

Keyworth Primary and Nursery School

Nottingham Road, Keyworth, Nottingham, NG12 5FB

Inspection dates

5–6 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Not enough teaching is consistently good throughout the school to enable pupils to achieve well from their starting points.
- Too much work is not regularly set at the right level to enable pupils of all abilities to achieve their potential.
- Teachers in Nursery, Reception and Key Stage 1 do not all have secure knowledge of how to teach phonics (sounds and letters), which slows pupils' progress in reading and writing.
- Pupils in some classes do not have enough opportunity to write longer pieces or practise their writing skills.
- Marking does not always tell pupils what they have done well or the next steps to take to improve their work. Teachers do not always check that their advice is acted upon.
- A few pupils become restless and lose concentration when work does not interest them and keep them engaged. Not all pupils are polite to the lunchtime staff.
- Leaders and managers do not yet take responsibility or accountability for checking, evaluating and acting on what they find out about the quality of teaching in their areas.
- The school, which is introducing better methods of teaching, is also trying to bring in lots of other improvements, rather than focusing on improving pupils' rate of progress.
- Although the governors challenge and support the school in many ways, they are not fully clear what and where the weaknesses are in teaching and the school improvement plan is not linked closely enough to pupils' progress.

The school has the following strengths

- Pupils with special educational needs make good progress because the support assistants give them the help that they need in literacy and numeracy.
- Pupils play and learn in a caring and secure environment that values them all.
- Attendance is consistently above average.
- Pupils are developing good leadership skills through the many opportunities the school provides for them to take responsibility.

Information about this inspection

- The inspectors watched 14 lessons, of which four were observed jointly with the headteacher. The inspectors listened to pupils read, looked at samples of their work, attended an assembly and observed break and lunchtimes.
- They took into account the 32 responses to the online questionnaire (Parent View).
- The inspectors held meetings with a group of pupils, school leaders, members of the governing body and a representative of the local authority.
- The inspectors looked at a range of school documentation. It included the information about the progress of pupils of all abilities in each year group and how closely the school improvement plan matched their needs. They also looked at records of pupils' behaviour, their attendance and policies to help keep them safe.

Inspection team

Lynne Blakelock, Lead inspector

Additional Inspector

Diana Owen

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized school. The numbers of pupils on the school roll are falling.
- The proportion of pupils supported through the pupil premium (additional government funding for looked after children, pupils known to be eligible for free school meals and those from service families) is above the national average.
- Most pupils come from White British backgrounds. The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- Children learn in mixed-age classes.
- The school does not use alternative places for pupils to learn away from school.
- It meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There has been some recent instability of staffing.

What does the school need to do to improve further?

- Improve teaching so it is at least consistently good and raises standards throughout the school, by making sure that:
 - work is set at exactly the right level to enable pupils of all abilities to make the best progress that they possibly can
 - marking always tells pupils what they have achieved and how to make further progress, and teachers check that their advice has been taken.
- Accelerate progress in literacy throughout the school by ensuring that:
 - teachers in the Early Years Foundation Stage and Key Stage 1 have a very secure understanding of the teaching of phonics
 - pupils have regular opportunities to write at length and focus on improving writing skills.
- Ensure that behaviour is always good in lessons and around the school by providing work that interests and engages pupils and by making sure that the school's expectations of behaviour are equally high around the school.
- Strengthen the impact of leadership and management at all levels and governance by ensuring that:
 - leaders and managers have clearly understood responsibilities for checking, assessing and improving the quality of teaching and learning in the areas for which they are accountable
 - school improvement planning, overseen by the governors, concentrates on the key areas for improvement in order to accelerate pupils' progress more rapidly
 - the governing body knows exactly where and what the weaknesses in teaching are in order to check progress towards improvement

