

# Kegworth Primary School

## Inspection report

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<b>Unique Reference Number</b>	119932
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	379910
<b>Inspection dates</b>	15–16 November 2011
<b>Reporting inspector</b>	Richard Marsden

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	159
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Hayes
<b>Headteacher</b>	Louise Norris
<b>Date of previous school inspection</b>	15 November 2006
<b>School address</b>	High Street Kegworth Derby DE74 2DA
<b>Telephone number</b>	01509 672382
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<b>Age group</b>	4–10
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## Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons taught by six teachers and one teaching assistant. Inspectors spoke with parents and carers and held meetings with staff, pupils and members of the governing body. They observed the school's work, and looked at safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and planning, as well as responses to questionnaires from 54 parents and carers, 15 staff and 79 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Given that the school has no Year 6 pupils and therefore receives no nationally validated test results, how accurately do teachers understand how well pupils are doing in relation to nationally expected standards of attainment?
- Are teachers making use of what they know about pupils' capabilities to make sure that the level of challenge for pupils is high enough, as recommended at the previous inspection?
- Do pupils now have opportunities to offer their views on decisions that affect them, as recommended at the previous inspection?

## Information about the school

The school is smaller than most primary schools. Most pupils are White British, with a very small number from other ethnic backgrounds, some of whom are at an early stage of learning to speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is higher than is found nationally, although the proportion with a statement of special educational need is below the national figure. The percentage known to be eligible for free school meals is below the national average.

The school has the national Healthy Schools award and the Eco-Schools Silver status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school provides a good standard of education for all its pupils. Pupils' attainment by the end of Year 5 in English and mathematics is above that expected nationally of this age group and represents good progress from their below average starting points. Provision in the Early Years Foundation Stage is good. Consequently, pupils settle into routines quickly and make good progress.

Pupils' attendance levels are high as compared with national rates, and the school engages exceptionally well with parents and carers. They speak in glowing terms of the approachability of staff and of the information and support the school gives them. Parents and carers say that their children are known very well as individuals. A typical comment was that 'The staff are friendly and caring. Both my children love school and I know that they are being well looked after while they are in their care'.

In this caring environment pupils say very readily how safe they feel at school. They feel free from bullying, and can explain clearly what they understand about such things as road safety, safety on the internet and 'stranger danger'.

The school's own evaluation of its strengths and areas for improvement is accurate. The areas for improvement noted at the previous inspection have been addressed effectively. Through the 'Can-Do' committee and various other channels, pupils now have more opportunities to offer their views on matters that concern them, and can point to areas where their influence has made a difference. Teachers now make good use of what they know about pupils' capabilities to ensure that work is very closely tailored to their needs and interests and offers the appropriate level of challenge. The school has good capacity to improve further.

Although pupils are well prepared overall to take their places in the working world, their skills in information and communication technology are only satisfactory. The school's equipment is not sufficiently up-to-date to allow pupils to maximise its use across the full range of subjects.

The school's conscientious tracking of pupils' progress has revealed that boys' progress in writing is not as rapid as that of girls. The extent to which boys act upon the advice they receive on how to improve their work is variable. The school has begun to address this and, although the gap between boys' and girls' attainment in writing is closing, there is still more to do.

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Pupils' spiritual, moral, social and cultural development is good, although the spiritual aspect is not as strong as the other strands. Opportunities for pupils to stop and reflect on issues of concern, for example in assemblies or in lessons, are sometimes missed.

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

- Improve pupils' capabilities in information and communication technology by increasing opportunities for them to use computer technology across a range of subjects.
- Accelerate the progress of boys in writing, so that their attainment matches that of the girls, by ensuring that all boys have a clear idea of how to improve their writing and act upon the advice they are given.
- Improve pupil's spiritual development by extending opportunities for them to reflect on issues of concern to themselves and others.

## **Outcomes for individuals and groups of pupils**

**2**

In lessons during the inspection, all groups of pupils achieved well because tasks captured their interest, and kept them purposefully engaged. Both boys and girls respond well to the visual aids and 'hands-on' tasks, which enliven teachers' explanations. Pupils do not have to sit and listen for too long before setting about their own work. Both boys and girls enjoy opportunities to explore ideas with each other before completing tasks. In one outstanding English lesson, pupils were preparing a debate about environmental issues. The teacher filmed their first attempts and then, in groups, they discussed how to make their arguments more persuasive. They became more and more engrossed as they did so. The films of their later attempts showed very clearly the striking improvement which these group discussions had made to the quality of the pupils' final presentations. In a science lesson, younger pupils explored the qualities of light. Both boys and girls enjoyed a wide variety of practical activities, which included crawling into dark spaces and lighting up various objects with a torch, as well as making and spinning their own 'colour wheels'. Learning was rapid and effective because the teacher ensured it was interesting and enjoyable for everyone.

