

# Inspection of Keyworth Primary and Nursery School

Nottingham Road, Keyworth, Nottingham, Nottinghamshire NG12 5FB

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Inspection dates: 4 to 5 March 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

The executive headteacher of this school is Peter Cresswell. Gemma King is the head of school. The school is part of Equals Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Philip Palmer, and overseen by a board of trustees, chaired by Peter Foale.

## **What is it like to attend this school?**

Keyworth Primary and Nursery is a happy school that takes good care of its pupils. Relationships between adults and pupils are consistently positive. Pupils are listened to and understood. They feel valued. The school is determined to 'unlock every child's potential'. It does this successfully. Over time, pupils achieve well. They are well prepared for the next stage of their education and for life in modern Britain.

Pupils behave well. The 'Keyworth Code' makes clear what is expected of pupils, and they strive to show good manners and respect, follow instructions, and show care for everyone and everything. Pupils value the rewards that they can earn, including being nominated for the 'Golden Egg' assembly and receiving 'above and beyond' awards. Pupils who need help to live up to the school's expectations get the support that they need.

Pupils are fiercely proud of the many important roles that they take on. They speak confidently about their jobs as well-being officers, sports leaders, librarians and digital leaders, to mention but a few. They wear their badges with pride. Pupils appreciate the wide range of extra-curricular activities on offer. The school makes sure that all pupils are able to join in with these. The knitting club is especially popular.

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

At all levels, the school is well-led and managed. Senior leaders, local governors and the trust have a detailed and accurate picture of what is working well and what can be improved further. They are supported by a happy and cohesive team of staff who share the same ambition, drive and commitment to all pupils. Together, they have secured many significant improvements since the school's last inspection. As a result, pupils achieve well. The school has a strong capacity for continued improvement.

The school's curriculum is well organised. It makes clear what pupils will learn at each stage of their education. Content is revisited over time, building on what has gone before and preparing pupils for what they will learn next. In the majority of subjects, pupils remember what they have learned well. However, in a small number of subjects, the curriculum does not identify the most important content that pupils are expected to know and remember. As a result, teachers do not know which parts of content to emphasise in lessons. Pupils' recall in these subjects is not as strong.

Pupils who are at an early stage of learning to read receive expert help. The school's phonics programme is well-structured. Sounds are taught in a logical order. Phonics lessons are taught with a high degree of expertise and consistency. Teachers receive regular support, training and feedback. As a result, pupils quickly learn the phonics curriculum well and go on to become fluent readers.

Leaders have worked successfully to promote a culture of reading. Pupils study a wide range of texts, authors and genres. Daily reading lessons help them to develop both their comprehension and vocabulary well. The school does much to promote a love of reading.

The 'reading rewards', school librarians and regular visits to the library help to motivate pupils to read regularly and widely.

Pupils with special educational needs and/or disabilities (SEND) are well supported. The school systematically builds a detailed and accurate understanding of these pupils' needs. In lessons, pupils receive well-tailored help that allows them to learn the curriculum. Those with the greatest level of need learn a curriculum that is closely tailored to their needs. Leaders of SEND keep a close eye on how well pupils achieve. They intervene quickly where it is needed.

Children get off to a strong start in the early years. Across all areas of learning, the early years curriculum sets out the important milestones that children are expected to achieve at each stage of their journey through Nursery and the Reception Year. Indoors and outside, the activities on offer link closely to the intent of the curriculum; nothing is left to chance. A sharp focus on developing children's independence, communication and language skills, results in children achieving well from their starting points. They are prepared well for what they will go on to learn in Key Stage 1.

The school's work to support pupils' personal development is a strength. It is supported by a well-structured programme for personal, social and health education (PSHE) which has been design specifically for the pupils of the school. Pupils learn about a wide range of people, places and communities from around the world. Regular anti-racism lessons result in pupils having a strong understanding of the different forms that discrimination can take. They understand why it cannot be tolerated.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school keeps pupils safe. Regular training, updates and reminders result in a positive safeguarding culture. However, in a small number of cases, safeguarding records do not fully document the actions and decisions that the school has taken to keep pupils safe. This reduces the school's ability to check on the impact that its' actions have over time.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a small number of subjects, the curriculum does not identify the most important content that pupils are expected to know and remember. As a result, in these subjects, there are some minor inconsistencies in how well pupils learn and remember content. The school should ensure that the curriculum, across all subjects, consistently makes clear the most important content that pupils are expected to know and remember.
- In a small number of cases, safeguarding records do not fully document the actions and decisions that the school has taken to keep pupils safe. This reduces the school's

ability to check on the impact that its' actions have over time. The school should ensure that records fully document the steps and decisions that have been taken in relation to safeguarding.

## **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.

## **Further information**

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	143298
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10347641
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	173
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Foale
<b>CEO of the trust</b>	Philip Palmer
<b>Headteacher</b>	Peter Cresswell
<b>Website</b>	<a href="http://www.keyworth.notts.sch.uk">www.keyworth.notts.sch.uk</a>
<b>Dates of previous inspection</b>	15 and 16 October 2019, under section 8 of the Education Act 2005

## Information about this school

- Keyworth Primary School converted to become an academy with Equals Trust in November 2016.
- The school does not use any alternative education provision.
- The school shares an executive headteacher and a local governing body with another school in the trust, Crossdale Primary School.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher, the head of school, curriculum leaders, the early years leader, staff responsible for pupils with SEND and groups of staff and pupils.
- Inspectors carried out deep dives in four subjects: reading, mathematics, history, and art and design. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils. Inspectors also spoke to leaders, looked at curriculum documentation and spoke to pupils in geography.
- The lead inspector met with representatives of the local governing body. He met with the chief executive officer, the trusts' school improvement lead and the chair of the board of trustees.
- Inspectors took account of the responses to the Ofsted Parent View. Inspectors spoke informally to parents and carers outside the school. They considered the responses to Ofsted's staff survey.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed school documents, including those relating to governance, behaviour and attendance. Inspectors scrutinised leaders' plans for improvement and their assessment of the school's effectiveness.
- Inspectors spoke informally to pupils at breaktimes, in the dining hall and on the playground. An inspector visited the school's 'reading lair' at the start of the school day.

## Inspection team

Vic Wilkinson, lead inspector

His Majesty's Inspector

Jo Ward

Ofsted Inspector

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