

# Inspection of Kinsale Infant School

Kinsale Avenue, Hellesdon, Norwich, Norfolk NR6 5SG

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Inspection dates:	3 and 4 June 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

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

This vibrant school is at the heart of its community. It is a very happy, friendly and safe place in which to learn. Pupils enjoy attending school and there is a strong sense of belonging. Pupils are nurtured exceptionally well in all aspects of their development by staff who understand their needs. Parents and carers are overwhelmingly happy with the schooling their children receive.

The school's values and 'learning dispositions' weave through all aspects of school life. This reflects the caring culture that leaders have established. Pupils are taught to respect and help one another and are given strategies to manage their own emotions. Staff have high expectations of pupils' behaviour, and pupils rise to these. Lessons are calm and focused. Pupils achieve well.

There are an impressive number of leadership roles for pupils, such as learning leaders, eco councillors and playground leaders. These roles develop pupils' sense of citizenship and pupils take pride in helping their school run smoothly. A range of trips, special events and outdoor learning opportunities support pupils to learn about teamwork and resilience. Pupils are well prepared emotionally, socially and academically for the next stage of their education.

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

The school provides a rich, exciting curriculum that encourages curiosity and creativity. The curriculum identifies what pupils are expected to learn in each subject by the end of Year 2. From early years onwards, pupils recognise the importance of their learning.

Teachers show strong subject knowledge and typically create suitable learning activities. On occasions, however, tasks are not as well matched to the intended learning as they could be. This means that some pupils are not deepening their knowledge and skills as well as they could.

Across the curriculum, there is a high focus on vocabulary. Adults interact skilfully with children, modelling language and facilitating discussion. For example, children in the Reception Year use subject-specific language to explain how their class tadpoles will grow into frogs. Older pupils describe how events in school such as the 'Wonderdome' visit inspire them to learn about space and astronauts.

Teachers focus on ensuring that pupils understand and use key knowledge. Teachers check regularly how well pupils are learning the curriculum. However, they do not consistently address misconceptions in some basic foundational skills, such as letter formation. This means that some pupils continue to make the same mistakes, which has an impact on the fluency and legibility of their writing as they progress through the school.

The school has created a highly inclusive and nurturing environment where every pupil is welcome. There are robust systems to identify pupils' needs promptly and accurately.

Teaching is adapted to ensure that pupils with special educational needs and/or disabilities are individually supported in their learning and achieve well. Additionally, the school provides high-quality and well-focused pastoral support.

The school fosters a love of reading and is a book-rich environment. Children become rapidly familiar with the language and routines of the phonics programme in the Reception Year. They are excited to learn new sounds. The school tracks diligently the progress pupils make as they learn their phonics. Staff ensure the books given to pupils to read match their reading ability very well. If a pupil is at risk of falling behind, staff ensure they get effective, extra help to catch up swiftly. Pupils become confident and enthusiastic readers.

Behaviour throughout the school is exemplary. This is because the school's expectations for pupils' conduct are very clear and consistently applied. Pupils are kind and considerate to each other. They are proud when they are recognised for their positive behaviour, inside and outside the classroom.

Pupils' personal development sits at the heart of this school. The school has crafted a curriculum and enrichment offer that gives pupils pride in where they live and opportunities to contribute to their community. For example, pupils visit their local care home where they play board games with residents. Pupils learn about different countries, cultures and beliefs. They accept their differences and treat each other with the utmost respect. Pupils have extensive opportunities to participate in activities that enhance their social skills, such as working in teams to learn more about the challenges facing young carers.

Governors understand their statutory responsibilities and know the school well. They have made important strategic decisions to ensure that the school continues to develop. Staff appreciate how leaders consider their workload and support them.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- At times, the tasks that pupils are given do not always help them to gain a deep understanding of the curriculum. As a result, some pupils do not achieve as well as they could in some subjects. The school should support staff to design work that enables pupils to achieve the school's ambitious aims for them in every subject.
- At times, teaching does not identify and address pupils' misconceptions in basic foundational skills such as letter formation. This has an impact on pupils' progress as they continue to make the same errors. The school should ensure that these

misconceptions are addressed quickly and consistently to improve outcomes in this area.

## 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 special educational needs and/or disabilities (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>	120984
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10378486
<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	135
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andrew Alder
<b>Headteacher</b>	Stacey Coleman
<b>Website</b>	<a href="http://www.kinsaleinfant.norfolk.sch.uk">www.kinsaleinfant.norfolk.sch.uk</a>
<b>Dates of previous inspection</b>	22 and 23 January 2020, under section 8 of the Education Act 2005

## Information about this school

- The school provides before- and after-school care.
- The school has a different headteacher since the previous inspection. This headteacher works in the school for two days a week.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and art and design. For each deep dive, the inspectors met with subject leaders, spoke to teachers, spoke to pupils about their learning and looked at pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.
- Inspectors also looked at other curriculum areas and spoke to leaders about other subjects, including personal, social and health education.
- Inspectors held meetings with the headteacher, senior leaders and members of the local governing committee, including the chair.
- Inspectors reviewed a range of documents provided, such as the school improvement documents and information relating to pupils' attendance and behaviour.
- To evaluate the effectiveness of safeguarding, 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 spent time speaking to pupils, including at lunchtime.
- The inspectors considered responses to Ofsted's staff, parent and pupil surveys including the free-text responses.

### **Inspection team**

Jo Nutbeam, lead inspector

Ofsted Inspector

Jules Stops

Ofsted Inspector

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