

# Kinsale Junior School

Kinsale Avenue, Hellesdon, Norwich, NR6 5SG

## Inspection dates

4–5 December 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Senior leaders and governors have taken robust action to tackle past weaknesses. This has led to significant improvements since the last inspection.
- Past weaknesses in mathematics are largely resolved. Pupils now make good progress.
- The school works hard to meet the needs of all pupils. Disadvantaged pupils are currently learning at a faster rate so that the gaps between their attainment and that of other pupils are closing.
- Provision to support disabled pupils and those who have special educational needs is outstanding.
- Teaching is good. Pupils are appropriately challenged to make good progress in most lessons. Systems for checking pupils' progress are well established.
- Behaviour is good. Pupils feel very safe. They have very positive attitudes to learning. They behave well and produce good quality written work.
- Extra-curricular provision is extensive and well supported.
- Governance has improved. Governors are well informed about pupils' achievement and the quality of teaching and are increasingly effective in supporting school improvement.

### It is not yet an outstanding school because

- There is not yet enough outstanding teaching to accelerate pupils' progress further.
- Year 3 pupils are not sufficiently far advanced in developing well-formed joined handwriting. There are some associated weaknesses in spelling.
- There is insufficient awareness between the partner schools of the skills necessary to facilitate rapid progress in learning as pupils move between each phase of their education.

## Information about this inspection

- Inspectors observed 10 lessons, four of which were seen jointly with the headteacher.
- Inspectors looked closely at pupils' written work for the current school year. They listened to some pupils reading.
- Meetings were held with a group of pupils, the Chair of the Governing Body and two other governors, the school's senior leaders and with a representative of the local authority.
- Inspectors took account of the 24 responses to the staff questionnaire and the 27 responses to the online questionnaire, Parent View.
- Inspectors observed the school's work and looked at a range of school documents, including plans for improvement and records of the school's checks on the quality of teaching. They also considered local authority review reports, external consultant reports, minutes of governing body meetings and records relating to behaviour, attendance, safeguarding and the systems used to track pupils' progress.

## Inspection team

George Logan, Lead inspector

Additional Inspector

Sa'ad Khaldi

Additional Inspector

## Full report

### Information about this school

- Kinsale Junior School is smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- About one in every seven pupils is disabled or has special educational needs. This is below the national average.
- The school meets the government's current floor standards. These set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The proportion of disadvantaged pupils eligible for support through the pupil premium (additional funding for pupils known to be eligible for free school meals and those who are looked after) is about one in every four pupils. This is close to the national average.
- The school shares a site with its partner infant school, a secondary school and a children's centre. All of these are managed and inspected separately.
- Until its closure in July 2014, the school accommodated a specialist resourced base which supported up to 10 pupils with moderate learning difficulties.
- The school has the support of a National Leader of Education, who is the headteacher of Costessey Junior School, Norwich.

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

- Build upon the current strengths in teaching so that pupils experience a higher proportion of outstanding teaching in order to accelerate their progress further.
- Build further upon pupils' improving achievement by ensuring that:
  - appropriate emphasis is given to improving pupils' skills in spelling
  - younger pupils acquire a more fluent, legible and well-formed style of handwriting.
- Establish closer links with all partner schools, particularly the main feeder infant school, to ensure shared high expectations of the skills necessary to enable pupils to make rapid progress in the next stage of their education.

## Inspection judgements

### The leadership and management are good

- Senior leaders have responded fully to the weaknesses identified at the last inspection and have made significant improvements in leadership, teaching and achievement. The school's self-evaluation is realistic and accurate. Data on pupils' achievement are analysed rigorously and shared with all staff. The priorities in the school improvement plan are appropriate. Pupils' progress has continued to improve, although this is not yet fully evident in the school's published data.
- Subject leadership has strengthened since the last inspection, particularly in mathematics. Consequently, leadership capacity has increased. Key subject leaders are very knowledgeable about their subjects. They have developed their skills and knowledge to become increasingly effective in monitoring and supporting their colleagues. Comprehensive new planning has been introduced to support literacy. Subject leaders are clear as to where further improvements are needed.
- The school accurately evaluates the quality of teaching and has been effective in ensuring improvements so that almost all teaching is now good, with some that is outstanding. Teachers receive accurate feedback about their teaching and are given relevant support to help them improve.
- Systems to manage teachers' performance are thorough. Their targets are closely linked to what pupils need to achieve. Staff become eligible for higher salary payments only if they can demonstrate a significant impact upon pupils' achievement. Teachers now use performance data to help them plan more challenging lessons.
- Effective use of additional funding is ensuring a significant and positive impact on the achievement of disadvantaged pupils currently in the school.
- School leaders successfully promote pupils' personal and social development so that pupils are kept safe and behave well. Safeguarding requirements are met.
- Provision for pupils' spiritual, moral, social and cultural development is good. Pupils greatly enjoy the many opportunities available in school. They are tolerant of others and are well-prepared for life in contemporary British society. Pupils participate in many visits to cultural events, including theatre and ballet performances, and to historical locations locally.
- The structure and content of the curriculum has been revised so that it is, currently, in line with recent changes nationally. The school works cooperatively with other schools, particularly the high school, to ensure a shared approach to, for example, mathematical calculations and to modern foreign language teaching. Pupils have a wide range of experiences to enhance their learning. Members of the Aquila enterprise group undertake unusually high-profile activities, such as publishing cook-books and running a charity ball. The school has identified a modified assessment system to replace levels as these are phased out.
- Activities funded through the primary school sport funding have increased pupils' opportunities to participate in sports clubs and in competitions. The school seeks to ensure the long-term impact of this funding through providing good quality staff training. A high proportion of pupils participate in at least one of the many clubs provided.
- The school has received extensive support from the local authority in order to support improvement. The school has good relationships with parents. While there are some links with the main feeder infant school, these could be further improved.
- **The governance of the school:**
  - Governance has undergone many changes since the last inspection. Governors have recruited new members and updated their training. They are now in a position to offer good skills and experience to the school, to provide significant challenge and to demonstrate their impact. Consequently, they are playing a much greater role in driving improvement. Governors understand how the school's performance compares with that of schools nationally. They have a good understanding of the strengths

and weakness of teaching. Governors ensure that pay increases properly reflect individual teachers' effectiveness. Governors ensure that the school promotes tolerance, provides equality of opportunity and tackles any discrimination. They check the impact of additional funding on gaps in attainment between disadvantaged pupils and others. Along with senior leaders, they ensure that statutory duties are met, including those for the safeguarding of pupils.

