

# Keyworth Primary and Nursery School

Nottingham Road, Keyworth, Nottingham, NG12 5FB

**Inspection dates** 2–3 July 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders create a caring and supportive 'family-feel' culture where the aim for high achievement is shared by the whole school community. This has led to major improvements in teaching and achievement.
- Pupils throughout the school make good progress. Standards in English and mathematics are rising swiftly, especially in reading.
- Teaching shows sustained improvement. It inspires pupils' enjoyment and interest, while requiring them to think hard.
- Teaching assistants make a highly effective contribution to pupils' learning.
- Pupils enjoy school because they are valued by all staff as unique individuals.
- The school supports pupils who need extra help in learning well. This enables them to make good progress.
- Pupils' eagerness to learn, their behaviour around the school and the effective way that they are kept safe contribute well to school life.
- The high-quality experiences, visits and additional activities provided by the school make a lasting contribution to broadening pupils' horizons, providing extra interest and excitement to learning.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. The exciting work with the Royal Shakespeare Company deepens pupils' understanding of their cultural heritage.
- Governors strongly support school leaders in setting high expectations that are raising pupils' achievement. Teaching is checked thoroughly and swift action taken so that it has improved, along with all other aspects of the school.

### It is not yet an outstanding school because

- Pupils' spelling is not as well developed as other aspects of their writing.
- Not all staff ensure that pupils' handwriting ensures neat presentation of written work.
- Pupils' fluency in mental mathematics is not given enough importance in some classes and this impedes progress for some pupils.

## Information about this inspection

- The inspector observed 13 lessons or parts of lessons, all of which were observed jointly with the headteacher. The inspector also listened to pupils read, attended an assembly and observed break and lunchtimes.
- The inspector scrutinised pupils' workbooks for the past year, for all year groups. Some of this scrutiny was carried out jointly with the headteacher and another senior member of staff.
- Meetings were held with members of staff, pupils, a representative from the local authority and a group of five governors, including the Chair of the Governing Body.
- The inspector took account of the 36 responses from parents via the online Parent View questionnaire. Questionnaires completed by eight staff members were also taken into account.
- The inspector observed the school's work and examined a wide range of documentation including: national assessment data and the school's own assessments; the school's own view of its work; local authority reports; minutes from governing body meetings and a range of school policies and their implementation, including those related to safeguarding.

## Inspection team

Ruth McFarlane, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school in which most pupils are White British.
- The proportion of pupils supported by pupil premium funding is above average. (The pupil premium is additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority).
- The proportion of disabled pupils and those with special educational needs who are supported by school action is above average. A slightly below-average proportion of pupils are supported by school action plus or have a statement of special educational needs.
- The school meets the current floor standard, which is the government's minimum expectation for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The majority of classes are mixed-age classes.
- The proportion of pupils entering the school roll at other than the usual starting points is above average.
- A breakfast club and an after-school care club are run by the governing body and provided for pupils during term time.
- A setting for under-threes is on site. This is managed separately, and was not part of this inspection.

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

- Improve teaching and pupils' achievement to be outstanding by:
  - implementing more effective ways of ensuring accurate spelling
  - ensuring that pupils' written work and handwriting are presented neatly and accurately
  - improving pupils' fluency in mental calculation in mathematics.

## Inspection judgements

### The achievement of pupils is good

- Children enter the school with abilities that are often considerably below those typical for their age. This is also the case for those pupils entering later than the usual starting points. In 2013, standards for pupils leaving Year 6 were broadly average in reading and mathematics, and above average in writing. This represents good achievement. Standards and progress are improving across the school.
- Good teaching and exciting activities in the Early Years Foundation Stage lead to good progress for each child, although, by the end of their Reception Year, the proportion of children reaching a good level of development in all areas of their learning is below the national average.
- Pupils now make good progress in Years 1 and 2, reversing the declining trend in achievement in these year groups. The confirmed results of the 2014 Year 1 phonics check (letters and the sounds they make) are well above the 2013 national average.
- Current data, work scrutiny, observation and discussion with pupils show rising standards through the school, in reading especially, for all the pupils, whatever their backgrounds, and including those who join the school roll later than the usual starting points.
- Pupils read confidently. They enjoy books and are on track to achieve well. Work with the Royal Shakespeare Company has embedded pupils' enthusiasm for reading and drama. Pupils' understanding of their cultural heritage is beyond their age. Pupils perform and observe scenes from Shakespeare's *'Twelfth Night'* and *'Richard III'*, using the author's language with convincing understanding.
- The most able pupils do well. About a quarter of the Year 6 pupils are working at Level 6, the standard expected of a fourteen-year-old, in reading, writing and mathematics. Writing through the school is imaginative and interesting to read, and draws on pupils' wide-ranging reading. The most able pupils in Year 6 are also highly skilful in applying their mathematical skills to difficult problems.
- Disabled pupils and those with special educational needs make good progress. Their learning is planned carefully, so that their knowledge and skills are boosted at a good pace. Staff are very sensitive to pupils' particular needs and this helps them to achieve well.
- Every pupil in the 2013 Year 6 cohort who was supported by pupil premium funding, including those known to be eligible for free school meals, made good progress through the school. Despite this, in 2013, their attainment was not as high as the others in their class. They reached the same standards in mathematics, but were four terms behind their classmates in writing, and over two terms in reading. The current cohort is on track to narrow these gaps considerably. Senior leaders leave no stone unturned in the way that the group's progress is checked to secure the right provision for them. This exemplifies the effective promotion of equality of opportunity for all pupils.
- Although progress is good overall, there remain some inconsistencies. Pupils' spelling is not as good as other aspects of English, and limited their performance in the Year 6 English grammar, punctuation and spelling test in 2013. Some pupils struggle to solve problems in mathematics because they are not adept at mental calculation.

