

Kinsale Junior School

Inspection report

Unique Reference Number	120985
Local Authority	Norfolk
Inspection number	339822
Inspection dates	2–3 March 2010
Reporting inspector	Judith Dawson

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Felicia Rowe
Headteacher	Carolyn Baxter
Date of previous school inspection	21 September 2006
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Age group	7–11
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Introduction

This inspection was carried out by three additional inspectors. They spent the large majority of time looking at learning and observed 10 teachers and 14 lessons. Meetings were held with governors, the senior management team and pupils and there were informal discussions with parents. Inspectors scrutinised the school's work, and looked at policies and procedures, including the school's systems for safeguarding pupils. They examined plans for development, curriculum planning and the school's data on pupils' progress. They also analysed 116 parental questionnaires and questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress pupils have made since they joined the school
- whether the school has taken effective steps to accelerate pupils' progress in mathematics
- pupils' knowledge of what they need to learn next and how they can improve.

Information about the school

Kinsale Junior School was a middle school until two years ago when it became a junior school and the number on roll has fallen since the last inspection. Almost all pupils are from White British backgrounds and very few have English as an additional language. There is a Learning Support Centre (The Studio) based in the school catering for pupils with statements of special educational needs. The overall percentage of pupils with special educational needs and those with statements is higher than average. The majority of these pupils have moderate learning difficulties. The school holds the National Healthy Schools Award, the Activemark and the Eco Bronze Award. The school holds a local paper's award for links with industry, the first time it has been awarded to a primary school.

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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides the pupils with a satisfactory education. It has managed the change in its age range well, ensuring that pupils have continued good care and an interesting and relevant curriculum. There is a strong emphasis on developing pupils' personal and social skills and enjoyment of learning. As a result, pupils enjoy school, feel safe and well-cared for, are thoughtful and well-behaved and have a good understanding of how to keep themselves healthy. They make a good contribution to the community, some having worked with a local business to commercially produce a board game on the theme of Norfolk's Fine Foods. Relationships between pupils and staff are good and the school is a happy place to be.

There have been steady improvements since the last inspection. The school has introduced systems for tracking pupils' progress so that underachievement can be identified to provide support. There has been recent success in improving pupils' progress in writing and, by the end of the last academic year, pupils in Year 6 had made good progress from the end of Key Stage 1. Pupils' progress overall is satisfactory. The school started assessing pupils' attainment on entry two years ago, and make regular assessments that show steady progress in English and mathematics over time. Pupils now have targets for improvement in English, but these are not always specifically geared towards their next steps in learning. Group targets for mathematics have recently been introduced. Recently established pupil progress meetings are identifying underachievement. This has helped to focus support for reading and writing, and it has recently been introduced for mathematics. The provision for pupils with special educational needs is good and they make steady progress, but the school does not have systems for tracking the progress of pupils who cannot access the National Curriculum levels. This means that the school cannot easily spot underachievement or significant gains in learning over time. There are now some opportunities for pupils to assess their own performance, and that of others in lessons, but this rarely applies to their written work. Teachers' marking for writing is helpful and thorough but pupils rarely respond to it. Few pupils take responsibility for deciding how to improve their work. Most do not know what they need to do to attain higher levels.

The senior leadership team and subject leaders have become more involved in monitoring teaching and learning in their subjects and are using data from annual tests to identify where changes in provision are needed. Relevant plans for improvement are based on a good knowledge of the school's needs. The governors support and challenge leaders well and make a significant contribution to the leadership and management of the school. These changes and the steady improvements since the last inspection provide a sound capacity for future improvements.

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What does the school need to do to improve further?

- In order to identify and address any areas of underachievement in English and mathematics:
 - improve assessment so that teachers can track the attainment and performance of pupils, including those with significant learning difficulties, at regular intervals
 - provide focused support and written guidance for pupils of all abilities who are underachieving in mathematics
- Improve pupils' involvement in their learning by:
 - ensuring they respond to their teachers' informative marking
 - making sure pupils understand what they need to do to achieve the next level in English and mathematics
 - involving them in evaluating their work and that of their peers so that they can take responsibility for improving their own work themselves.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils' attainment on entry to Year 3 is broadly in line with the standards expected for their age. This year too few attained the higher level 3 for writing or mathematics, although this varies from year to year. There is no school baseline data for attainment on entry for the Year 5 and Year 6 pupils but the school's records show that most are making at least satisfactory progress in English and steady progress in mathematics. In many lessons during the inspection, pupils made good progress. They concentrate well and enjoy the range of interesting activities on offer. Their writing is often linked to their work in other subjects. They use information and communication technology well. In a science lesson, pupils demonstrated clearly that they know what constitutes a fair test and gave some interesting suggestions about how to complete their experiment. Pupils work hard and take a pride in their achievements. They are developing satisfactory literacy and numeracy skills to prepare them for their futures, and apply these well to practical and relevant tasks.

