

Kinsale Infant School

Inspection report

Unique Reference Number	120984
Local Authority	Norfolk
Inspection number	358893
Inspection dates	24–25 March 2011
Reporting inspector	Judith Dawson

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	The governing body
Chair	Mandy Marriott Sims
Headteacher	Louise Robinson
Date of previous school inspection	4 June 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed seven lessons taught by six teachers and held meetings with pupils, members of the governing body and staff. They observed the school's work, and looked at teachers' tracking of pupils' progress, the school's plans for improvement and teachers' planning. The inspectors evaluated the school's policies and procedures, including those for safeguarding pupils, and analysed the responses from 76 parent and carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- They evaluated the impact of the measures taken by the school to address any underachievement amongst the pupils.
- They looked at the school's systems for assessing pupils' attainment and progress and checked that the accuracy of these has improved since the last inspection.
- The inspectors explored the impact of the new leadership, management and governance on improving the outcomes for pupils.

Information about the school

This is a smaller-than-average infant school. An average percentage of pupils have special educational needs and/or disabilities. The proportion of pupils known to be eligible for free school meals is slightly below average but rising. Almost all pupils are of White British heritage. There are very few pupils who speak English as an additional language. Soon after the last inspection, the school had five different headteachers before the current headteacher was appointed in April 2009. Many of the teachers and members of the governing body have also changed. There is an independently run pre-school in the school, which is inspected separately. The school has Healthy Norfolk Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school that has pupils' welfare at the heart of its work. The rapid changes in leadership in the past, due to some past uncertainty about the school's future, did not impinge on the high-quality pastoral care provided for the pupils. However, there was a significant dip in the usually above average standards at the end of Year 2 in 2010. This was because of the many changes of teachers this cohort had when they were in Year 1, preventing most from making the progress expected of them. They made good progress in Year 2, but they did not have time to catch up sufficiently to reach the expected standards in reading, writing and mathematics. Pupils now in Year 2 are working at above average levels for their age.

Since the headteacher was appointed, there have been significant improvements. The teaching throughout the school is good, enabling almost all pupils to make good progress. Pupils' progress is tracked accurately and effective additional support is provided in response to any dips in learning. There are good systems to monitor teaching, learning and progress towards the challenging targets for school improvement identified through accurate and astute school self-evaluation. Following a period of uncertain governance, the present governing body supports, monitors and challenges the work of the school. The provision in the Early Years Foundation Stage is outstanding, providing children with the best possible start to their school lives. These improvements over the last two years demonstrate the school's good capacity to improve further.

The school's very effective pastoral guidance and support ensures pupils have very well-developed personal and social skills. Their behaviour is outstanding and they justifiably feel very safe in school. They support and value each other and carry out their many duties conscientiously. They enjoy school and are eager to learn, which, with the effective teaching and additional support, helps them to make good gains in literacy and numeracy skills. They evaluate how well they have achieved their tasks and know their targets for English and mathematics. However, these skills are not always extended in other subjects and teachers' high expectations of the quality of pupils' written work is not sufficiently applied across the curriculum. There is outstanding liaison with parents and carers in the Early Years Foundation Stage. Children, teachers and parents and carers use home/school workbooks to record achievements, targets, celebrations and concerns so that learning between school and home is continuous. This practice dies out as pupils progress through the school, missing opportunities for pupils to pursue their interests and aspirations seamlessly between school and home.

What does the school need to do to improve further?

- Accelerate pupils' progress and raise standards further by:

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- ensuring that Key Stage 1 teachers' high expectations of the quality of pupils' written work are applied consistently across the curriculum so that new skills are consolidated and extended
- extending the exemplary liaison between school and home that enhances children's learning in the Early Years Foundation Stage to all classes, so that pupils apply their learning as they pursue their interests at home.

Outcomes for individuals and groups of pupils**2**

Children join the school with the knowledge and skills expected for their age. They make good progress throughout the school so that, by the time they leave, standards in reading, writing and mathematics are above average. The school's much improved assessment and tracking procedures enable teachers to respond to individual needs of the pupils with special educational needs and/or disabilities so that they have good support and make similar progress to their peers. Pupils' excellent attitudes to their work and desire to please their teachers ensure that they make good progress in lessons. They respond well to the good academic advice given in lessons and in their books, and they work hard towards their targets. They work together in pairs or groups extremely well, demonstrating good discussion skills and an outstanding empathy with each other. In one lesson, for example, the class sat patiently waiting for some time as a pupil struggled with an explanation. They often evaluate and amend their work and that of their peers. Occasionally, however, the presentation of their written work deteriorates, especially in their science and topic books. Much of the work in these books does not reflect the above average English skills evident in their literacy books.

