



# Kegworth Primary School

## Inspection Report

**Unique Reference Number** 119932  
**Local Authority** Leicestershire  
**Inspection number** 291574  
**Inspection dates** 15–16 November 2006  
**Reporting inspector** Rajinder Harrison

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

<b>Type of school</b>	Primary	<b>School address</b>	High Street
<b>School category</b>	Community		Kegworth
<b>Age range of pupils</b>	4–10		Derby DE74 2DA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01509 672382
<b>Number on roll (school)</b>	150	<b>Fax number</b>	01509 670962
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Chris Dawson
		<b>Headteacher</b>	David Mills
<b>Date of previous school inspection</b>	10 September 2001		

<b>Age group</b> 4–10	<b>Inspection dates</b> 15–16 November 2006	<b>Inspection number</b> 291574
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

The school is smaller than average and serves the local village and its surroundings. It is a mixed school but the gender balance currently is 59% boys and 41% girls. A small number of pupils are eligible for free school meals and very few are from minority ethnic origins. A small number are at an early stage of learning English. An average number of pupils are identified as having learning difficulties and disabilities.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Teaching is good and, as a result, pupils achieve well and attain standards that are above average at the end of Year 5. Through a wide variety of experiences and a good curriculum, pupils develop their knowledge and skills successfully. Pupils with learning difficulties are well supported and achieve well. Children progress well in the Foundation Stage and almost all reach the levels expected by the end of the Reception Year and a few exceed them.

Parents and pupils are very proud of their school and its warm and welcoming atmosphere. There is a strong sense of purpose, loyalty and belonging among the school community. The school regularly extends its generous hospitality to nearby schools by regularly organising social and sporting events. Pupils try hard with their work and show a genuine love for learning. They understand why school is important and are eager to please, working in close partnership with others to explore ideas and learn from each other. Pupils are very fond of their teachers and show respect for others. Their behaviour is good and they form very good relationships. As a result, pupils feel happy and safe at school and trust their teachers. Pupils understand how to keep fit, healthy and safe. Their personal development is good. Pupils leave in Year 5 as polite, courteous young people, willing to take on responsibilities and well prepared for the future.

The procedures to care for the pupils and guide them in their learning are good. Teachers have a clear picture of each child's progress through the information they gather but a few pupils could be challenged even more through their personal targets. While the school values the views of others, there is no formal platform for pupils to offer their views as to how the school could improve.

Leadership and management are good as is improvement since the last inspection and there is strong evidence the school has capacity to improve further. The headteacher has high aspirations for the school. He has established new leadership teams to oversee developments in all areas of the curriculum so that standards are raised. These new arrangements have already had significant impact on improving provision for writing and mathematics where standards are rising. Procedures for self-evaluation and regular monitoring of teaching and standards are good but the information gathered is not always analysed and used effectively enough to set challenging targets and secure higher achievement.

### What the school should do to improve further

- Use the information the school gathers on pupils' performance more effectively to raise achievement.
- Ensure the level of challenge is high for all pupils.
- Provide pupils with regular opportunities to offer their views and ideas on decisions that affect them.

## **Achievement and standards**

### **Grade: 2**

Children start in the Foundation Stage with average attainment although their language and literacy and mathematical skills are sometimes less secure. Through good and often very good teaching, they progress well. Most reach all the expected levels by the end of the Reception Year and a small proportion exceeds them.

Good achievement is sustained in Years 1 to 5. In the 2006 national assessment, pupils in Year 2 attained average standards in reading, writing and mathematics. With a significant number of pupils with learning difficulties, this was a lower attaining year group. Pupils in Year 2 now are working at slightly above average standards. In Year 5 pupils are working at above average standards in English, mathematics and science. Strategies to improve their writing and problem-solving skills are having a positive impact on raising standards. Occasionally, expectations of a few of the average and lower ability pupils are not high enough for them to achieve more. Those with learning difficulties receive good support and achieve well. A few pupils who are new to learning English have recently started at the school and provision for these pupils is not sufficient to help them make better than satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good because the school promotes these aspects well. For example, through themes such as 'Africa', pupils develop a good understanding of and respect for the richness and diversity of other cultures and faiths. Projects such as exploring environmental issues, like preserving rainforests and recycling materials, help pupils to appreciate their moral responsibility to the wider world. They know they have lovely school grounds and help to keep them tidy, proudly sharing their facilities with visiting schools. A wide range of visits and visitors help them gain a good insight into the world of work.

