



Kinsale Middle School, Hellesdon

Inspection Report

Unique Reference Number 120985
Local Authority NORFOLK
Inspection number 291937
Inspection dates 21–22 September 2006
Reporting inspector Mr. Ian Naylor

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

Type of school	Middle deemed primary	School address	Kinsale Avenue
School category	Community		Hellesdon, Hellesdon
Age range of pupils	8–12		Norwich, Norfolk NR6 5SG
Gender of pupils	Mixed	Telephone number	01603 425662
Number on roll (school)	228	Fax number	01603 484323
Appropriate authority	The governing body	Chair	Mr. Malcolm Mather
		Headteacher	Mrs. Carolyn Baxter
Date of previous school inspection	18 June 2001		

Age group	Inspection dates	Inspection number
8–12	21–22 September 2006	291937

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Kinsale Middle School is smaller than most middle schools. Numbers of admissions have fallen in recent years. Most pupils are from white English-speaking backgrounds. When pupils join the school their skills and knowledge are broadly average. A Learning Support Centre (the Studio) with 14 pupils who have statements of special educational needs, is based at the school. The school has a higher than average proportion of pupils with learning difficulties and disabilities. The proportion of pupils with free school meals is average. Many pupils live in areas of low cost and social housing.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school is effective and provides a satisfactory standard of education. This judgement broadly reflects the school's own view of itself. The leadership of the school is satisfactory and has a number of strengths. It has created a calm and purposeful school environment. There is clear direction from the headteacher that has motivated good teamwork amongst all staff. There is a good level of commitment to raising standards of achievement. Consequently, pupils across a wide range of abilities, including a high proportion of pupils with special educational needs, are making satisfactory progress in their skills and knowledge, and good progress in their personal development. Standards are similar to those in other schools. In 2005, national results showed a rise in pupils' attainment to a broadly average level. In 2006 the pupil cohort was weaker in its potential, academically and socially; the results were lower than the national average. This runs counter to the trend of a rise in the school's standards of achievement in recent years. Teachers do not set individual performance targets for pupils based on assessments of previous learning experiences. Therefore, pupils do not have a clear enough understanding of what they have to do to improve in literacy and numeracy and meet the requirements in national tests. Teachers do not give sufficient opportunity for pupils to assess their own performance and that of others. The curriculum is planned successfully to extend pupils' learning experiences and support their personal development. Pupils participate in a variety of activities in school and in after school clubs that they know will help to keep them fit and healthy. They have a good understanding of how to keep themselves safe and they feel happy and secure in school. They show constant enjoyment and enthusiasm for learning and appreciate the many interesting and varied lessons that are provided for them. Teaching is satisfactory with teachers and teaching assistants showing a sound understanding of pupils' abilities and skill. They provide lessons that are relevant with satisfactory levels of challenge. Staff have good relationships with pupils and set clear expectations for effort, behaviour and performance. This means that pupils respond with orderly conduct and good behaviour. Their attendance is good. Pupils with special educational needs and those who are not achieving as well as they should are given extra support and make good progress as a result. Pupils' safety and well-being are promoted effectively by good policies and procedures. Pastoral welfare is good. The leadership team have developed a satisfactory system for collecting and analysing pupil performance data. However, this is not yet used well enough to plan in detail so as to secure improvements in teaching, learning and ultimately standards. School governors are supportive and involved in helping staff to recognise how well they are performing. There has been good progress against the issues of the last inspection and consequently there is a good capacity to improve. Subject leaders now have a better understanding of how to assess and improve teaching so that pupils' learning is promoted more effectively. There is a good appraisal and evaluation of the outcomes of all the school's work. The school provides satisfactory value for money.

What the school should do to improve further

- Set individual performance targets using pupil performance data so that pupils understand clearly what they have to do to improve in key areas. - Use performance data effectively to ensure improvement in pupils' standards and achievement. - Provide more opportunities for pupils to assess their own performance and that of others.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. The school gives good support and guidance to pupils with special educational needs, so that they make good progress towards their own targets. The school was justifiably proud that a high proportion of pupils attained higher levels in national tests in 2005. Attainment in writing is now broadly average because the school identified elements of writing that pupils found difficult and took effective steps to help them to improve. In 2006 about a third of these pupils had identified special educational needs and nearly a fifth of pupils did not take national tests for English. Consequently, attainment was considerably lower than in the previous year. School targets for these pupils were too ambitious and therefore not met. Initiatives that have been effective in raising achievement of lower and middle attaining pupils in Years 6 and 7 have recently been extended to Years 4 and 5 and higher attaining pupils. These have not yet been evaluated for their effectiveness.