Pupils thoroughly enjoy school and attendance is good. They feel their views are listened to and many have significant responsibilities in school. The school council discusses improvements to the school, involving their classes. They suggested the purchase of trolleys for school lunch boxes, for example. They assist in the interview process for new staff and have written a Well-being Policy for their peers. Some pupils are supporting the community by writing a tourist brochure for Norwich. Pupils are well behaved and kind to each other. As one pupil stated, 'People don't laugh if you get things wrong.' Older pupils support new pupils in Year 3 when they join the school. They

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have a very clear understanding of how to keep healthy and the importance of a balanced diet, although many do not take advantage of the healthy school meals. Pupils enjoy the many sporting opportunities on offer. They enjoy learning about other cultures as well as their French and Spanish lessons. Pupils often join with other schools for musical events and many learn to play musical instruments.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers plan their lessons carefully, often providing different activities for the range of pupils in their class. Mathematics is taught in ability groups and all teachers fine-tune their planning to cater for the range within each group. This ensures pupils can manage their tasks. The most able pupils generally have appropriate levels of challenge. Resources are used well and many of the lessons involve practical and lively activities, ensuring pupils enjoy their learning. Teachers and teaching assistants question pupils effectively, consolidating learning and encouraging new thinking. In the best lessons, teachers are skilled at adjusting their lesson in the light of pupils' responses, either simplifying or providing more challenge. They provide very good advice when marking

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

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pupils' English books. This refers to targets, asks questions, praises good work and identifies points for improvement. However, they do not make sure that pupils follow up their comments, although some pupils initial the comments to show they have read them. The marking in mathematics books is less informative and targets are not always relevant to the pupils' present work. The provision for pupils with special educational needs is good, especially those in 'The Studio'. This helps them to make steady gains in learning. These pupils are taught in mainstream classes each afternoon so that they have full access to the curriculum.

The school has had some success in improving the provision for writing. This has reversed a downward trend in standards and has enabled pupils to make better progress. Good use of writing across the curriculum is embedding their skills further. Although the school has traditionally taught mathematics in ability groups, it is looking at other ways to help pupils develop their skills more quickly. They have provided some 'catch-up' groups this term but these are very new and are not general practice across the school. The school is aware that they need to help pupils become more involved in taking responsibility for planning and evaluating their learning. The most able pupils enjoy their 'Aquila Club' with the headteacher, which works on projects for the community, one example of the many enrichment activities provided for pupils. There is a strong personal, social and health education curriculum. Many visits and visitors to school, help pupils develop an understanding of the lives of others and to make informed choices. The large majority of pupils attend one or more of the many extra-curricular activities, which cover a wide range of themes, including plenty of sport. Pupils cultural experiences are extended through, for example, performances by the 'Grassroots' theatre group from Zimbabwe.

This is a caring school where pupils feel valued and secure. Safeguarding procedures are good and health and safety procedures, robust. The behaviour policy, drawn up with the pupils, is effective and applied consistently. Pupils are taught how to take care of themselves, including when using the internet. The school works well with external agencies and buys in additional support when appropriate. A councillor from the Benjamin Foundation, for example, has helped several pupils to cope with their challenges. The very few pupils with English as an additional language have additional support so that they swiftly acquire English language skills. There are good links with the feeder and high schools. Pupils are encouraged to reflect on issues and to evaluate their own contribution to discussions in personal, social and health education or religious education lessons. They also consider what their peers have said, that helps them to form their own views on moral and social issues. This is effective in helping pupils make good choices in life