Pupils make a good contribution to the school community and are swift to respond to international disasters. They have a good understanding of how to take care of themselves and how others live through their topics and as a result of their good understanding of world events. The school council and the 'Green Team', who are playground monitors and look after the Reception children at lunchtime, carry out their duties effectively and willingly. They have a deep understanding of their own and others' history and culture, which are reflected in the high-quality artwork throughout the school. Their fundraising efforts, both for charity and school events, as well as their good numeracy skills and opportunities to devolve responsibilities amongst themselves, prepare them well for their future learning. Their attendance is average overall but most absence is due to illness; for example, a recent bout of chicken pox.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

A key factor that has generated the improvement in pupils' progress is the implementation of accurate assessment procedures which enable teachers to plan lessons and support to meet individual needs. Any underachievement is swiftly responded to and teaching assistants work closely with the teachers to provide relevant support. In many lessons, pupils have the opportunity to evaluate their learning and some teachers allow time for them to respond to their written suggestions in previous work. There are excellent relationships between pupils and teachers and a strong sense of adults and pupils learning together. Pupils' targets are challenging and achievable. There is an emphasis on developing knowledge of the sounds that groups of letters make which has had a significant impact on pupils' reading and writing skills. Very occasionally, the most-able pupils are just expected to complete more work at the same level, rather than being set greater challenges from the start.

The curriculum is relevant and creative, providing pupils with a good knowledge of their own and other cultures and opportunities to learn through practical experiences and enquiry. The school makes good use of local places of interest to support their learning. An imaginative range of visitors, including a circus on the school field for a week, opens pupils' eyes to the lives of others. There is a good range of extra-curricular activities that changes every term, and is much enjoyed by the pupils. The gardening club is so popular that a rota is needed to accommodate all those who want to take part. The school makes

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good use of external agencies to support pupils with specific needs, although no such arrangements exist for the most-able pupils. There are good links with the junior and high schools and the Hellesdon Cluster Council that two pupils attend. Teachers often use topic themes as a starting point for English and mathematics lessons but they do not make the most of opportunities to develop literacy skills in other lessons. Although pupils learn about a wide range of topics, there are few opportunities for pupils in Key Stage 1 to pursue their own interests in depth.

A strength of the school is the promotion of pupils' personal and social skills. Pupils are taught the importance of a balanced diet and exercise. The high expectations of pupils' attitudes and behaviour have given them a strong moral and social code for their futures. Systems for celebrating good behaviour and kindness are applied consistently throughout the school. This includes pupils nominating any of their peers who have been particularly thoughtful to be acknowledged in assemblies. They are encouraged to reflect and empathise with others and to respect differing views, faiths and cultures. There are high levels of care for all pupils and a strong emphasis on ensuring pupils' welfare and safety. The recently appointed parent support adviser has already been extremely effective in working with families to improve their children's attendance. Transition arrangements are very well established. A group of pupils in Year 2, for example, read to Year 4 pupils in the junior school every week. The pastoral needs of each pupil are responded to very effectively and, through the example of adults, pupils care for each other.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher swiftly identified the school's priorities and rapidly established systems to reverse the dip in pupils' progress. Her high ambitions for each pupil are shared by the staff and governing body. As a result, there have been significant gains in learning, including for the many pupils who have had additional support to meet their needs. Any weaknesses in provision have been identified through monitoring and, where relevant, additional training has been provided. The new assessment coordinator, for example, has trained all teachers to use the school's tracking systems to respond to pupils' needs. Teachers meet regularly, both within school and with other schools, to ensure that their assessments are accurate. The very few pupils from minority ethnic groups are fully integrated into all aspects of school life. The school's commitment to equality of opportunity ensures that there are no significant differences in the outcomes for different groups, including that of boys and girls.

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The school's procedures for ensuring pupils' safety are consistently good. The school fully meets the requirements for safeguarding pupils and ensuring the site is secure. School visits have thorough risk assessments. The governing body is fully involved in monitoring the effectiveness of safeguarding procedures, ensuring staff have good quality training. Pupils are taught how to keep themselves and others safe and any parental concerns are responded to. The school has used external agencies effectively to, for example, promote good attendance. As a result, there has been a significant improvement in the attendance of the very small minority of pupils who had regular unauthorised absence.

The appointment of experienced and knowledgeable governors, including a well-qualified chair of governors, has enabled the governing body to carry out its statutory duties effectively. The governing body monitors, challenges and supports the school well, helping school leaders to drive improvements. It seeks parents' views regularly and, with the school staff, draws up plans for improvement that include parents' views. For example, some parents have requested a breakfast club, which is being considered by the governing body and staff.

