

Kinsale Junior School

Kinsale Avenue, Hellesdon, Norwich, NR6 5SG

Inspection dates 12–13 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not consistently good. Senior and subject leaders do not provide enough opportunities for teachers to learn from the best in teaching in the school and elsewhere.
- Progress in mathematics is not as good as in English, especially for girls. Writing tasks do not always reflect boys' interests so they do not produce as much good quality writing as the girls.
- Pupils do not have enough opportunities to work on their own or in groups because lessons are sometimes teacher dominated.
- Teachers' planning and the level of challenge are inconsistent in ensuring a close match of work to pupils' abilities in some lessons.
- While the governing body has accurately identified that teaching and progress require improvement, governors are less secure about what the school's data shows about pupils' progress and how that information is used to identify and support any underperforming pupils or groups of pupils.
- Leaders and managers conduct regular reviews of pupils' progress but do not at present analyse assessment data frequently enough to help them to identify any shortfalls in pupils' performance more quickly.
- Subject leaders are now expected to do more but they are not having sufficient impact in raising pupils' attainment.

The school has the following strengths

- The specialist resource base enables pupils who are disabled and who have special educational needs to make good progress.
- Behaviour is good and attendance is high.
- The school provides pupils with exciting clubs and activities to enrich their personal development. Hence, their spiritual, moral, social and cultural development is good.

Information about this inspection

- The inspection team observed 18 lessons taught by eight teachers.
- Inspectors held meetings with the headteacher, deputy headteacher, governors, staff, a representative from the local authority and groups of pupils.
- Inspectors took account of the 14 responses to the online questionnaire (Parent View) in planning and carrying out the inspection, and also spoke to parents and carers in the playground.
- Inspectors observed the school’s work and looked at the school improvement and development plan, assessment data, monitoring and self-evaluation procedures, a range of policies, and arrangements for safeguarding. They looked at pupils’ books in lessons and sampled books jointly with senior staff.
- An inspector listened to pupils read.

Inspection team

Michael Sutherland-Harper, Lead inspector	Additional Inspector
Paul Bartlett	Additional Inspector

Full report

Information about this school

- The school is smaller than average.
- The very large majority of the pupils are White British.
- The proportions of pupils from minority ethnic backgrounds and those who speak English as an additional language are below national averages.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is above the national average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding) is above the national average.
- The school offers specially resourced provision for pupils with moderate learning difficulties. This 10-place resource base (the Studio) has five permanent places and five which are used for short-term assessments.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve all teaching to good or better by:
 - ensuring that pupils are not given too much time to complete tasks in lessons so that they do more during a lesson and, hence, progress at a faster rate
 - reviewing how girls can be taught mathematics, and boys taught writing, more successfully so that they enjoy these more and their achievement improves
 - ensuring that pupils have increased opportunities to work on tasks on their own or with others and to report back on what they have done so that lessons are not teacher-dominated
 - making sure that the work given to pupils in lessons is set at the right level for them and it is not too easy or too hard for anyone
 - increasing opportunities for teachers to learn from the best teaching in the school and in other local schools
 - ensuring that marking indicates clearly to all pupils the next steps they need to take to achieve their targets.
- Improve the effectiveness of leadership and management by:
 - developing the role of the governing body in holding the school to account for the progress pupils make and filling the remaining vacancies on the governing body to facilitate this task
 - holding subject leaders more regularly to account for the on-going progress of pupils in their subject areas
 - increasing the frequency with which the school reviews the progress pupils are making so that any underperformance is quickly identified and reversed.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement. Attainment on entry for pupils currently in the school has usually been average although it was better for those currently in Year 6. However, the school's own assessments, conducted at the start of Year 3, show that pupils' levels of attainment on entry in the past have sometimes been below average. Current Year 6 pupils are on track to attain above average standards in reading, writing and mathematics. This signals appropriate progress from their starting points in Year 3 and good progress for an increasing number. Achievement is not good, however, because progress is not consistently good across the school.
- Progress rates in English are rising more rapidly than previously following work on improving spelling and better opportunities for writing in extended form. However, not all writing activities engage boys because the topics chosen do not always reflect their interests. As a result, there is a measure of underachievement amongst boys in writing.
- The school's data show that girls are not doing as well as boys in mathematics. The school has surveyed the girls to engage them more with the subject, including through discussion of resources used, and assigned a teacher to ensure improved progress. This is beginning to have a positive impact but across the school many girls lack confidence in mathematics.
- Progress rates in English and in mathematics are predicted to rise above national averages this year. Current work in books indicates that pupils are on track to reach these levels and that they are making better progress than previously. The progress of pupils in Year 5 is accelerating because of good support such as a specialist writing group and similar support activities are in place lower down the school.
- Pupils benefit from a high staff-pupil ratio in the effective specialist resource base for learning (the Studio) which combines individual and small group activities in-house in the morning with main school teaching in the afternoon. Activities link closely to pupils' next steps in learning. Adults know pupils' needs well. Consequently, pupils in the Studio achieve well.
- Pupils make good progress in reading. They choose their own books, which generally reflect their interests and reading abilities. Pupils break down longer words by linking sounds to letters (phonics) and, when reading fiction, develop a good understanding of the story and the literary tactics the author has used by the end of Year 6. Pupils say they would welcome opportunities to have more challenging books available in the library.
- Disabled pupils and those who have special educational needs make good progress because they are closely tracked and well supported by dedicated learning support assistants.
- The school uses the pupil premium to provide extra staffing, smaller groups for language work and one-to-one interventions for mathematics. This is having a positive impact on narrowing the gaps between the pupils receiving the extra support through the pupil premium and others.
- Pupils say they enjoy school and the many activities provided. They participate readily in lessons when asked but opportunities to demonstrate their knowledge to the whole class are limited because too often the teacher summarises the lesson without inviting pupils to contribute. Pupils' work is insufficiently displayed in classrooms and around the school to exemplify the standards required.

