

Keyworth Primary and Nursery School

Inspection report

Unique Reference Number	122728
Local Authority	Nottinghamshire
Inspection number	359293
Inspection dates	15–16 March 2011
Reporting inspector	Sue Hall

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	169
Appropriate authority	The governing body
Chair	Rebecca Horne
Headteacher	Chris Guest
Date of previous school inspection	23 April 2008
School address	Nottingham Road Keyworth, Nottingham NG12 5FB
Telephone number	0115 9748005
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Age group	3–11
Inspection dates	15–16 March 2011
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Registered Childcare provision	Little Windmills
Number of children on roll in the registered childcare provision	29
Date of last inspection of registered childcare provision	Not previously inspected

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Introduction

This inspection was carried out by three additional inspectors, who observed eight teachers in parts of 15 lessons. The headteacher joined the lead inspector for several lesson observations. There were brief discussions with a small number of parents and carers. Meetings were held with the school's leaders, members of the governing body and pupils. Inspectors observed the school's work and looked at a range of policies, planning documents, records of pupil progress, minutes of governing body meetings and data about pupils' performance. They examined documentation associated with the school's arrangements for keeping pupils safe. Inspectors scrutinised 68 completed questionnaires returned by parents and carers, 68 by pupils and 10 by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well do all groups of pupils achieve, including those with learning difficulties and/or disabilities, particularly in reading and writing?
- Do teachers plan the curriculum carefully enough to provide appropriately challenging activities for all groups of pupils, especially in English?
- Does the school have accurate self-assessment procedures and how effective is the leadership team in monitoring and evaluating the quality of provision?

Information about the school

This smaller-than-average sized school is situated in a large village near Nottingham. Slightly more pupils are known to be eligible for free school meals than is average. There are a low proportion of pupils from minority ethnic groups and a very small number speak English as an additional language. The percentage of pupils with learning difficulties and/or disabilities is below average. These additional needs encompass several areas with most being moderate learning difficulties. More pupils join and leave the school other than at the usual time. There is both part-day and full-day care for children of Nursery age which is managed by the school and included within this report. The school holds Activemark and Green Flag Eco awards.

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

This is a school that provides a satisfactory quality of education. The personal development of the pupils is good and most behave well. They understand how to keep themselves and others safe and enjoy taking on responsibilities in and around the school. There are good links with parents and carers, many of whom speak with pleasure about how much their children enjoy school. This is epitomised by one who notes 'My child loves and feels a part of this school - he asked if we won the lottery and moved out of the village if he could still go to Keyworth Primary School!'

Children enter the school with skills that vary widely from year-to-year. Progress is now good in the Early Years Foundation Stage, but in previous years some groups have moved into Year 1 with below average skills. In Years 1 to 6 pupils make satisfactory progress. Standards in Year 6 vary according to the ability of the group and are currently a little below average. However, assessment data and inspection observations confirm that other year groups have skills that are better and are at least average. Pupil achievement is satisfactory overall. There is little difference in the progress of boys and girls, although some pupils, including several older girls, appear reluctant to join in discussions, which limits the development of an expressive vocabulary. While the proportion of pupils with special educational needs and/or disabilities is below average overall, the percentage in some individual year groups is much higher. These pupils make similar overall progress to their classmates. Standards in reading and writing are weaker than in mathematics, which has been the picture for some time. While most pupils read with reasonable skill, some group reading activities do not provide a high level of challenge. Pupils' writing does not show the consistent development of spelling strategies and grammatical accuracy or result in lengthy and descriptive work that shows depth and imagination.

The quality of teaching and learning and of the curriculum is satisfactory. Teaching in the Early Years Foundation Stage is good and is making a positive impact on the development of children's early learning. Staff throughout the school have good relationships with pupils, offer them a lot of encouragement and manage lessons well. However, the use of assessment information to inform curriculum planning is not consistently effective. Therefore, some activities do not provide a high enough level of challenge for some groups of pupils. The care, guidance and support of pupils are satisfactory and pastoral care is good, especially for those with complex additional needs. At times, however, the school does not act promptly enough to address the additional needs of other pupils.

Leadership and management are satisfactory. The staff team work well together and share a vision for improvement. Governors are supportive of the school. Subject leaders have a greater role in leading curriculum developments than previously, with most impact in mathematics. The monitoring and evaluation of the school's effectiveness is however too generous and does not always accurately identify the quality of provision or the

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sometimes small next steps necessary to secure improvement well enough. The school has satisfactory capacity to improve further.

Up to 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.

What does the school need to do to improve further?

