

# Keyworth Primary School

Inspection report

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<b>Unique Reference Number</b>	100800
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	376462
<b>Inspection dates</b>	14–15 November 2011
<b>Reporting inspector</b>	Emma Aylesbury

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>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	319
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne MacNeary
<b>Headteacher</b>	Susi Whittome
<b>Date of previous school inspection</b>	6–7 May 2009
<b>School address</b>	Faunce street Southwark SE17 3TR
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited two assemblies and observed 15 lessons taught by 15 teachers. They had meetings with the headteacher, senior leadership team, members of the governing body, staff and groups of pupils. They observed the school's work, and looked at its self-evaluation documentation, safeguarding procedures, monitoring and assessment information, lesson plans and school policies. They analysed questionnaires from 90 pupils, 41 staff and 40 parents and carers.

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

- The extent to which the school demonstrates the capacity to sustain improvement and to meet the needs of all pupils, including the more able.
- The quality of the teaching throughout the school and the extent to which the teaching is raising attainment.
- The extent to which leaders at all levels, including members of the governing body, are involved in monitoring and improving achievement for all pupils.

## Information about the school

Keyworth Primary School is a larger-than-average-sized school. The largest group of pupils are of Black African heritage. The proportion of pupils who are from minority ethnic groups is well above average, as is that of those who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is over twice the national average. An average proportion of pupils have special educational needs and/or disabilities, these being mainly speech, emotional and social difficulties. The proportion of pupils who join the school at various points throughout the year is above average.

**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?**

**1**

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

**1**

## Main findings

Keyworth is an outstanding school, and one that is improving rapidly under the exceptional leadership of the headteacher. She is enthusiastically supported by her senior team and an outstanding governing body. The school has forged highly effective partnerships with the community, for example with local solicitors and independent schools. The school ensures every pupil is known as an individual and it encourages all pupils to have a clear sense of value and self-belief and a passion for learning. A group of pupils agreed: 'This is an amazing school where we are so happy and feel incredibly safe.'

The good quality teaching throughout the school is accelerating pupils' progress overall, but because their levels are so low when they enter the school, particularly in literacy, their attainment is only average by the time they leave. By the end of Year 6, pupils including those with special educational needs and/or disabilities, have made good progress because of the school's high expectations. Staff are keen to eradicate any differences between groups and they have been successful in narrowing the gap in performance between boys and girls. However, the analysis of pupils' performance data and targets, and its use to plan teaching so that tasks challenge all pupils fully, is not yet evident in all lessons.

Pupils' have an excellent understanding of the spiritual, moral, social and cultural aspects of their education. The curriculum is outstanding and pupils behave extremely well, feel very safe and secure and have a mature understanding of what constitutes a healthy lifestyle. Keyworth has been successful in supporting pupils by encouraging outstanding personal development. The partnership with parents and other agencies is extremely strong and underpins and supports the school's exceptionally high levels of care, guidance and support. The school has exemplary procedures for safeguarding and risk assessment. Leaders know that while there are examples of good assessment practice, particularly in numeracy, the quality of teachers' assessment varies across the school.

Since the last inspection the school has raised attendance to above average, redesigned and significantly improved the curriculum and elevated the quality of care and support from good to outstanding. This demonstrates that the school has excellent capacity to improve and fulfil its ambitious vision for the future. Through honest and accurate self-evaluation the school has shown that it knows its strengths and areas for improvement.

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

- Raise pupils’ overall level of attainment, particularly in literacy, to at least above average, by ensuring that teachers:
  - analyse information on pupils’ progress and review their targets more systematically so that pupils clearly know how to improve
  - provide more challenging activities, particularly for higher-attaining pupils.

## Outcomes for individuals and groups of pupils

**1**

From starting points that are well below average, pupils reach average levels of attainment by the end of Year 6. However, the quality of pupils’ learning and progress is good, their behaviour is outstanding and they are mature and thoughtful young people in all areas of their work. In the majority of lessons, pupils are well-motivated and display a strong desire to succeed. Independent activities, imaginative resources and good assessment ensure that learning is developed at a rapid pace. For example, in a good science lesson Year 5, pupils responded well where they had to visualise the distance between the sun and the moon and then worked in pairs to develop their problem-solving skills. Similarly, Year 6 pupils showed great enthusiasm for discussing and writing about water filtration. Here they were well motivated and skilled at assessing each other’s performance and suggesting points for improvement, and as a result, made good progress. Concerted action, by all staff, has been addressing pupils’ underperformance, particularly in reading, but despite good teaching, pupils’ attainment has remained no more than average due to the low levels of literacy when they enter the school.

Pupils get on well together and are enthusiastic about their responsibilities around the school. For example, older pupils act as play leaders to younger children. Pupils are prepared very well for their futures, and speak highly of the support they have received for the transition into secondary education. Pupils make an excellent contribution to their local community by regularly undertaking litter-picking duty in the local park.

*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>	<b>3</b>
The quality of pupils’ learning and their progress	<b>2</b>

<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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The quality of learning for pupils with special educational needs and/or disabilities and their progress	<b>2</b>
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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>	<b>2</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching is improving due to more accurate monitoring and remains good overall, with a few lessons being outstanding. Relationships between staff and pupils are warm and teachers' subject knowledge is strong. Information and communication technology (ICT) is used well to make learning interesting. However, in some lessons teachers' explanations are too long and as a result, pupils' learning slows.