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3

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The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders are ambitious for their pupils and the staff. Several staff have gained additional qualifications. Professional development is carefully targeted to improve adults' practice and facilitate school improvement. The school's development planning is realistic and appropriately based on an accurate evaluation of strengths and areas for improvement. The monitoring of teaching in lessons is thorough and provides teachers with detailed feedback, identifying developmental areas, although these do not form the focus of the next observation to evaluate improvements in practice. Governors focus on learning extremely well when they observe lessons; they identify pupils' attitudes, attention to safety and other aspects of their personal development, including their enjoyment of learning. Many parents and grandparents support learning in school and the school provides regular newsletters and other information. A useful home-school booklet provides parents with a means to communicate with teachers. This is an inclusive school; pupils of all abilities and backgrounds are fully integrated into all aspects of school life. The school serves pupils with specific emotional or behavioural, educational or linguistic needs well, with targeted support to help them have full access to the school's activities. Pupils are confident that they are valued. More needs to be done to ensure every pupil is enabled to reach his or her full potential.

Safeguarding procedures are robust. All adults who work with the pupils have had the required checks, staff are suitably trained and governors ensure that policies and procedures are regularly reviewed and updated as necessary. Several staff have comprehensive first aid training. The school is very involved with the local community and the wider city of Norwich. There are plans to develop links with a village school in Norfolk. Plans for promoting community cohesion are not yet adapted to address the school's specific circumstances to extend pupils' horizons, and the school is aware that more needs to be done to promote global links.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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

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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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Parents unanimously agree that the school keeps their children safe. Almost all the responses in the questionnaire indicate that parents are pleased with the work of the school and its leadership and management. A very small minority of parents felt that their child was not making enough progress. The inspectors agree that some pupils are not making as much progress as they could. Although a few parents felt that unacceptable behaviour was not dealt with effectively, the inspectors found procedures and practice to be good. The inspectors also found that the school has responded to parents' suggestions and views although a very small minority of parents disagreed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kinsale Junior 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 116 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	41	66	57	2	2	0	0
The school keeps my child safe	56	48	60	52	0	0	0	0
The school informs me about my child's progress	40	34	71	61	5	4	0	0
My child is making enough progress at this school	41	35	65	56	10	9	0	0
The teaching is good at this school	42	36	67	58	4	3	0	0
The school helps me to support my child's learning	34	29	75	65	6	5	0	0
The school helps my child to have a healthy lifestyle	38	33	71	61	4	3	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)	35	30	71	61	4	3	0	0
The school meets my child's particular needs	42	36	66	57	6	5	0	0
The school deals effectively with unacceptable behaviour	38	33	68	59	9	8	0	0
The school takes account of my suggestions and concerns	38	33	64	55	10	9	0	0
The school is led and managed effectively	49	42	60	52	6	5	0	0
Overall, I am happy with my child's experience at this school	47	41	64	55	5	4	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 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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.



Thursday 4 March 2010

Dear Pupils

Inspection of Kinsale Junior School, Norwich, NR6 5SG

Thank you all for your help and friendliness during our recent visit to your school. The inspectors judged that you go to a satisfactory school. We were very pleased to see how much you enjoy school and your hard work in your lessons. A special thanks to those of you who shared your views with us.

You told us that your teachers take good care of you in school. We agree with you. It is good that you feel very safe in school and know how to take care of yourselves and each other. You behave well and are kind and considerate. You help your teachers to make your school a happy place to be.

We looked at your books and could see that most of you make steady progress. Some of you have made good progress in improving your writing because your teachers have improved the way they measure your learning. This helps them plan interesting ways for you to use your writing across the subjects. Your English books are very carefully marked but few of you make the most of this to help to improve your work. Please take your teachers' advice. We know how responsible you are and have asked your teachers to help you decide for yourselves what you need to do to improve. You need to know what to do to achieve the next level and learn how to set your own targets. We want you to achieve well and know you would relish the responsibility and challenge. You will then be able to amaze your teachers with your progress. To improve your mathematical skills, we have asked your teachers to give you targets that match your needs and ensure you have good support.

You have interesting things to learn and plenty of extra activities to enjoy. We are impressed by the way you carry out your many responsibilities. We wish we had had time to play the 'Norfolk's Fine Food' game while we were at your school! Your school provides you with a sound education and I am sure you will help your teachers make your learning as good as many other aspects of the school.

Yours sincerely

Judith Dawson

Lead inspector

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