- Improve the achievement of all pupils, especially in English, by:
 - providing carefully planned opportunities for pupils to discuss their ideas, develop a wider vocabulary and express themselves confidently
 - making sure that guided reading sessions provide a consistent level of challenge for all pupils
 - ensuring pupils develop the skills to write accurately, imaginatively and at length and in depth.
- Ensure that the quality of teaching and learning is consistently good by:
 - making full use of the range of assessment information to provide the highest appropriate level of challenge for different groups of pupils
 - providing prompt and appropriate support for pupils with learning and/or behavioural difficulties.
- Improve the quality of leadership and management by:
 - ensuring that the monitoring of the work of the school takes account of all information and is rigorously evaluative
 - using information from monitoring activities to inform self-evaluation procedures and school improvement planning to secure further improvement in raising standards.

Outcomes for individuals and groups of pupils

3

Children enter the Nursery with wide ranging skills which currently are in line with expectations for their age. Some of these children attend from outside the area and do not transfer into the main school. Data shows that in other years there has been variation in ability levels on entry and some cohorts have skills below the targets for their age. In Years 1 to 6 pupils of all abilities make sound progress, which helps them prepare for their future in a satisfactory manner. Several pupils achieve well, especially in mathematics, because they use what they already know to solve problems accurately. Overall progress is satisfactory in speaking and listening and reading and writing, but pupils do not always develop higher level skills. Good progress was observed in a Year 6 lesson when pupils wrote a character description by recognising the devices used in a familiar text including similes and alliteration. Here, probing questions, coupled with reminders that imagery draws a picture of the scene, encouraged the pupils to consider what else in their descriptions could be improved. However, some older pupils and especially the girls offer little to discussions.

Several pupils who join in Key Stage 2 have special educational needs and/or disabilities. Information shows that the current Year 6 group has a much higher proportion of pupils

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with additional needs than in other cohorts. These pupils make similar progress to other groups, as do the small number of looked after children. Attendance is above average and punctuality is good, which has a positive impact on learning.

Pupils understand how to keep safe in and out of school, including issues of cyber bullying. The behaviour for learning of the large majority of pupils is good and there is little evidence of bullying. The responses to the pupils' questionnaire indicate a few do not think behaviour is good at all times, but in discussions most said the large majority behave well and that misbehaviour is acted upon by staff. Most pupils have a good understanding of what constitutes a healthy lifestyle and many enjoy very active playtimes and the wide range of lunchtime and after school sports activities. Family service lunch arrangements encourage healthy eating and social skills, although pupils have limited choices including of salad and fresh fruit. More remains to be done to encourage some pupils and their families to make healthy choices for packed lunches. Pupils contribute well to the school and wider community, including through Eco activities and with the opportunity for older pupils to organise and run lunchtime sessions for others. Pupils' spiritual, moral and social development is good with many opportunities to work together in groups. Pupils' cultural development is satisfactory, although there are limited opportunities to help them develop a wider understanding of life in today's multi-cultural United Kingdom.

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

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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How effective is the provision?

The majority of teaching and learning observed during the inspection was satisfactory and with some that is good, which is confirmed by the sample of pupils' recent work. The most effective teaching was seen in the Early Years Foundation Stage where staff have good expectations of what the children can achieve. Strengths in teaching across the school include good relationships and the quite high number of teaching assistants who particularly support pupils' personal development and pupils with complex additional needs. The learning and progress of pupils in Years 1 to 6 is, however, still inconsistent. The school has a reasonable range of assessment information available that shows the progress made over regular periods in each year. However, curriculum planning does not always take sufficient account of this to ensure that different groups are provided with the highest appropriate level of challenge. During the inspection, limited use was made of the computer suite and there are few classroom computers to support the development of specific skills on a regular basis, including writing.

The school can point to examples of the considerable difference it makes to the most vulnerable of its pupils including through the effective work of the Parent Support Advisor. Pastoral care is noted as a strength by several parents and carers including of children with high level additional needs. Positive comments include, 'I cannot say enough about how the school team have developed, managed and nurtured my child and how he has progressed beyond recognition'. However, the school is not as effective in meeting promptly the needs of other pupils with learning and/or behavioural difficulties.

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
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Senior staff share a commitment to the all-round development of the pupils and a vision for school improvement. However, leaders have not always been able to drive developments forward at a fast enough pace and there are still some inconsistencies in provision. School self-evaluation procedures are broadly satisfactory, but at times do not take sufficient account of the range of information available. For example, recent self-evaluation indicates that all elements of leadership and management are good and some are outstanding, including provision in the Early Years. Data, samples of recent work and inspection evidence indicate many of these evaluations are too generous.