**The quality of teaching is good**

- Effective checks on pupils' progress is one of the many strengths in the teaching. Progress is reviewed half termly. Pupils' ongoing achievement in reading, writing and mathematics is recorded systematically. Additional support, for individual pupils who are falling behind, helps them to catch up. This means all achieve well.
- Work makes pupils think hard. In an effective Year 5/6 English lesson, for example, pupils were guided in their reading to extend and develop their logical and critical thinking at a standard well beyond that typical for their age.
- Teachers have good subject knowledge, especially in English and mathematics. Sharp questioning and high expectations enable pupils of all ages to learn well. The variety of work ensures that all abilities are challenged to work hard and make at least good progress.
- Teachers and teaching assistants work well as a team. Adults know the pupils well and provide good support for their particular needs. They check that pupils understand the work and make sure that pupils make good progress, by allowing them to demonstrate their knowledge and skills. This contributes successfully to improving achievement.
- The quality of marking of pupils' work has improved since the previous inspection. It is helpful to pupils' improvement because the guidance is clear and pupils learn from their mistakes.
- Pupils produce a good amount of work; however, teachers' expectations of the quality of presentation of handwriting and accuracy in spelling are not consistent in all classes and books. There is also inconsistency in the effectiveness with which mental mathematics is taught and practised, so that pupils do not all develop fluency. For some, this holds back their speed in solving problems.

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

- The behaviour of pupils is good. Pupils visibly enjoy learning and endeavour to do their best whether working by themselves or with friends in lessons.
- Attendance is above average. In class, pupils are keen and excited to learn. Pupils are friendly, polite and courteous to each other, staff and visitors. Pupils of all ages play together happily and safely on the playground.
- Pupils take pride in activities they undertake, whether representing others on the school council or taking part in school and community events. However, pupils' handwriting is not always neatly presented.
- A very few pupils, staff and parents indicated that behaviour is not always good in and around the school. No misbehaviour was seen during the inspection, and records showed that behaviour is typically good.
- The school's work to keep pupils safe and secure is good. Pupils report there is no bullying in school and well-kept school records support this view. Pupils are confident that adults will help them when needed.
- The school places high priority on keeping pupils safe, and this pervades all it does. Pupils understand how to keep safe when using computers, for example, because they receive regular

guidance and support on avoiding cyber bullying.

## **The leadership and management** are good

- The headteacher leads the school with an outstanding determination that the school will continue to improve while maintaining its 'family-feel' nurturing atmosphere. This has had a good impact in the past year, with all staff sharing effectively in work to raise achievement. Judgements are accurate about how well pupils are doing and the quality of teaching.
- The monitoring of teaching is diligent, and effectively identifies aspects that need attention. Plans are put in place to support teachers where needed. The expectation of good and better teaching is measured rigorously. Teachers know that financial reward is linked to classroom performance.
- Checking on pupils' progress is detailed and accurate. Information about the quality of teaching and pupils' progress is used well to set priorities and identify clear actions for the school to take. These are followed through by all and are effective in raising attainment.
- All leaders are clear of their responsibilities for leading on improvement in teaching and learning. The two main management teams, for literacy and numeracy, with each leader also taking responsibility for some of the other subjects, work well in leading improvement and this bodes well for further improvements.
- The excellent, flexible, adaptable curriculum (the subjects taught) includes many worthwhile visits, for instance to residential adventure activities. These, and the outstanding work with the Royal Shakespeare Company, have contributed to the school's highly effective promotion of pupils' spiritual, moral, social and cultural development.
- All parents who expressed an opinion feel their children are happy and safe at school, that teaching is good and that their child makes good progress. Almost all would recommend the school to others.
- Pupils' health and well-being are enhanced by the school's thoughtful use of the primary schools sport funding. This is spent on increasing pupils' experience and staff skills, for instance by having a professional trampoline coach in school. The breakfast- and after-school care arrangements enable a good start and end to the day for those pupils who participate.
- Support from the local authority is entirely appropriate. Checks are kept on the school's progress and there is, rightly, confidence in leaders' ability to continue the path of improvement.
- **The governance of the school:**
  - Governors review data and have a very good understanding of the progress pupils make. They check that the pupil premium is spent wisely and that these pupils make good progress.
  - Governors have a wide range of skills and experience which they use fully to benefit the school and all its pupils. They are committed to their own development and undertake regular training.
  - Governors play an active role in evaluating the school and planning for improvement. They monitor the quality of teaching and make sure any underperformance is quickly dealt with and that the pay policy reflects how better teachers will be rewarded financially.
  - The governing body has a clear programme of policy review and it makes sure that all statutory requirements relating to safeguarding are met.

## 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>	122728
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	441969

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	144
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rebecca Horne
<b>Headteacher</b>	Chris Guest
<b>Date of previous school inspection</b>	5 February 2013
<b>Telephone number</b>	0115 9748005
<b>Fax number</b>	0115 9748006
<b>Email address</b>	schooloffice@keyworth.notts.sch.uk

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