

Keyworth Primary and Nursery School

Inspection report

Unique Reference Number	122728
Local Authority	NOTTINGHAMSHIRE LA
Inspection number	314376
Inspection dates	23–24 April 2008
Reporting inspector	Glynn Storer

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 on roll	194
School	
Appropriate authority	The governing body
Chair	Mrs Jane Welham
Headteacher	Mr Chris Guest
Date of previous school inspection	23 June 2003
School address	Nottingham Road Keyworth Nottingham Nottinghamshire NG12 5FB
Telephone number	01159 748005
Fax number	01159 748006

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized school serves the village of Keyworth, but about a third of pupils come from beyond the immediate area. Virtually all pupils are of White British origin and, of the few from minority ethnic backgrounds, none is at an early stage of learning to speak English. Children's attainment on entry to the Nursery is often below that normally expected of three-year-olds, although the number of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, is below average for a school of this size.

The school currently holds Activemark and Investors in People awards.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Keyworth Primary and Nursery School is a good school. It promotes equality of opportunity exceptionally well, so pupils of all abilities flourish in a caring environment and achieve well in personal and academic development. As one parent put it, 'This is a small school with a big heart.'

Leadership, management and governance are good overall. The headteacher is an excellent leader, who has given fresh impetus to school improvement. He has the highest aspirations for the school's pupils. However, several staff have taken on new leadership responsibilities and roles are being reorganised. This is starting to have an impact, but it is not yet complete. For example, some leaders are not yet sufficiently involved in checking on standards and other aspects of performance and taking planning decisions. The headteacher's enormous drive rubs off onto staff and the targets they set themselves are very high. This raised expectation of performance, together with good curricular development and much improvement in the Foundation Stage are indications of a good capacity for further improvement.

Standards are rising. In recent years, pupils' achievements have been satisfactory and most have attained broadly average standards in national tests. Tracking records and the work of pupils currently in Years 2 and 6 indicate that most are on course to meet the very challenging targets that the school sets for them. Progress is improving throughout the school and standards are now above national averages. Standards in information and communication technology (ICT) and in art are also above national expectations. Underpinning pupils' good progress are the good curriculum and developments in classroom practice that have improved pupils' learning and achievement. Teachers use information from the school's thorough assessment procedures to track pupils' progress and set personal targets for them. However, their review of targets with the pupils themselves, so they will understand what to aim for during lessons and their use of marking to explain to them how to progress, are inconsistent.

Pupils' positive attitudes, behaviour and responses to teachers and teaching assistants are also key factors in the good progress that they make. This stems from good teaching, much of which is lively and engaging and from an exciting curriculum, that promotes learning and enjoyment in equal measure. Relationships between pupils and staff are strong. This creates a family atmosphere, in which effective pastoral care and personal guidance build pupils' self-esteem and confidence. Consequently, they are unafraid of mistakes, so readily rise to challenges to do their best. Staff promote spiritual, moral, social and cultural development to a good standard. Procedures for safeguarding pupils fully meet current requirements and pupils receive a good grounding in how to be safe and to have healthy lifestyles. Positive attitudes and values, along with good levels of basic skills prepare them well for their ongoing education and for their future lives.

Effectiveness of the Foundation Stage

Grade: 1

Children get an outstanding start to their education in the Foundation Stage. Many begin with skills below those usually found for the age group. Nevertheless, by the time they leave the older F2 class, many have made exceptionally good progress and reach expected goals. A few even go beyond this level. The focus for Nursery children is on developing personal and social aspects and on communication and literacy skills. This helps them to overcome their initial

shyness quickly. The quality of nurture for the school's youngest children, including those who find learning harder than the others, is excellent. Progress through the Foundation Stage is remarkable because teaching and the curriculum are outstanding and meet children's needs fully. Staff go to great lengths to personalise children's learning. They group children according to their ability, not their age, and an excellent balance between adult-led activities and opportunities for creativity, imaginative play and enjoyment ensure that many emerge as confident and independent learners. Good links exist with parents to support learning and inform them about progress. The highly effective Foundation Stage leader ensures that the provision is continually improving. Resources and facilities are excellent.

What the school should do to improve further

- Ensure that teachers take every opportunity to involve pupils in setting targets and evaluating their own learning and progress, and state clear points for improvement when they mark pupils' work.
- Give all leaders a more prominent role in evaluating areas of the school's work and in planning for school improvement.