Pupils with special educational needs and/or disabilities are identified early. They master basic skills and achieve well because they receive good support from classroom assistants within the classrooms or in individual or small group activities nearby. Pupils known to be eligible for free school meals and pupils from minority ethnic backgrounds also achieve well. Those who are learning to speak English as an additional language benefit from the good standards of speaking in the school. They progress well in developing their English language skills.

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Pupils’ good behaviour makes a strong contribution to their learning. Older pupils show care and concern for younger ones. Pupils respond well to the warmth, good humour and encouragement of adults, and they show courtesy to each other and to visitors. Each class has its say in drawing up the class rules. Pupils can explain how they keep themselves fit and healthy. They show good understanding of healthy and unhealthy foods, and the importance of exercise, and older pupils understand about the dangers of smoking, alcohol and drugs. Pupils enjoy making a contribution through the 'Can-Do' committee and the 'Green Gang, or by serving as buddies or monitors. In the local community, they play their part in local events such as the Flower Festival, and the Kegworth Village Fair, which is held on the school field. Through charity fundraising they serve communities further afield.

Pupils have a very well developed sense of right and wrong. They show particular openness and sensitivity to other people’s views. There are links with schools in inner London, and in France, which promote pupils' cultural development particularly well. They help to widen their horizons and show them the diversity of the world beyond their village.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	2
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	1
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers plan well to ensure that work is well matched to pupils’ interests and engages them deeply. They give pupils opportunities to discuss ideas with partners, to work in groups and tackle problems together as well as independently. Lessons move at a good pace. Pupils use basic information and communication technology

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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but opportunities for them to practise more advanced computer skills across a range of subjects are under-developed. Teaching assistants are well organised and offer support proactively. The school has developed a sophisticated tracking system that identifies swiftly any pupils who fall behind so that support can be given to help them catch up. Teachers provide good ongoing feedback in lessons and they mark work conscientiously, giving pupils clear guidance on how to improve, although the extent to which pupils act upon this advice is variable. This is especially the case for boys where some do not take sufficient note of the points for development. Hence, they make slower progress in improving their writing skills. However, pupils have a clear idea of how well they are doing in relation to their personal targets and most know what to do to improve.

Overall, the curriculum provides well for the development of literacy and numeracy skills. Participation in out-of-school activities, including musical and sporting activities, is high. Pupils enjoy theatre and museum visits and have the opportunity to take part in a residential visit where they enjoy adventurous, confidence-building activities. Special events, such the recent visit of the professional violinist, create great excitement. The school ensures that all pupils, including those with special educational needs and/or disabilities and those known to be eligible for free school meals, have the opportunity to take part in all activities.

Care, guidance and support are good. Pupils are esteemed as individuals, and the school’s caring ethos allows all to thrive. Teachers ensure that children settle in well when they first join the school, and older pupils told inspectors that they feel well prepared for the move to secondary school. The support for pupils whose circumstances may make them more vulnerable is strong. It has ensured that pupils potentially at the risk of underachieving have been able to make progress in line with their peers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and school leaders set a clear direction for development. They and staff are ambitious to make the school even better. There has been significant improvement in areas pinpointed at the previous inspection, as well as in priorities identified by the school’s self review. Leaders rigorously monitor the quality of teaching, and staff are keen to act on advice on how to improve. They have high expectations of themselves, and support one another well in their quest to improve

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outcomes for pupils. The governing body is well informed and well organised. Its members make use of opportunities to update their knowledge and skills. They have a high profile among parents and carers and are closely involved in the day-to-day life of the school. Governors are not afraid to offer challenge to the headteacher in order to secure the best for pupils. At the time of the inspection, all statutory requirements for the safeguarding of pupils were met. Safeguarding and safety have high priority across the curriculum in all years, and procedures are regularly and meticulously reviewed. Swift and decisive action is taken when areas for improvement are found.

