

# Kinsale Infant School

## Inspection report

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|                                |                   |
|--------------------------------|-------------------|
| <b>Unique Reference Number</b> | 120984            |
| <b>Local Authority</b>         | Norfolk           |
| <b>Inspection number</b>       | 313820            |
| <b>Inspection date</b>         | 4 June 2008       |
| <b>Reporting inspector</b>     | Julie Winyard HMI |

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

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|---|--|
| <b>Type of school</b>                     | Infant   |
| <b>School category</b>                    | Community  |
| <b>Age range of pupils</b>                | 4-7  |
| <b>Gender of pupils</b>                   | Mixed  |
| <b>Number on roll</b>                     |  |
| School                                    | 117  |
| <b>Appropriate authority</b>              | The governing body   |
| <b>Chair</b>                              | Mr Sean Murphy   |
| <b>Headteacher</b>                        | Mrs Pam Smith  |
| <b>Date of previous school inspection</b> | 18 October 2004  |
| <b>School address</b>                     | Kinsale Avenue<br>Hellesdon<br>Norwich<br>Norfolk<br>NR6 5SG |
| <b>Telephone number</b>                   | 01603 405227   |
| <b>Fax number</b>                         | 01603 405227   |

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|--------------------------|-------------|
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The overall effectiveness of the school was evaluated and the following issues investigated: the impact of changes in staffing, including leadership and management since the last inspection; the impact of the change in designation from First to Infant school on all aspects of the school; and the impact of provision on standards, achievement and progress of all groups of pupils, especially those identified through 2007 national data as achieving less well than similar pupils nationally.

Evidence was gathered from observing work in classrooms, as well as scrutinising school documentation and records of pupils' achievement and progress. It also involved discussions with senior leaders, teachers and the children. The views of the parents were taken into account through the questionnaire returns.

Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and where appropriate, these have been included in the report.

## Description of the school

Kinsale Infant School is smaller than average with slightly more girls than boys. The proportion of pupils eligible for free school meals and who have been identified as finding learning difficult is below average. However, there is an above average percentage of pupils with a statement of special educational need. The proportion of pupils whose first language is not English is below that found in other schools nationally. Pupils come from areas where social and economic features are reasonably favourable. The school has recently been re-accredited for Investors in People.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Kinsale Infants is a good and improving school. The majority of parents agree with this and in the words of one parent, 'The school provides the whole package!' There have been considerable staff changes since the last inspection and thanks to the outstanding leadership of the current headteacher these have been managed extremely well. Over the last 18 months, she has ensured that the senior leadership team have taken a very active role in leading school improvement and all staff have fully undertaken their leadership responsibilities. As a result, this has given greater clarity to the school's work and a greater sense of purpose. This is confirmed by the chair of governor's comment, 'The head teacher has shaken us up. We are now clear about our role in school improvement.' Governors now provide good support and appropriate challenge to the school. The school has good capacity to improve. This is seen in the senior leadership team's accurate knowledge of the school and their understanding of how to make further improvements and determination to do so. Leadership and management at all levels are good and improving.

The school knows itself well, although it has been a little modest in its judgements in parts. Personal development and well-being of pupils and the care, guidance and support provided for them are outstanding. The pupils love coming to school as seen in their good attendance. Their behaviour and attitudes to their work are excellent. They work together extremely well in class and have an outstanding ability to collaborate at work and at play. They feel very safe at school and say there is no bullying. They say they can talk to all adults and if there is an incident of unkindness this is sorted out very quickly. They are very enthusiastic about everything the school provides, including the excellent range of clubs, the school council and the Green Team. One pupil said, 'I was busting to be on the Green Team!' They also make an outstanding contribution to the wider community including their recent project on Fair Trade. Pupils say Kinsale is a healthy school because of the delicious fruit snacks and very good and well supported sports activities. Pupils' spiritual, moral, social and cultural development is excellent and pupils have great ability to think and reflect. This was seen, for example, in the few moments for quiet reflection seen during a circle time after which pupils talked confidently to a partner about their feelings and then were able to share their ideas with the whole class. Pupils are well prepared for the next steps in their education and their future lives. Excellent care and support is given to pupils by all staff, including well-trained and dedicated support staff. However, whilst academic guidance is good in lessons, the senior staff have recognised that they need to develop a consistent approach to marking and feedback to pupils about their work and have identified this as an area for development.