Achievement and standards

Grade: 2

Pupils' results in the 2007 national tests for Year 6 were broadly average. These results represented satisfactory progress and achievement over time, given pupils' differing starting points. There is however, clear evidence that pupils' progress is improving and that standards have risen. These gains have come in response to extremely challenging targets that have raised teachers' expectations and to initiatives that have improved the overall quality of teaching and learning. Tracking of progress shows that increasing numbers of pupils are now on course to match or exceed what is normally expected for their age. Standards in Years 2 and 6 are above national averages. The standard of pupils' work also exceeds national expectations in ICT and art. The support for pupils who find learning difficult is effective and ensures that these pupils progress at a similar rate to most others.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Behaviour is good and pupils show positive attitudes to learning. Attendance is above the national average. Most pupils develop independence and self-confidence and respond well to the challenge to show initiative. Their social skills are a real strength; they confer, negotiate and collaborate as part of their everyday work. Such a response improves their learning. Occasionally, however, immature behaviour gets in the way of learning, though this was rare during the inspection. Pupils understand the importance of a healthy lifestyle, including nutrition and exercise and they reject harmful behaviours. They make a positive contribution to community activities and the school council provides a platform where they can make their views known. Pupils prepare effectively for the future, developing secure skills in literacy, numeracy, ICT and good working habits.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers use ICT well to give added impact to their teaching. They have good subject knowledge and so teaching is confident and authoritative. The school uses staff expertise effectively, for example in art, where pupils' achievement and enjoyment are good. Teachers have high expectations of pupils' behaviour, response and capacity to cope with challenging work. This reflects tasks that really make pupils think and have been a key factor in accelerating progress across the age and ability range. Teaching assistants give good support to pupils who find learning difficult. As a result, these pupils are fully included and so benefit from all that other pupils receive. Teachers use assessment satisfactorily to set and review pupils' targets. Nevertheless, there are times when they miss opportunities to strengthen pupils' understanding of their own learning and progress by involving them in self-evaluation or by giving clear comments when marking work.

Curriculum and other activities

Grade: 2

The curriculum meets the needs of all pupils. Recent developments in teaching letters and sounds are having a positive affect on pupils' reading and writing in younger age groups. A successful introduction of German has taken place in Key Stage 2. Topics linking literacy, the humanities, art and technology, are at an early stage of development but are already beginning to make learning more exciting and relevant. Staff rightly plan to take such developments further. The use of ICT has a central role in this curriculum. Staff make the curriculum meaningful for pupils by their use of visits and visitors, many based in the area surrounding the school. An extensive range of extra-curricular activities adds to pupils' enjoyment. Chess club is a particular favourite and there are opportunities for pupils to engage in exercise through sports and fitness clubs. Gardening club is another very good example, which serves a number of purposes, linking into the main curriculum and into the arrangements for caring for pupils.

Care, guidance and support

Grade: 2

Child protection procedures and arrangements for safeguarding pupils meet current requirements. Robust systems are in place to ensure pupils' safety. Pupils know who to go to if they are troubled and the Year 6 'Helping Hands' make a real difference to pupils who may need help on the playground. Particular care and guidance are readily available for pupils who find learning difficult or who might need extra emotional support. Teaching assistants have the necessary expertise to make a significant impact on these pupils' education. The staff work closely with local authority agencies to provide effectively for the most vulnerable pupils. Targets are set to guide learning in English and mathematics. However, not all pupils are involved in selecting and reviewing these targets. As a result, some remain unclear about their strengths and about what they need to do to improve their work.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher is an excellent leader. His vision, along with his rigorous monitoring of standards and quality, has been central to building a consistency of approach that has improved the quality of teaching and learning. The exceptionally challenging targets that senior leaders set for raising standards are an important factor in recent improvements. Staff have responded well to the drive for improved performance, because they share the headteacher's vision and morale is high. Leadership roles are planned effectively, resulting in accurate evaluation of the school's outcomes. However, a restructuring of management responsibilities will not be complete until the next school year. Scope remains for some new leaders to be more involved in monitoring performance. Governors support the school well. They discharge their duties conscientiously and gather a wealth of first-hand evidence with which to question senior leaders and staff about pupils' achievements and aspects of current provision.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

25 April 2008

Dear Pupils

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

Thank you for your friendly welcome when the inspectors came to visit your school. We really enjoyed talking to you and seeing your work when we visited your lessons. I particularly liked seeing the ambulance drivers taking their patients to hospital in Foundation Stage.

This is what we found out about your school.

- Children in the Foundation Stage get off to an excellent start.
- Pupils in Years 1 to 6 thoroughly enjoy school because teachers plan lots of really exciting things for you to do.
- You work hard and, as a result, you make good progress.
- You get along extremely well together and your ability to cooperate with others improves the progress that you make.
- Your teachers and other adults take good care of you and keep you safe.
- Mr Guest, the governors, staff and pupils are all working hard to make your school even better.

In order to help, I have suggested two things that the school should do next.

- Give you the chance to join in with setting and reviewing targets and make sure that your teachers' marking always shows you how to improve your work.
- Ensure that all teachers take part in checking on how well the school is doing and in planning further improvements.

I believe that your school will continue to go from strength to strength and you can all help by doing your very best and being really sensible, especially when your teachers try something that is a bit different.

Thanks again and best wishes to everyone at Keyworth Primary and Nursery School.

Glynn Storer

Lead inspector