Parents and carers are quick to say how well the school engages them in their children’s learning. The school communicates exceptionally well with them, including through its attractive web site, and listens very readily to any concerns they might have. Several commented on how much they appreciate the approachability of the headteacher and staff. The school's efforts to engage families whose circumstances may make it more difficult to for them to come into school have resulted in good progress being made by pupils who might otherwise have achieved less.

The school draws on a range of partners to enhance its provision. An annual musical production, for example, is put on in partnership with other local primary schools. Sports events are provided in conjunction with the local secondary school. Teachers work with their counterparts from other schools to ensure that they have a secure understanding of how well pupils are doing in relation to nationally expected standards. A wide range of partners, including the church, and community groups such as the police and fire service, contribute towards pupils’ personal development. A range of partners provide good support for pupils with special educational needs and/or disabilities and for pupils and families who may be facing challenging circumstances.

In promoting equality of opportunity and tackling discrimination, teachers monitor the school’s work closely to ensure that no pupil misses out on what the school offers. School leaders have a good understanding of the school’s context and the contribution it makes to community cohesion locally. It is a focal point for the Kegworth Village Fair, for example. The links with inner London and France play their part in fostering community cohesion further afield.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>

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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children settle in very quickly. They make good progress in all areas of learning, and especially in reading, writing and mathematics, so that by the end of the Reception Year, the attainment of most is in line with age-related expectations. Children behave well and are very responsive to the care and attention which adults give them. They learn to keep themselves safe and healthy. Children develop their physical and social skills well. They play together well, and readily take on jobs such as putting things away and tidying up.

Adults have high expectations and make routines clear. The accommodation is stimulating and is well used to promote all areas of learning both indoors and out. Children say that they enjoy the activities provided. There is a good balance between teacher-led activities and activities chosen by the children themselves, which help children to develop independence and grow in confidence.

Staff make careful checks on what individual children can already do when they arrive. Further checks are regular and thorough, so that the staff have a clear view of children’s progress and are confident that their needs are being appropriately met. Communications between staff are good, and the leader has a good insight into the strengths and areas which can be further improved.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Responses to the questionnaire show very high levels of satisfaction with all aspects of the school. Several parents and carers added comments of their own, praising the school very highly. The following were typical: 'This is a wonderful, happy, caring, friendly school' and 'There is a really strong sense of community. We wouldn't send

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our children anywhere else!

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kegworth Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 159 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	89	5	9	0	0	1	2
The school keeps my child safe	45	83	9	17	0	0	0	0
The school informs me about my child’s progress	40	74	14	26	0	0	0	0
My child is making enough progress at this school	40	74	14	26	0	0	0	0
The teaching is good at this school	42	73	11	20	1	2	0	0
The school helps me to support my child’s learning	41	76	12	22	1	2	0	0
The school helps my child to have a healthy lifestyle	29	54	22	41	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	63	15	28	0	0	0	0
The school meets my child’s particular needs	34	63	19	35	1	2	0	0
The school deals effectively with unacceptable behaviour	27	50	25	46	0	0	0	0
The school takes account of my suggestions and concerns	25	46	27	50	0	0	0	0
The school is led and managed effectively	36	67	17	31	0	0	0	0
Overall, I am happy with my child’s experience at this school	44	81	10	19	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 November 2011

Dear Pupils

### **Inspection of Kegworth Primary School, Derby, DE74 2DA**

I would like to say a big 'thank you' to everyone for the warm welcome you gave to us when we visited your school. We came to find out what your school does well and how it might be improved. This is what we found.

- Your school is a good school. You make good progress and by the end of Year 5, the standard of your work in English and mathematics is above average.
- Teachers involve your parents and carers in your learning. Your parents and carers are very pleased with your school.
- Teachers plan interesting lessons that keep you busy and help you make good progress.
- Your behaviour is good. You say you feel extremely safe in school, and you have a clear understanding of how to keep yourselves fit and healthy.

To make your school even better we have suggested to your teachers that they should make sure that the boys pay more attention to improving their writing so that they do as well as the girls. At the moment the girls are doing better! We have asked teachers to give you more opportunities to practise your computer skills, and to give you the chance to stop and reflect more - to think more about 'why' people do the things we do.

Thank you, again, for making our visit so enjoyable. You can all help to make your school even better by continuing to behave well and by always doing your best.

Yours sincerely

Richard Marsden  
Lead Inspector

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