

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

Doyle Avenue, Hilsea, Portsmouth, Hampshire PO2 9NE

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Inspection dates: 17 and 18 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Good

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

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

Pupils are joyous in this warm, welcoming and inclusive school. Happiness is at the heart of the school's excellent work to boost well-being and mental health through exceptional pastoral care. Many pupils benefit from calming activities and expert help in the 'dragon's den', supporting issues such as bereavement and anxiety. Pupils are safe and enjoy warm relationships with staff who truly care about them.

Expectations are high for all pupils, including those with special educational needs and/or disabilities (SEND), to achieve well. Aspirations are mostly realised through a well-planned curriculum and sharp focus on personal development throughout school life. Pupils' achievement in writing is weaker and the school is working to strengthen this.

Behaviour is positive. Pupils work, play and collaborate well. When pupils need help to manage their emotions, the school supports them to feel better and make safe choices. Bullying has happened, but leaders take it seriously and take robust action. Cases are few and pupils know adults will help.

The school makes excellent efforts to ensure strong take up of opportunities by disadvantaged pupils. Everyone enjoys trips, clubs and opportunities to take on responsibility. Pupils welcome visitors to teach them about different faiths and cultures. Pupils show strong understanding of equality. They celebrate diversity and say 'being different is what makes us special'.

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

The curriculum has been designed with impressive support from the trust. New leaders have led improvements to ensure that all pupils access a broad and ambitious programme of learning. Subjects are planned with high ambition and clearly defined knowledge and skills. The school recognises that some pupils need help with language development, so teachers plan, teach and revise vocabulary in lessons. Well-planned activities ensure that pupils, including those with SEND, are making progress and achieving well. Communication across the school helps to identify when pupils need extra help. Staff frequently assess pupils' core skills before adapting lessons and resources to help them thrive in class. Expertise includes the use of British Sign Language and autism awareness.

Trustees and leaders prioritise staff development to ensure that everyone has the skills to support all pupils. Staff coaching ensures that there are shared teaching approaches. The reading approach is consistent and effective. Staff are well-trained to teach phonics and reading across the school. They show a sharp focus on giving valuable support to pupils who have fallen behind with reading. Catch-up group activities are precisely delivered and books match sounds to ensure essential practice. Pupils become confident, fluent readers. Cultural and social development is enhanced by diversity in books.

In published results in 2022, pupils' achievement in writing was below the national average. Pupils' written work in books shows improvement since September, but writing remains a high priority. The school must ensure that pupils write more coherently by the end of Year 6. Staff checking of pupils' learning is precise in core subjects, but less developed across foundation subjects. Teachers do not know exactly what pupils have learned and remembered in some subjects, such as history, which slows pupils' learning.

Expectations for behaviour are high. Staff manage minor distractions swiftly to ensure that lessons are not disrupted. Emotional support for vulnerable pupils is superb. Pupils learn to understand and regulate their feelings. Attendance is better than the national average as a result of the school's positive engagement with families.

Personal development is exemplary. Opportunities to celebrate pupils' talents are constantly captured. Pupils develop spiritually by exploring faiths and practising mindfulness. They listen to views of others, which enhances their moral development. Pupils understand that some people have protected characteristics and require adaptations to enjoy equal opportunities. Pupils understand how to stay safe and recognise healthy relationships. They celebrate different types of family and challenge prejudice. Leaders ensure that disadvantaged pupils show exceptional take up of opportunities, including football coaching and nurture clubs.

Leaders, trustees and governors have led significant school improvement. Delegated duties and statutory responsibilities are met with diligence. Staff feel supported with workload and well-being. In the past, parents felt that communication was poor. Many now appreciate the newsletters, forums and workshops which keep them well-informed.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The teaching of writing has not been effective enough. As a result, pupils' achievement in writing is below average by the end of Year 6. The school is rightly prioritising this and must ensure that pupils learn to write with accuracy and success.
- Assessment is not embedded in some foundation subjects. This means that teachers do not precisely identify gaps in pupils' knowledge. The school must embed effective assessment practice to ensure that teachers know what pupils have successfully learned and remembered across all subjects and use this to inform their teaching.

## 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 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>	145450
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10288068
<b>Type of school</b>	Junior
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	455
<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>	21 and 22 June 2022, under section 8 of the Education Act 2005

## Information about this school

- The school is part of a trust called King's Group Academies.
- This school is federated and so shares leadership and a site with King's Academy Northern Parade (Infants).
- The school has undergone significant changes in leadership. Leaders, including the headteacher and SENDCo, were appointed in September 2023. A new board of governors has also been appointed since the previous inspection.
- The school has a resource-based unit for pupils with hearing impairments and/or visual impairments.
- The school currently uses one registered alternative provider.
- The school offers a before-school club, overseen by the board of trustees.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy and assistant headteachers, special educational needs and/or disabilities coordinator, safeguarding leaders, subject leaders, teachers (including early career teachers) and support staff.
- The lead inspector met with the CEO, trustees (including the chair of trustees) and governors (including the chair of governors).
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, history and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also met with leaders to evaluate pupils' writing in English and across the curriculum.
- The lead inspector listened to a range of pupils read. The inspector observed catch up interventions to learn how staff provide extra support to pupils.
- 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 responses to the staff survey and spoke to a range of staff about their views of the school.
- Inspectors took account of the responses to Ofsted's Parent View questionnaire and the free-text responses.
- Inspectors spoke with a range of pupils to learn their views about the school. The inspectors also took account of responses to the pupil questionnaire.

## Inspection team

Scott Reece, lead inspector	His Majesty's Inspector
Andrew Foster	Ofsted Inspector
Neil Pilsworth	His Majesty's Inspector

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