Community cohesion is promoted well, given the age of the pupils. There are good local business links and strong links with other services, such as the fire service, to support the curriculum. The Spanish Club and celebrations, such as Chinese New Year, help to deepen pupils' understanding of other cultures. Pupils from other cultures are encouraged to share their experiences with their peers. Pupils contribute to local events, including art exhibitions. The school's strong links with the pre school, the junior and high schools and the plans to accommodate a satellite children's centre in school demonstrate the commitment to the local community and there are plans to promote engagement with communities further afield.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

Children have an outstanding start to their formal education in Kinsale Infant School. Very effective liaison with the pre-school and close contact with children's families ensure that adults know children's skills, achievements and aspirations extremely well. The curriculum is planned to extend children's learning and social skills at every opportunity. Children are fully involved in the planning. Teachers and teaching assistants have an intimate knowledge of each child's next steps in learning and, while allowing scope for children to pursue their own interests, plan activities that meet their needs. These activities promote enquiry and experimentation. The high expectations of children's ability to work together and sustain concentration while finding solutions to problems enables them to cooperate very successfully and to learn from each other. During the inspection, for example, at least eight children worked together outside, without adult support, to design a 'golf ball run' with plastic drainpipes. They soon found a way to stop the balls dropping through the joins. Adults work with groups of children directly to teach reading, writing and mathematical skills. They consistently assess children's progress as they are engaged in activities. The excellent liaison with parents and carers through direct contact and the home/school books enables families to help their children and the teachers to respond to events and interests at home. The two classes join together for most of the day so that there is a wide range of learning opportunities available, including in the well-planned and stimulating outside environment. The whole Early Years Foundation Stage unit is highly organised and ensures that children learn very effectively. Almost all children meet, and many exceed, the expected levels at the end of the Early Years Foundation Stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was higher than in most primary schools. An overwhelming majority of parents and carers are positive about most aspects of the school's provision and care. The inspectors followed up comments about a lack of consultation about the plans for the satellite children's centre. They found that consultation with parents and carers took place some years ago and that current parents and carers are kept informed but there has been no new consultation.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kinsale Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 141 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	62	27	36	1	1	0	0
The school keeps my child safe	43	57	32	42	0	0	0	0
My school informs me about my child's progress	40	53	33	43	3	4	0	0
My child is making enough progress at this school	43	57	31	41	0	0	0	0
The teaching is good at this school	49	64	26	34	0	0	0	0
The school helps me to support my child's learning	41	54	33	43	2	3	0	0
The school helps my child to have a healthy lifestyle	41	54	33	43	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	41	44	58	0	0	0	0
The school meets my child's particular needs	38	50	36	47	0	0	0	0
The school deals effectively with unacceptable behaviour	34	45	35	46	3	4	0	0
The school takes account of my suggestions and concerns	24	32	47	62	3	4	0	0
The school is led and managed effectively	38	50	33	43	3	4	0	0
Overall, I am happy with my child's experience at this school	48	63	27	36	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 March 2011

Dear Pupils

Inspection of Kinsale Infant School, Norwich NR6 5SG

Thank you all very much for your friendliness and help during our recent visit to your school. We were delighted to see how much you enjoy your learning, how exceptionally well-behaved you all are and how much you help and support each other. A special thanks to the school council who gave me your views and showed me some of the things you enjoy around school.

You are members of a good school. Your teachers make sure that they give you work that is challenging but that you can achieve. You are outstandingly well cared for in school, which helps you all to feel extremely safe. The adults in charge of the school make sure that you are taught well and have all you need, so that you make good progress. Children in the Early Years Foundation Stage have an excellent start to their school lives because their teachers and parents and carers work very closely together to help them learn. The children learn lots of exciting things by working out how to do things themselves.

Almost all of you make good progress. We have asked your teachers to help you learn even better by making sure that you use the skills you learn in literacy and numeracy lessons in other subjects. We want them to expect you to do the same good work that you do in your English books in your topic and science books. Please help them by remembering your targets whenever you are writing. We would also like all your teachers to use home/school books like those in the Early Years Foundation Stage. This is to help your parents and carers to know how well you are doing in school and how they can help you improve. It will also help your teachers to know what your interests are and to build on your achievements at home. They can then help you follow up your interests in school and at home. You already work at higher levels than most other pupils of your age. We hope these changes will help you to learn even more quickly.

We wish you all the very best for the future.

Yours sincerely

Judith Dawson
Lead inspector

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