Achievement is good and standards are above average. For the last five years pupils' attainment has been above national expectations, although there has been a decline in standards in the last two years. This has been partly due to a fall in attainment on entry. The school has recognised that it has had an over-reliance on assessment through task and test results made at the end of Year 2, which have not always been entirely accurate, rather than looking at the broader picture of pupils' achievement. This is now beginning to be addressed and the school's new and rigorous tracking system shows that pupils make good progress throughout the school. Teaching and learning are good and sometimes outstanding and the school has evaluated this accurately. Pupils know their learning targets and are starting to use the success criteria for good work given in all lessons to improve their work. However, their writing in all subjects does not always show that they are using and applying the skills they have learnt in lessons. The

curriculum is good and pupils really enjoy the topics they work on. Information and communication technology is used very well across the curriculum by teachers and pupils and this shows good improvement since the last inspection. Pupils who find learning difficult make good progress because of the good provision the school has made to meet their needs. The good management by the special educational needs co-ordinator ensures that the school has clear identification procedures and works very well with external support agencies.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children started school this year with attainment below national expectations, this fluctuates from year to year and in previous years has been more typically average. The areas of learning where children are less able are communication and calculation skills. They make good progress during the Foundation Stage and by the end of the year are achieving the Early Learning Goals with some children exceeding these. The well-planned curriculum includes key skills from the new Early Years Foundation Stage guidance and there is a good balance between adult-led and child-initiated activities. Teaching is effective and there is good support from teaching assistants. However, there is sometimes not enough adult support to move the children's learning forward in the child-initiated activities.

The extended and partly covered outside area is used well and this has increased pupils' learning opportunities. This is a good improvement since the last inspection. The Foundation Stage is well managed by an enthusiastic and effective co-ordinator.

### **What the school should do to improve further**

- Ensure assessment is accurate and marking and feedback is consistent across the school.
- Improve the quality of pupils' writing by ensuring that they apply the skills learnt in lessons in their writing across the curriculum.

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## Annex A

## Inspection judgements

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

### Overall effectiveness

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

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 2 |
| The standards <sup>1</sup> reached by learners   | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| 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?                                  | 1 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 |
| The extent to which learners adopt healthy lifestyles   | 1 |
| The extent to which learners adopt safe practices   | 1 |
| How well learners enjoy their education   | 1 |
| The attendance of learners  | 2 |
| The behaviour of learners   | 1 |
| The extent to which learners make a positive contribution to the community                                    | 1 |
| 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?          | 2 |
| 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?   | 1 |

<sup>1</sup> 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.

## Annex A

**Leadership and management**

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   |
| 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 leaders and managers use challenging targets to raise standards  | 2   |
| The effectiveness of the school's self-evaluation  | 2   |
| 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  | 2   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   |
| 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**

5 June 2008

Dear Pupils

Inspection of Kinsale Infant School, Kinsale Avenue, Norwich, NR6 5SG

I really enjoyed my visit to your school this week. It was lovely to meet you all and to see how well you behave in school and on the playground and how hard you work in lessons. It was great to have the opportunity to talk with the school council and the Green Team and to hear all the good things about your school.

Your headteacher has done an excellent job in helping the staff to work well together as a team and to improve the school, rather like the Green Team help pupils to get better at working and playing together. The governors are also doing a good job and most of your parents agree that Kinsale is a good school.

I was very impressed with how well you know your learning targets and I have asked your teachers to remind you to use the skills that you learn in your writing lessons in all the writing that you do in all subjects, so that this gets even better. I have also asked the teachers to talk about your writing together so that they know exactly what level you are achieving.

You get very good help in lessons so that you know how to improve your work but as some of you said, teachers do not always write advice on your work and I have asked the school to work out the best way of doing this to help you improve further.

With every good wish for your future lives,

Yours sincerely

Julie Winyard HMI