarians, school council, prefects, head girl/head boy.

%	2015	2016	2017	Exclusions
Overall Attendance	96.1	96.2	95.7	6 pupils
Persistent Absence	8.4	5.5	12.6	For 37 days

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

- Further improve parental engagement for the hard to reach, to enable them to support their child at home and raise their aspirations for them.
- Improve the punctuality of a few, hard to reach families.
- Develop the use of Growth Mindset to positively impact on pupil resilience.