

Inspection of a good school: Keyworth Primary and Nursery School

Nottingham Road, Keyworth, Nottingham, Nottinghamshire NG12 5FB

Inspection dates:

15 October 2019

Outcome

Keyworth Primary and Nursery School continues to be a good school.

What is it like to attend this school?

This is a happy school where pupils get a good education.

Senior leaders are making it clear that every child must achieve well in all subjects. Most of all, leaders insist that all pupils must be taught to read. Every member of staff works hard to make sure that pupils do as well as they can.

Lessons are interesting. Teachers deliver them through exciting topics, such as 'Dinosaur Planet' and 'Hola Mexico'. A wide range of visits for pupils, such as to mining museums and farms, helps them to better understand what they are taught. There is a wide range of clubs that pupils can join, such as those for sway dance, art and writing.

Everyone gets on well here. Staff expect pupils to behave well in class and to pay attention. Pupils do so. They do not disrupt lessons.

Pupils also behave with kindness to each other. They say that there is almost no bullying. If anyone does behave in an unkind way, staff will sort it out so that everyone is friends again. Pupils feel safe in school. They say that staff will help them if they are ever worried.

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

Effective and determined senior leaders have improved this school rapidly since it opened. They have made it clear to all staff that every child must succeed in all subjects. They have taken decisive action to drive up pupils' progress. Parents and carers are very positive about the school.

Leaders have ensured that all staff who teach phonics (letters and the sounds they represent) are well trained to do so. Teaching children to read begins without delay in early years. Lessons take place every day. Exciting teaching means that every child wants to join in. Even those whose need extra support to catch up know that they are improving

quickly. They are keen to show what they can do. The books they read are precisely matched to the letters and sounds they know.

Teachers build a genuine love of books in pupils. They read them classics such as 'Winnie the Pooh'. Parents receive good support to help their child to read at home. Many attend 'Blaze's Reading Lair' in the mornings. Pupils are keen to read lots to get their 'reading awards'. Teachers use the school's approach to improving pupils' comprehension skills well.

As with the teaching of English, mathematics lessons are well sequenced. Teachers ensure pupils have understood and remembered what they need to. They then teach them more complex things. This means that pupils can calculate with speed and accuracy.

The school is an inclusive one, where all pupils are welcomed. Staff support well those pupils with special educational needs and/or disabilities (SEND). Their workbooks show that they are learning and remembering more knowledge over time. Their needs are met, and they feel positive about their future. The 'Keyworth Keys' show them, and all pupils, how to be reflective, independent learners. Pupils meet their member of parliament to learn about democracy. The school's well-stocked trophy cabinet displays pupils' sporting success, particularly in girls' football.

Classrooms, including early years, are busy places where everyone can learn well. Teachers expect all pupils to pay close attention in class. This, as well as interesting work, mean that lessons proceed without disruption. Pupils complete their workbooks with neatness and pride. They are keen to answer questions in class. Teachers are particularly skilled in noting if a pupil makes a mistake. They explain to them the correct answer, and why it is so. This helps them to learn.

Around the school, pupils are kind and polite. Any bullying is extremely rare, and teachers attend to it immediately. Pupils are keen to show visitors what they can do.

Many teachers are at an early stage in their career. They say that leaders are helping them by giving them useful training and support. This is improving their skills and confidence. Staff feel listened to and that leaders are considerate of their workload. As one wrote, 'They work hard to try and manage our well-being, more so than any other school I have worked in.'

Teachers do not plan all subjects as well they need to. Leaders have already identified exactly where this is the case, such as in art, geography and history. They have written ambitious and effective plans to attend to it. They have begun to agree the precise knowledge that they want pupils to learn.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff are well trained in safeguarding. Staff all know the importance of reporting any concerns they have. Leaders keep detailed safeguarding

records and take brisk action to help pupils at risk of harm. They work well with a variety of external services. Parents who responded to Ofsted's survey, Parent View, agree that their child feels safe at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently coherently planned and sequenced in some subjects. However, it is clear from the actions that leaders have already taken to plan next year's curriculum and train staff in how to deliver it that they are in the process of bringing this about. Leaders need to ensure that they continue their work to identify the precise knowledge and skills that they want pupils to acquire and remember at the end of each series of lessons. They should make sure that, as soon as possible, all lessons are planned carefully to build this knowledge over time. They should ensure that staff are given high-quality support, coaching and professional development in these subjects, so that staff are both confident and proficient to teach them.

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 school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, 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 convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Keyworth Primary and Nursery School, to be good in July 2014.

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 Ofsted Parent View information 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 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	143298
Local authority	Nottinghamshire County Council
Inspection number	10110109
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	121
Appropriate authority	Board of trustees
Chair of trust	Philip Palmer
Headteacher	Peter Cresswell (executive headteacher)
Website	www.keyworth.notts.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school opened on 1 November 2016 and is part of the Equals Trust, a multi-academy trust.
- Provision for two-year-old children remains at the school, though is now part of a private provision not managed by the local governing body. It is inspected separately by Ofsted.

Information about this inspection

- In order to judge whether the quality of education continues to be good, inspectors focused the inspection on specific aspects of the curriculum. These were reading, mathematics and history. Inspectors met with senior and subject leaders, and visited lessons where pupils were learning these aspects. Inspectors met pupils from the lessons and looked at their work.
- In addition, inspectors met with members of the joint local governing body and the coordinator for pupils with SEND. They met with a representative of the trust. Inspectors read a wide variety of school documents, along with curriculum planning and staff's records of the things that pupils were learning. The headteacher was not present on the day of the inspection.

- Inspectors took note of the responses to Ofsted’s online survey, Parent View, met with parents at the end of the school day, and considered the results of the Ofsted staff questionnaire.
- In order to judge the effectiveness of safeguarding, inspectors read the school’s relevant policies, scrutinised the single central record, checked the school’s procedures for the safe recruitment of staff, and interviewed the designated lead for safeguarding. Inspectors also spoke with staff to check details of their safeguarding knowledge and training, that they understood the importance of their responsibility to report any safeguarding concerns without delay, and that they knew the procedure to do this. Inspectors checked samples of safeguarding records and spoke with parents about their child’s safety at the school.

Inspection team

Roary Pownall, lead inspector

Her Majesty’s Inspector

Heather Hawkes

Ofsted Inspector

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