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

### **Behaviour**

- The behaviour of pupils is good. Pupils have positive attitudes to learning. They work well individually and in small groups and can sustain attention and effort for extended periods. Their written work is produced to a consistently good standard.
- Pupils undertake many duties, so enabling the school to run efficiently. Older pupils have responsibilities for younger classes when an outdoor break is not possible. Some pupils are playground leaders, supporting both infant and junior school pupils.
- Lapses in the good behaviour are rare. There have been no exclusions for the last two years. Behaviour is well-managed both in class and around the school. Relationships are good. Pupils are aware of the possible impact of their actions upon others. Both parents and pupils feel that behaviour is good.
- The school has effective systems to promote regular attendance. This continues to be above average.

### **Safety**

- The school's work to keep pupils safe and secure is good. The school site is secure and entry procedures are well-monitored. Risk assessments are thorough. Rigorous staff recruitment procedures have been implemented. Safeguarding arrangements, and staff training, meet national requirements.
- Pupils feel safe in school. They say that they support each other and that help from staff is always available.
- The school provides cycle training for all year groups and regular updates on road safety. There are regular assemblies which focus on the risks arising from the internet, social networking sites and cyber-bullying. The school actively communicates warnings on e-safety to parents and pupils.
- Anti-bullying assemblies ensure that pupils recognise the risks of bullying and that these may take different forms. Pupils feel, however, that there are few concerns in this school. Pupils are aware that the school takes a firm line if any issues arise.

## **The quality of teaching** is good

- Pupils experience mainly good teaching in literacy and mathematics, with some that is outstanding. However, the proportion of outstanding teaching remains relatively low. Most teachers provide good levels of challenge so that learning is good. This was evident in a successful Year 6 literacy lesson where pupils were using a series of biographies of a children's author to devise interesting questions to ask him in an interview. The biographies had been carefully selected to enable each pupil to access the material at different levels. The task was challenging and pupils showed a high level of engagement.
- Disadvantaged pupils achieve well because their progress is carefully tracked and they receive effective support, very closely tailored to their needs. Learning support staff successfully support small groups and individuals.
- The teaching of phonics (the sounds letters make) is effective, with additional support provided for pupils who have not made sufficiently rapid progress. Pupils practise their reading across the curriculum, so extending their skills and understanding of language.

- The school has effective systems for checking and improving pupils' progress. Teachers' marking is thorough and shows clearly what pupils have to do next. Targets are used well by teachers to guide pupils' progress.

### The achievement of pupils

is good

- Typically, pupils attain broadly average standards by the end of Year 6. Standards were lower, however, in 2014, particularly in mathematics and in English grammar, punctuation and spelling. This was a small and unrepresentative year group, with only one class. It also included several members of the specialist resourced base and other vulnerable pupils, often with very low prior attainment. Current Year 6 pupils are in a significantly stronger position than at a similar point in the previous year. Weaknesses in mathematics, particularly in the performance of girls, have been rigorously addressed through extensive staff training.
- Since the last inspection, pupils' achievement has improved in line with the significant improvements in teaching. However, the extent of these gains in learning is not apparent in the school's published data. The school assesses all pupils on entry and considers entry points to be average at best, and occasionally lower. On that basis, progress within year groups is now mostly good and improving year on year. This is clearly reflected in pupils' books.
- Writing, particularly handwriting, and spelling are key weaknesses for younger pupils. A review of pupils' writing in Year 3 early in the current year, carried out by inspectors, showed that only about one pupil in every ten had progressed to well-formed, joined handwriting at that point. This is also linked to identified weaknesses in spelling. Consequently, making up lost ground in writing significantly slows overall progress in Year 3. The full benefit of improved teaching and accelerated progress is only fully evident in Years 5 and 6.
- In 2014, the attainment of disadvantaged pupils in Year 6 was approximately three terms behind the others in the year group in mathematics, four terms behind them in reading and six terms behind them in writing. They were five terms behind other pupils nationally in all three subjects. However, this reflects the particular characteristics of that year group. For all subjects and year groups currently in school the gap is never larger than one and a half terms, and much less for the current Year 6. Often, disadvantaged pupils are making better progress than the others because of the well-targeted support they receive.
- Disabled pupils and those who have special educational needs benefit from the expertise of the former specialist resourced base teacher. They currently make similar good progress from their starting points as other pupils, because of the outstanding support provided by the specialist teacher.
- Progress in reading is now good. Pupils' knowledge of phonics is mostly good and any weaknesses are addressed in Year 3. Pupils read regularly and most are competent readers.
- The most-able pupils are now learning more rapidly. A significant number of Year 6 pupils are working towards the challenging Level 6 in mathematics.

## 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

<b>Unique reference number</b>	120985
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	442051

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	237
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin Mattholie
<b>Headteacher</b>	Carolyn Baxter
<b>Date of previous school inspection</b>	12 December 2012
<b>Telephone number</b>	01603 425662
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