Pupils' enjoyment of school is outstanding. Pupils' good work ethic is evident in their above average attendance which reflects their eagerness to be there and their very positive attitudes to learning. Pupils' behaviour is generally good, but occasionally when the level of challenge is not high enough in lessons, a few lose concentration and become restless and inattentive. Pupils form very good relationships and 'buddies' help others when, for example, issues arise in the playground. They take on many responsibilities and make a good contribution to the community, but have no formal opportunity to make their views known. Good guidance for their personal and health education, including many sporting and physical activities, helps them understand how to keep safe and healthy. They have a good understanding of what constitutes healthy eating and children as young as those in the Reception class talk confidently about how 'milk makes our bones strong and fruit makes us healthy and shiny'.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils achieve well because teaching and learning are good. Pupils say 'lessons are fun because we do interesting and exciting things'. They enjoy learning and their efforts are celebrated through attractive displays that brighten up the school. Teachers' planning builds on pupils' prior experiences and this helps pupils appreciate how new information fits in with what they already know. The tasks set encourage pupils to think about and question what they are learning, often working independently through practical activities. Most lessons move at a brisk pace so that pupils are kept busy. In the outstanding lessons, where teachers' expectations are very high, pupils buzz with excitement and delight as they discover new facts or acquire new skills.

Good relationships between staff and pupils give pupils the confidence to ask for help. Teachers and support staff make sure pupils who need specific help are fully involved in lessons so that they too achieve well. Sometimes the few pupils who are new to learning English could do with more help to become fully involved. Pupils' progress is reviewed regularly and teachers modify their teaching to make sure errors are corrected sensitively.

### Curriculum and other activities

#### Grade: 2

The school has creatively adapted the curriculum by drawing together of skills and information through themes that link work across subjects helps pupils make better sense of their learning. For example, literacy skills are practised through history and opportunities are created for pupils to reflect on previous learning when they encounter new problems. The interweaving of different disciplines, that include the effective promotion of pupils' personal, social and health education, helps pupils question new information, research their ideas and pool together their findings. Because the curriculum is still new and evolving, it is too early to assess its impact on improving achievement but the strategies the school adopted to develop pupils' writing and problem-solving skills have begun to impact on improved standards.

The Foundation Stage curriculum covers all the areas of learning well and engaging activities give children good opportunities to explore independently. The outdoor space is now well laid out for free access to a variety of attractive resources that extend children's physical and imaginative skills effectively. The curriculum provides a good framework to support effective teaching and learning but resources are insufficient for pupils to practise their computer skills in classrooms. Interesting visits and visitors offering many skills and expertise enrich provision well as pupils experience the world beyond their school. The school's many activities and sports clubs add to pupils' experiences effectively.

## Care, guidance and support

### Grade: 2

Care, guidance and support of pupils are good. The arrangements for care, including pupils' safety and child protection, are very good. Trusting relationships give pupils the confidence to approach any member of staff if they are worried or upset. Good links with other agencies enable vulnerable pupils and those with learning difficulties to be supported well and so they make good progress. Pupils learning English as a new language receive satisfactory support and there are plans to improve this provision through staff training. Through constructive marking, pupils receive good guidance on how to improve their work. In most classes, pupils have individual targets and teachers monitor progress against these targets regularly. This allows children to be involved in their own learning. Parents receive regular reports on their children's progress so that they also can be involved in supporting learning.

## Leadership and management

### Grade: 2

The headteacher and his senior manager provide inspirational leadership and have established an environment where learning is valued. With a strong focus on raising standards, staff and governors fully support recent innovations in the curriculum. Strategies to develop problem-solving and writing skills have begun to impact positively on pupils' progress. While systems for reviewing the school's performance and considering developments are good, the information gathered is not always analysed well enough to make sure that the targets the school sets challenge all pupils fully in all lessons. For example, lessons are monitored regularly but too much emphasis is given to the teaching rather than its impact on pupils' learning.

Governors fulfil their duties well. Decisions focus on doing the best for all pupils with the school's mission statement, 'preparing today for our future tomorrow' at the heart of everything they do. Through regular consultation, the views of parents and other institutions are taken into account.

The new leadership teams have created an opportunity for all to be involved in leadership and management, with one member of staff saying, 'we now feel involved and included.' Governors feel that their inclusion in these teams has given them a greater insight into how the school works. While this reorganised structure has yet to have significant impact on raising achievement, this collaborative working provides the school with a good capacity to improve.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	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

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

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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**

I am writing to tell you what we found out when we visited your school recently. We came to look at the work that you do and to talk to you and your teachers. We really enjoyed meeting you, and thank you for being so friendly, polite and sensible. We would also like to thank your parents for filling in a form that gave us their views about the school and we are pleased everyone likes the school. We especially enjoyed watching the tag rugby tournament in the drizzle – and were thrilled you made the finals. I am sure you will be champions next time with all that fantastic enthusiasm you show.

There are many good things about your school. Your school is good because

- You love being there, always do your best and make good progress.
- All the staff work hard to make lessons interesting and fun for you.
- The school takes good care of you and you have many friends to help you succeed.
- You are kind to others, behave well and know so much about staying fit and healthy.
- The school provides you with many clubs and activities and you visit interesting places and meet lots of people who help you learn more.

While your school has many good features, we think there are a few things that could be better. These are

- Your teachers need to use all the information they have to help you do even better.
- The school should make sure all pupils work as hard as they can in all lessons.
- The school should make sure pupils have regular meetings to discuss their ideas about how the school could be improved.

We are pleased you enjoy school and hope you will continue to do well.