The vibrant and colourful displays, both indoors and out, capture pupils' interests and the wide variety of high-quality art and design and technology work on display inspires a sense of pride amongst the pupils. The newly-revised curriculum is imaginative, meets the needs of all learners and is enhanced through reading with volunteers from an international bank, sporting activities, art, design and technology. Numeracy, literacy and ICT skills are imaginatively developed and a wide range of trips and visits offers pupils rich opportunities to broaden their horizons.

The school is rightly proud of its outstanding care, guidance and support. Pupils are well supported in lessons. The most vulnerable pupils benefit greatly from the excellent work the school carries out with external agencies. Staff can point to significant successes in helping pupils overcome difficult histories and challenging episodes in their lives. The inclusion team provides a wide range of support to enable vulnerable pupils to play a full part in school life and are very successful at engaging families with challenging circumstances.

*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	<b>2</b>
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>

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**The effectiveness of care, guidance and support**

1

## How effective are leadership and management?

The headteacher and the senior team lead the school exceptionally well. They have a clear purpose and sense of direction. All staff are highly committed to providing the very best environment and are encouraged to develop their skills and talents for the benefit of the pupils. Careful monitoring of the progress of different groups of pupils ensures equality of opportunity is promoted, discrimination is tackled and every child has an equal chance to succeed.

The school has an open door policy and through effective partnerships, meetings of parents and carers and the use of media resources, communication is excellent and links with parents and carers highly effective. Members of the governing body are supportive of the work of the school, and provide exceptional rigour and challenge. Governors fulfil all of their statutory duties and the school has exemplary safeguarding and risk-assessment procedures which are central to its work and contribute well to the pupils’ feelings of safety and their enjoyment of school. Community cohesion is good overall. The school’s main focus is on the diverse local community to develop pupils’ understanding of different faiths, ethnicities and cultures that exist within it. However, pupils’ understanding of international awareness is also promoted through creative fund-raising projects for countries in Africa.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	<b>2</b>
<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>1</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</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>1</b>

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## Early Years Foundation Stage

Children enjoy their learning in the Early Years Foundation Stage. They settle in well, because of the good home visit arrangements before they start. They have good opportunities, both indoors and outdoors, to learn in a stimulating environment. The school’s own data show that children enter the Early Years Foundation Stage with skills that are well below those expected for their age. By the end of Reception, they have made good progress and attained levels that are still below, but nearer, those expected for their age. They make most gains in their personal, social development and communication because of the greater focus on linking letters and sounds.

The children follow routines well and, as they begin to play together, they develop good creative and independent skills. Activities focus well on extending children’s knowledge and understanding of the world. For instance, through studying the jungle, children appreciate the habitats animals live in. Good relationships with parents and carers are the foundations for the good induction and care procedures. Staff know the children extremely well and ensure a learning environment which is fun, while meeting welfare requirements effectively. The leadership of the Early Years Foundation Stage is good and external support is provided when needed. Teachers plan effectively for the needs of each child and good records of observations are used skilfully to move children’s learning forward.

*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	<b>2</b>
The quality of provision in the Early Years Foundation Stage	<b>2</b>
The effectiveness of leadership and management of the Early Years Foundation Stage	<b>2</b>

## Views of parents and carers

Most parents and carers who returned the Ofsted questionnaire are happy with their children’s experience of the school. A few parents and carers raised concerns, including about the way unacceptable behaviour is dealt with. Inspectors observed behaviour in classes and around the school and judged it to be outstanding. The inspection team examined policies and risk assessments and found them to be of very high quality.

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

Ofsted invited all the registered parents and carers of pupils registered at Keyworth 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 319 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	70	12	30	0	0	0	0
The school keeps my child safe	24	60	16	40	0	0	0	0
The school informs me about my child’s progress	21	53	19	48	0	0	0	0
My child is making enough progress at this school	15	38	21	53	1	3	1	3
The teaching is good at this school	20	50	16	40	1	3	1	3
The school helps me to support my child’s learning	16	40	22	55	0	0	1	3
The school helps my child to have a healthy lifestyle	13	33	23	58	1	3	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)	13	33	23	58	0	0	0	0
The school meets my child’s particular needs	12	30	20	50	1	3	1	3
The school deals effectively with unacceptable behaviour	17	43	19	48	3	8	0	0
The school takes account of my suggestions and concerns	8	20	24	60	1	3	1	3
The school is led and managed effectively	22	55	16	40	0	0	0	0
Overall, I am happy with my child’s experience at this school	21	53	17	43	1	3	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.**



15 November 2011

Dear Pupils

### **Inspection of Keyworth Primary School, Southwark SE17 3TR**

This letter is to thank you for welcoming us into your school and for taking time to talk to the inspectors. We really enjoyed meeting you and seeing you at work and play and we were really impressed by how each one of you is keen to do as well as you can. Your parents and carers commented on how happy you all are and how you enjoy coming to school. Inspectors agree.

We judge your school to be outstanding. Your headteacher and teachers make your school a warm and friendly place to be. You and your parents and carers told us that you feel very safe at school. Your behaviour is outstanding and you are polite and considerate towards each other. We especially enjoyed your assembly.

To make the school even better we have asked your headteacher to make sure that:

- your lessons are even more inspiring and interesting and show you different ways to learn
- you get clear advice on how to improve your work so that you can achieve your very best.

You can help by continuing to working hard as you can. This will help you to achieve well and reach even higher levels.

Yours sincerely

Emma Aylesbury  
Lead inspector

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