The quality of teaching**requires improvement**

- Parents, carers and pupils feel that teaching is good but inspection evidence shows that too many lessons require improvement. Teaching is weaker in Years 3 and 4 than in Years 5 and 6. No outstanding or inadequate teaching was observed during the inspection.
- Teachers have good subject knowledge. In the best lessons, teachers make good use of questions and plan activities carefully so no activity lasts too long and pupils are always clear how one step leads to another. For example, the teacher of a Year 6 design and technology lesson also incorporating information and communication technology, which was working to develop a temperature control system, got pupils to evaluate each part of the activity within a limited time, and against clear guidelines, so that they remained focused and produced work which exceeded their original expectations.
- In other lessons, expectations are not high enough. In these lessons, questions do not extend learners by asking for reasons for their answers. Planning is too general so work is not well matched to pupil abilities and is either too easy for some or too hard for others.
- Teachers sometimes talk for too long and, hence, dominate the lesson. This means that pupils have less time to explore ideas for, or work by, themselves, to, for example, produce longer pieces of written work. Whole class work is not always challenging enough because pupils are given too much time to complete tasks and they, therefore, do not do enough in these lessons.
- Teachers and learning support assistants know the pupils well and work effectively together. Disabled pupils and those who have special educational needs make good progress because they are well supported individually. Staff who work with them know what support they need and check their on-going progress regularly. This is especially true for pupils in the special resource base.
- Pupils' work is regularly checked and corrected. Comments to show pupils the next steps towards their targets are not always provided. Where comments are provided, they are often of a high quality but sometimes they are variable and not consistently clear in showing pupils how to do better. Consequently, although pupils know their overall targets, they do not always know what they need to do next to improve their work. Staff training has improved the ways teachers check on pupil progress.