Personal development and well-being

Grade: 2

Pupils' personal development, including spiritual, moral, social and cultural development, is good. Pupils enjoy school, behave well and have positive attitudes. They say that there is little bullying and that staff take good care of them. They understand the need for class and school rules and strive hard to obtain rewards for good work and behaviour. Pupils value the student council because they are confident that the school listens to, and acts on, their views, such as in the development of recycling in school. They understand the importance of healthy lifestyles and engage join in physical education lessons, sports, and healthy-eating initiatives eagerly. They speak enthusiastically about the good range of clubs and residential visits. Pupils raise money for various charities. These activities help them to experience teamwork, to foster enterprise and to develop awareness of skills they will need for their future. Pupils acquire satisfactory standards of literacy and numeracy, which also prepare them for the next stage of learning. Pupils in Year 6 and 7 feel well prepared for the transition to high schools.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory. Teachers are enthusiastic, are thorough in their preparation for lessons and have good expectations of pupils, who respond accordingly with good behaviour and attitudes to learning. Teachers plan interesting activities but do not set sufficiently specific targets for each individual in key areas such as literacy, numeracy and personal development in order to strengthen even further the stimulating opportunities they provide to promote the enjoyment, health and safety of pupils. Improvements have been made to ensure that pupils know what they will learn at the outset of lessons. Marking and commenting on completed work, and the setting of homework have also improved but are not yet applied consistently. Satisfactory use is made of information and communication technology to support learning across the subjects. Teaching assistants provide good intervention and support for lower-achieving pupils and teamwork is a hallmark of the successful lessons. Teachers are making pupils aware of how well they are learning but do not give enough opportunities for pupils to assess their own success.

Curriculum and other activities

Grade: 2

The school has a good programme of health, safety and personal education. There is a well-balanced timetable for the National Curriculum subjects. The school has successfully introduced additional teaching and resources to support lower ability pupils and those with special educational needs. There is close support and cooperation with the staff in the Studio to provide relevant activities, and individual or group learning opportunities in literacy and numeracy. Pupils take advantage of the varied programme of enriching opportunities both during and after school, such as sports clubs, games and competitions that promote physical fitness and social development. The school makes good use of external initiatives such as the Heartstart Programme, which gives excellent support to the school's approach to pupils keeping healthy. Visits out of school extend their cultural awareness; residential activities promote teamwork and other skills they may need for the future. Pupils are involved in many local and wider community events, for example raising funds for charity through sponsorship.

Care, guidance and support

Grade: 2

Care, support and guidance are good. There is well-managed promotion of pupils' well-being. In particular, there are good systems in place for safeguarding pupils, including checks of staff records, child protection procedures and training and risk assessments for school trips and residential visits. Many staff are trained in first aid. Good use is made of the 'house points' system to encourage effort and excellence. Pupils with special educational needs, and those with exceptional skills and talents,

are supported well in school and in the Studio. The school has good links to a range of professionals, external agencies and local feeder schools and this helps to support pupils' welfare and progress effectively. The procedures for the monitoring of pupils' academic progress and achievement are mainly satisfactory.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has built a strong staff team and has strengthened the roles of senior staff and subject leaders. They have a satisfactory approach to assessing pupil performance and are constantly striving to improve this, but has not been refined sufficiently and as yet procedures are not having sufficient impact on pupils' results. Subject leaders have a better overview of the quality of teaching and learning than previously. Professional development has enhanced their subject expertise. School governors are involved, committed and give good support to staff through the work of their committees. The leadership of the Studio is very effective and consequently the support to the progress of pupils' with special educational needs is considerable. There is satisfactory control of school financial planning and expenditure. This has provided a satisfactory level of staffing and resources to support the good curriculum and pupils' personal development and well-being.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

22 September 2006 Dear Pupils Kinsale Middle School, Kinsale Avenue, Norwich Thank you for the way that you made Mrs Bosworth and me feel welcome in your school today and yesterday. We were pleased to be able to see the many interesting things that you are doing. We think you work hard in your lessons, behave well and have good relationships with one another. There is a very good atmosphere in the school and you quite rightly show pride in your achievements. We think the progress you make is satisfactory because your teachers plan interesting activities for you to do. You know about keeping yourselves fit and healthy by participating in lots of sport and other activities such as taking part in the Heartstart programme. You understand the need to keep yourself safe and know what to do if there is any bullying. We think the Studio gives great support to many of you with your work and helps you to make good progress. We think the headteacher and senior staff lead the school well but they need to make sure that you make the best progress and achievement at all times. They could make better use of the information from test results to help you in the future. Teachers could help you more by setting targets for each of you that make it clear what you have to learn next in literacy and numeracy. You could help yourselves more with your work by thinking more about how much you and others in your class have learnt at the end of each lesson. This would help you improve and make good progress in your work. With best wishes for the future, Yours sincerely Ian Naylor
Inspector