Inspection judgements

The achievement of pupils requires improvement

- Pupils do not make progress quickly enough through the school because teaching is not consistently good. Standards by the end of Year 6 are average. Lesson observations and pupils' work over time show that progress requires improvement.
- Children join the Nursery with broadly typical levels of knowledge and skills, but weaker in communication and language. They make expected progress towards their learning goals in Nursery and Reception and have a range of activities to choose from. Some of these activities, however, do not match the children's learning needs accurately enough to enable them to make consistently good progress.
- Children make progress in developing their knowledge of the sounds that letters and groups of letters make (phonics) and in shaping letters, but the progress made is not fast enough. This slow progress is because in Nursery, Reception and also in Key Stage 1 not all teachers have a fully secure knowledge of the teaching of phonics. Weaker readers in Year 1 do not use phonic skills to help them to decipher words.
- Older boys, as well as girls, show enthusiasm for reading because texts are carefully chosen to interest them. In a guided reading lesson observed, both boys and girls made good progress in considering the themes explored in a story and how they were developed.
- Pupils' rate of progress is more variable in writing because of few opportunities to write at length. Therefore their skills in, for example, constructing sentences and making them interesting are less secure.
- Pupils enter Key Stage 1 with average standards. They make the progress they should through this key stage from their starting points. In Years 5 and 6, progress accelerates because more teaching is good.
- Pupils eligible to additional funding through the pupil premium are given regular, focused support in small groups and, sometimes, individually. The allocation of money to provide, for example, extra support for reading with tuition in small groups or individually, and to provide extra learning opportunities out of class, has been very helpful in strengthening pupils' literacy and numeracy skills. The gap in attainment scores in English and mathematics between those pupils given the extra support and those who are not has narrowed for some pupils but not others. However, those pupils provided with additional activities such as chess, have made good progress in developing their confidence, self-esteem and new learning skills.
- Most groups of pupils, including those from minority ethnic groups and who speak English as an additional language, make progress at a similar rate to each other. When teaching and support are good, their progress speeds up. Disabled pupils and those with special educational needs make good progress because their needs are identified quickly and support is well matched to the areas of learning they need to master. For example, a group of Years 1 and 2 lower ability pupils was seen to gain rapid understanding of how to pronounce words, spell them accurately and where to place them in sentences.

The quality of teaching**requires improvement**

- Too much teaching, particularly in literacy and numeracy, does not support pupils' good progress. It varies from good to a small amount that is inadequate and results in pupils' not achieving well in lessons.
- The main weakness in teaching is that work is not regularly set at the right level to enable pupils to make good progress. It is sometimes too hard or too easy. Consequently, the pace of learning slows down and pupils lose concentration.
- Some marking, but not all, is very helpful in telling pupils what they have achieved and what they should do next. However, teachers do not always check that their advice has been taken. In a growing number of lessons, pupils are starting to check and assess their own work and, sometimes, that of others and this good practice quickens their progress. Pupils say they have improvement targets but some are unsure what they are.
- While there are frequent opportunities for pupils to read, they do not have enough opportunities to write at length and to use the writing skills they have learnt over time. Opportunities for them to speak and listen run through the day's activities from Nursery onwards, and many pupils express themselves confidently and well.
- In successful lessons, there are lots of activities, chosen carefully to match pupils' abilities. In the Year 4/ 5 class, where teaching is consistently good, the teacher's assessment of pupils' learning as the lesson proceeded led her to adapt the work skilfully. As a result of this and her simple, clear explanations, pupils made good progress in understanding use of the decimal point depending on where it was placed in a number.
- Pupils get lots of opportunities to learn for themselves or with a partner and in many lessons their independent learning is promoted well.
- The teaching of pupils who are given one-to-one or small group support is effective in improving their reading, writing and number skills. Such teaching inspires pupils' interest, involves them in lots of short tasks and is repeated regularly to make sure they understand.

The behaviour and safety of pupils**requires improvement**

- Pupils are friendly and supportive towards each other. They enjoy learning in the mixed-age groups, which are often also friendship groups.
- While many pupils always behave sensibly and maturely in lessons, around the school and in the playground and are excellent ambassadors, some pupils pull behaviour down. When learning does not interest them, a few pupils become restless and off-task. Several pupils persisted in disrespectful behaviour towards the lunchtime staff.
- Pupils' attendance is consistently above average. They say they know the importance of attending regularly.
- One reason pupils enjoy school is because they feel safe. Parents agree that the school keeps them safe. In lessons, assemblies and daily routines, pupils find out about a range of dangers and how to avoid them. Children in Reception, for example, were very clear about the possible

dangers caused by spilling water on the floor.