The behaviour and safety of pupils**are good**

- Pupils have positive attitudes to learning, work well with one another in lessons, share opinions and listen carefully to others. Girls are a little quieter than boys in lessons but both groups speak positively about how clubs and extra-curricular activities, like the Aquila Club for more-able pupils, improve their attitudes.
- Pupils behave well in lessons and around school. They all know the school's expectations and behaviour policy. The school promotes social development well due to its strong emphasis on pastoral care and preparing pupils for life after school. Pupils welcome opportunities for further responsibility provided by the highly-regarded house system and School Council.
- Pupils have a good understanding of right and wrong. When asked about bullying, they responded quickly that there was none 'because the headteacher wouldn't stand for it'. Incidents

of bullying and racism are rare and dealt with promptly when they occur. Pupils are aware of different types of bullying, including cyber-bullying and name-calling. The school expects pupils to treat each other respectfully and as equals. Poor behaviour or language are not tolerated.

- Pupils feel safe in school. Parents and carers are unanimous that pupils are safe. Pupils say there is always an adult to whom they can turn if they have difficulties, and are confident that these will be quickly resolved. Pupils pay careful attention to staff guidelines, such as when using scientific equipment during the inspection.
- The behaviour of disabled pupils and those who have special educational needs is good because the school ensures that they are well supported and fully integrated in the classroom. A good example is the seamless way pupils from the special resource base move into main school lessons each afternoon.
- Attendance is above average. Exclusions are rare. Pupils are punctual to school and lessons. Prompt contact is made with parents and carers whenever a pupil is absent or misses a club for which they are registered.

The leadership and management requires improvement

- The headteacher aims for a school where pupils are nurtured, feel included and make good progress in learning. Staff support this vision. Self-evaluation has identified priorities accurately, such as developing resources and the quality of pupils' experiences in the subjects they study as well as improving teaching. However, planning on how to raise achievement is not always precise enough.
- Data are collected at regular intervals but, at present, the results are not analysed effectively or quickly enough to enable school leaders to identify and tackle any underperformance, particularly amongst specific groups, at an early stage, especially in mathematics and writing.
- Subject leaders have increased responsibility for lesson observations and leadership of pupil progress meetings. Although challenging targets are now set for individual pupils, subject leaders do not check progress towards these targets frequently enough in their subject area to ensure that all pupils are on track to achieve them. This means that subject leaders are not picking up quickly enough individual pupils who may be at the risk of falling behind.
- The school provides pupils with a good range of subjects, supplemented by themed weeks, clubs, visits and visitors. Themed weeks, visits, visitors and after school activities generate high levels of pupil engagement but these levels of engagement are not always as well developed in day-to-day lessons.
- Performance management links closely to the national teaching standards. Movement through pay scales is not automatic. Staff are accountable for pupils' progress and are set clear targets to improve their teaching. Opportunities for teachers to develop their skills by observing others, especially those whose practice is good or better, are not well enough developed.
- Safeguarding meets all current requirements. Staff training is regularly refreshed. Child protection procedures are effective because systems are well understood.
- Spiritual, moral, social and cultural development is good. The school has close links with the local community, university and churches. The well-developed sense of right and wrong is

reflected in good relationships throughout the school. Links with a school in India are growing.

- Parents and carers are confident they can approach the school with any issues. The school provides well-regarded information sessions, such as 'family challenge' days where pupils tackle problems or challenges in a particular subject with their family.
- The local authority has increased links with the school recently. It is working with senior leaders to ensure data are correctly analysed and used to improve teaching and increase progress rates in mathematics and writing.

■ **The governance of the school:**

- Governance requires improvement. Governors have only recently prioritised attainment and progress, and begun to challenge results. Governors have requested further training in interpretation of data because they are not confident enough in questioning the school's data. Governors know about work to improve mathematics and writing but are not yet fully briefed on its impact. They support the school through regular visits and are attached to individual classes and subjects. There are several vacancies on the governing body. Governors ensure pay increases are linked to good teaching and have a secure understanding about the quality of teaching in the school. Governors know the amount of the pupil premium, approve its spending on additional pupil groups and interventions and keep an eye on the impact it is having.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120985
Local authority	Norfolk
Inspection number	401986

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

Type of school	Junior
School category	Community School
Age range of pupils	7-11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	The governing body
Chair	Clare Male
Headteacher	Carolyn Baxter
Date of previous school inspection	2-3 March 2010
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