

Inspection of a good school: Kegworth Primary School

High Street, Kegworth, Derby, Leicestershire DE74 2DA

Inspection dates: 11 and 12 January 2022

Outcome

Kegworth Primary School continues to be a good school.

What is it like to attend this school?

Kegworth Primary is a 'lovely school'. This is the view of the majority of pupils, staff, parents and carers who responded to surveys or who spoke to the inspector. Pupils are kind, caring and inclusive of each other. They exercise their 'character muscles' each day. Staff model the kindness and respect they expect the pupils to show.

Pupils say that they feel safe. They enjoy attending the school. Relationships between staff and pupils are very positive. Pupils know that the committed and highly skilled staff will look after them and help them to learn.

Pupils behave well at the school. They are very polite to all adults, including visitors. All staff have high expectations of the pupils' behaviour and attitudes towards learning. This, in turn, creates a calm and purposeful atmosphere where pupils can thrive as learners. Pupils say that all staff will take reports of bullying seriously and act quickly to sort out any incidents that occur.

Leaders have ensured that the school values are at the heart of everything they do. Their determination for all pupils to be independent, confident learners is evident throughout the school. Starting from the early years provision, all pupils 'work together to be their best'.

What does the school do well and what does it need to do better?

Leaders have constructed a well-planned curriculum that builds from an excellent start in the early years provision. Children in the Reception classes enjoy carefully planned adult-led sessions as well as independent learning in a wonderfully rich learning environment. Pupils continue to build on the knowledge they gain in the early years and after through a well-structured curriculum in key stages 1 and 2.

Leaders have prioritised reading because they believe that 'reading unlocks learning'. Pupils read regularly. Younger pupils have daily phonics lessons taught by well-trained

staff. This allows most pupils to quickly become fluent readers. Some of the books that early readers access are not well matched to the sounds that they know. They struggle to read these books, which slows their progress in becoming fluent readers. Many pupils say that they enjoy reading and are eager to achieve their stickers for regular reading.

Teachers use questions at the start of lessons to check that pupils understand what they are learning. This helps teachers to identify what pupils know and what they still need to learn. Teachers use this knowledge to ensure that all pupils get the level of support and challenge that they need from teachers and support staff. Teachers and support staff continue to assess pupils' understanding during lessons, including as pupils complete tasks. This enables staff to pick up on and address any misconceptions pupils may have.

Teachers and support staff help pupils to remember what they have learned previously. Pupils link this knowledge to their current learning. For example, in mathematics, pupils were able to explain how what they have learned before has helped them move on to more complex problem-solving work.

Pupils apply critical thinking skills as they answer key questions related to their topic. This approach helps them to 'think more like a historian or a geographer'. However, leaders have not ensured that they have identified the key knowledge pupils need to learn in some subjects. This means that sometimes pupils are trying to apply critical thinking skills to topics they do not know enough about.

Staff know the individual needs of all pupils. Leaders are quick to identify any pupils who may be struggling. A range of interventions are available for any pupil who requires some extra support. Leaders have effective systems in place to identify and support pupils with special educational needs and/or disabilities so that they can access the full curriculum. Staff receive detailed information about these pupils' targets and the best ways to support them in their learning.

There is a strong focus on pupils' broader development. There is a well-planned programme, with a strong ethos of inclusion and respect. This prepares pupils well for life in modern Britain. Many pupils take part in a wide range of clubs and activities after school. Pupils are proud of the work of the school council and of the charity events it organises. Pupils also have the chance to be eco-warriors. They make a difference to their local community by clearing litter from areas of the village.

The school is well led. Staff say that leaders care about their well-being and are considerate of their workload. Staff value the support and opportunities they receive. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

The school has a strong safeguarding culture. Staff understand their responsibility to use their knowledge of the pupils to identify any concerns about pupils' welfare. They know to report any such concerns immediately. Staff receive regular training in safeguarding and

updates from experienced safeguarding leaders. Leaders are quick to act when they have a concern about pupils' welfare and they involve other agencies when needed. They have appropriate procedures in place to manage any allegations about adults. Pupils are taught about how to stay safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that they have identified the key knowledge pupils need to learn in some foundation subjects. This means that, in these subjects, pupils are trying to apply critical thinking skills without having the underlying knowledge they need to do this. Leaders need to ensure that there is clarity about the knowledge they expect pupils to learn in the subjects that underpin the critical thinking curriculum.
- The books that some pupils read do not match the sounds they know. This makes it difficult for them to decode the book and can prevent them from becoming fluent and engaged readers as quickly as they should. Leaders need to ensure that all early readers have access to books that exactly match the sounds they know.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in November 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119932
Local authority	Leicestershire
Inspection number	10211572
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair of governing body	Jonathan Faulkes
Headteacher	Tracey Robinson
Website	www.kegworthprimary.org
Date of previous inspection	12 October 2016, under section 8 of the Education Act 2005

Information about this school

- Kegworth Primary School is a village school with an increasing number of pupils on roll.
- The school does not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in his evaluation.
- The inspector carried out deep dives in mathematics, reading and history. For each deep dive, he met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also looked at the curriculum plans, spoke to leaders about some other subjects and looked at samples of topic work related to geography and religious education.
- The inspector visited the early years provision.

- The inspector heard pupils in different year groups read books and visited phonics sessions and whole-class reading times.
- The inspector met with representatives of the local governing body, telephoned a local authority representative and met the special educational needs coordinator.
- The inspector considered a wide variety of school documents, including the school improvement plan.
- The inspector took note of the responses received on Ofsted Parent View and considered the results of the Ofsted staff and pupil questionnaires.
- To judge the effectiveness of safeguarding, the inspector considered the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff, met with the designated lead for safeguarding and spoke with staff and pupils.

Inspection team

Dave Gilkerson, lead inspector

Her Majesty's Inspector

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