- Pupils say there is little bullying and if it occurs, it is dealt with very quickly and firmly. All pupils know the risks in using the internet, how the school protects them from this and what they must do to keep themselves safe. Older pupils know about several types of bullying and why bullying is wrong.
- Pupils also enjoy their role in improving the school, which enables them to develop a range of personal skills needed in adulthood. The school council provides many opportunities for pupils to practise their leadership skills. Numerous other roles, such as 'buddies', help to sustain the happy environment.

The leadership and management requires improvement

- Leadership has had some impact on strengthening teaching over time but the pace of pupils' progress still fluctuates, more so in Key Stage 1 because teaching is not consistently good.
- The headteacher, backed by a supportive and determined staff, is fully focused on raising standards and checks the school's work regularly. Recent staffing changes and absences have meant changes in teaching and leadership responsibilities, which he and the governors have worked hard to manage.
- Leaders have a range of responsibilities, but most do not have specific responsibility or accountability for checking and evaluating the quality of teaching in their areas and improving it. Staff in new roles are given support in order to strengthen their leadership practices quickly. However, the leadership of special educational needs is effective and is having a good impact on progress.
- School improvement planning, based on regular assessment of data on pupils' progress and attainment, is relevant to the school's priorities. However, planning is focused on lots of aspects rather than giving a whole-school focus to a few key areas – in particular, to progress and teaching.
- Staff's performance targets are matched to their weaknesses in teaching and teachers are supported by regular training. Although targets for teachers are not yet resulting in consistently good teaching, good systems and methods are being embedded. Pay rises are not awarded until the school has secure evidence over time that targets have been met and pupils' performance has improved. During the inspection, the inspectors' judgements about the quality of teaching matched those of the headteacher, who checks teaching regularly.
- Pupils' learning is supported by interesting opportunities, including theme days and very varied, popular choices of after-school activities. Subjects and topics taught are helpful to pupils' spiritual, moral and social development. In particular, the school has provided meaningful learning opportunities, such as through the theme of 'diversity', resulting in pupils' improved cultural understanding. However, the learning provided is not always accurately matched to pupils' abilities and the levels at which they are working.
- The school, as parents agree, cares for their children well, backed up by safeguarding procedures that meet requirements.

- Partnerships between home and school are beneficial to parents, pupils and staff in the good relationships and helpful exchange of information that they promote. Workshops are enabling parents to support better their children's learning.

- The local authority has worked regularly with the school to provide support to strengthen teaching and leadership skills. The school's partnership with a local good school is starting to help the staff to develop their leadership skills more quickly.

- **The governance of the school:**
 - The minutes of governing body meetings demonstrate the governors' comprehensive questioning about, for example, pupils' achievement, the school's priorities, and the quality of leadership across the school. They are finding out more about the school's performance for themselves, rather than through school leaders. Their understanding of the quality of teaching is not fully up to date in enabling them to know what and where the weaknesses are. However, their links with subject leaders and their own lesson observations are helping them to a much better understanding of teaching quality. The governors ensure that they are well informed about staff performance targets. They do not agree to staff being given pay rises unless they are convinced by evidence of pupils' improved progress over a period of time, but the focus on progress has not been sharp enough. They are aware of how pupil premium money is spent and why it is spent in this way. They have less detailed information on the impact it makes on the achievement of pupils who are eligible for it. Although the governors are well able to support and challenge the school, they have not made sure that the school improvement plan focuses more sharply on the key priority of pupils' progress.

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

Unique reference number	122728
Local authority	Nottinghamshire
Inspection number	406108

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	146
Appropriate authority	The governing body
Chair	Rebecca Horne
Headteacher	Chris Guest
Date of previous school inspection	15 March 2011
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