Links with parents and carers are good because a lot of time is spent informing and involving them in their children's learning. Governance is satisfactory. The governing body is supportive of the school but has not always been effective in probing deeply enough the

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variation in standards over the last three years. The effectiveness of partnerships in promoting learning is satisfactory overall and links with external agencies that promote pupils well-being are good. The school also promotes equality of opportunity and tackles discrimination in a satisfactory manner especially for those pupils whose circumstances make them most vulnerable. Procedures to safeguard pupils meet requirements, including careful checks of those who work in school and established Child Protection procedures. The school building is secure and leaders carefully consider issues including access to and from the school site. The school promotes community cohesion satisfactorily including links with several local groups and with clear plans to extend the effectiveness of already established international 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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The school provides both the standard provision for children of Nursery age and also additional sessions for these children in the Little Windmills group, which run alongside provision for children in the Reception class. The overall effectiveness of the Early Years Foundation Stage is good and meets the needs of the children well. Children attend from quite a wide area because of the 'good name' developed recently by the setting. They have very mixed skills and experiences on admission, with the current group in line with expectations for their age. However, this has not always been the picture and some groups, including those currently in the Reception year, have skills that are not quite at such a level. The quality of teaching and learning is good with some well focused teacher-led activities including the learning of letters and sounds that are successful in building children's early reading and writing skills. The curriculum is good with a careful balance of adult-led and child-chosen activities both inside and outdoors. The accommodation is spacious and well organised with areas set up to help develop specific skills including role-play, mark-making and knowledge and understanding of the world. Good use is made of

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the outside area including on a hunt for letters and sounds requiring a search of the area. However, some staff, including the good number in support roles, sometimes miss the opportunity to encourage the pupils to respond to questions in more detail and therefore extend their vocabulary even further. Leadership and management are good and the staff team work well together to provide a range of interesting activities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A good number of parents and carers replied to the inspection questionnaire. Several responses also included positive comments about the strengths of provision for pupils with special educational needs and/or disabilities. These indicate over several years the school has done a lot to support individuals and their families. Discussions with a small number of parents and carers of the youngest children indicated their strong approval of what is provided. Parents and carers are unanimous in that they think the school helps pupils develop a healthy lifestyle and prepare well for the future. The main disagreement with what the school provides is that some parents and carers do not believe the school deals effectively with unacceptable behaviour. Inspectors found that the large majority of pupils behave well and where there is mis-behaviour this is dealt with effectively. Some parents and carers also believe that pupils do not make enough progress and the school does not take account of their concerns. Inspectors found that progress is satisfactory although some pupils could do better, particularly in English. Inspectors noted that staff, including the headteacher, are readily accessible to discuss concerns with parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Keyworth Primary and Nursery 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 169 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	62	25	37	1	1	0	0
The school keeps my child safe	45	66	20	29	1	1	1	1
My school informs me about my child's progress	42	62	24	35	2	3	0	0
My child is making enough progress at this school	43	63	20	29	5	7	0	0
The teaching is good at this school	41	60	26	38	1	1	0	0
The school helps me to support my child's learning	43	63	21	31	3	4	0	0
The school helps my child to have a healthy lifestyle	40	59	28	41	0	0	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)	36	53	26	38	0	0	0	0
The school meets my child's particular needs	40	59	27	40	1	1	0	0
The school deals effectively with unacceptable behaviour	33	49	25	37	6	9	2	3
The school takes account of my suggestions and concerns	33	49	28	41	5	7	0	0
The school is led and managed effectively	52	76	14	21	1	1	1	1
Overall, I am happy with my child's experience at this school	50	74	16	24	2	3	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



17 March 2011

Dear Pupils

Inspection of Keyworth Primary and Nursery School, Nottingham, NG12 5FB

Thank you very much for making the inspectors welcome when we visited your school recently. My colleagues and I enjoyed meeting you, especially the groups we talked to who helped explain what you all do. We also observed what you were doing in lessons and break-times and when I attended assembly. I enjoyed chatting to several of you at lunchtime and especially seeing the children in the Early Years groups improving their understanding of letters and sounds. Thank you also for the questionnaires that you filled in for the inspection.

We think your school provides you with a satisfactory quality of education. We noted that you know how to keep safe and that most of you behave well and enjoy school. We think there are good opportunities for the older ones to organise activities for others including at lunchtime. We also believe that there are good links with your parents and carers, which help ensure that you are well looked after, especially those of you who find life a bit difficult.

The headteacher, governing body (who are the people who help to run the school) and staff have agreed to work on some main areas to improve the school. These include the following.

To make sure that you make more progress in English by providing an even better range of activities to encourage your speaking, reading and writing.

Making sure that work is more challenging for most of you and that help is provided for you more quickly if you need it.

Checking more carefully how well things are working so that everyone has a better understanding of what is effective and what needs to be improved.

You can also all help by making sure that you always try to join in discussions and could you try to make sure packed lunches help you develop a healthy lifestyle?

Yours sincerely

Sue Hall

Lead inspector

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