

Keyworth Primary School

Inspection report

Unique Reference Number	100800
Local Authority	Southwark
Inspection number	307487
Inspection dates	12–13 March 2008
Reporting inspector	David Whatson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	290
Appropriate authority	The governing body
Chair	Mrs A MacNeary
Headteacher	Ms S Whittome
Date of previous school inspection	9 June 2003
School address	Fauce Street London SE17 3TR
Telephone number	020 7735 1701
Fax number	020 7587 3631

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Keyworth is a larger than average primary school. The percentage of pupils eligible for free school meals is very high. The school's population is ethnically diverse; the majority of pupils come from a Black African background. Nearly one tenth of the pupils are from families who are refugees or asylum seekers. The percentage of pupils learning English as an additional language is very high and nearly a quarter of pupils across the school are at an early stage of learning English. A higher than average percentage of pupils have learning difficulties and disabilities. However, the number with statements of special educational need is well below average. The proportion of pupils who join and leave the school throughout the year is quite high. The school has had many staff changes in the last few years, including both teachers and school leaders.

An Associate Headteacher joined the school in January 2007 and has led the school and supported the headteacher in her return to work since April 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

The standard of education provided by the school is inadequate because in recent years standards have struggled to rise from a low point and there has been a legacy of significant underachievement. Recent changes to the leadership team and staff have begun to address these weaknesses.

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to achievement and standards.

The school lost its direction and impetus in the past because of acute and complex staffing difficulties. Consequently, standards struggled to rise and pupils underachieved. The placement of an associate head teacher over a year ago, along with a new leadership group, returned stability and direction to the school. Although a slight improvement on previous years, the most recent national tests results and teachers' assessments show that standards at the end of Years 2 and 6 remained too low and pupils underachieved.

In the last year, the school's leadership has been strengthened by intensive and well received support from the local authority and the phased return of the headteacher to full-time work. The senior staff have identified the school's weaknesses and provided a clear set of priorities to address them. They have identified that targets were not sufficiently challenging and teachers were not clear enough about how much progress their pupils should make. The school's plan to address these weaknesses does not reflect the school's actions or long-term development priorities. Neither does it include sufficient measurable progress targets. However, because the leadership team is becoming increasingly effective the school has already started to change. Achievement is improving and there are very challenging and realistic targets for the next two years. Well devised training and support have improved the teaching, as well as systems for tracking pupils' progress in reading, writing and mathematics. The curriculum has been adapted to meet the needs of pupils and the provision for pupils with learning difficulties has been strengthened. The impact of these changes can be seen in the satisfactory and sometimes good progress of some pupils during this year. Many pupils in Year 6 are on track to meet this year's ambitious targets, so that the school is beginning to arrest the decline in standards.

Achievement overall is unsatisfactory because the rate of progress for all pupils is not yet fast enough for them to overcome the legacy of past underachievement. Whilst teaching is satisfactory overall, there is not yet enough consistently good or better teaching based on challenging activities to enable all pupils to catch up and overcome past underachievement. As a result, the standards which pupils reach, although improving, remain too low. The ability of the senior staff to continue to improve the school is, however, evident in the recent improvements in pupils' progress, demonstrating that the school has satisfactory capacity to improve further.

During the school's difficult past it continued, as it does now, to provide good pastoral support. Parents support the school and recognise the quality of care and support it provides. As one parent wrote, 'The staff have made a considerable effort to help my child feel secure and settled at the school.' Useful partnerships with a good range of specialist agencies and other schools help meet the different needs of its pupils, especially the most vulnerable. Most pupils enjoy

what the school has to offer and behave reasonably well, although attendance rates are well below those of most schools. Pupils feel able to confide in staff if they have a problem. Their knowledge about what it means to be healthy is satisfactory. Their spiritual, moral, social and cultural development is satisfactory overall.

Effectiveness of the Foundation Stage

Grade: 3

Many children start the Nursery and Reception year with skills and abilities that are well below those expected of three- and four-year-olds. Adults provide a warm and caring environment so that many settle quickly and begin to flourish. Children make good progress in the Nursery because they are interested in the well supervised and engaging activities available to them. The indoor space, especially in the Nursery, provides a fun place to learn. Children progress steadily in the Reception classes. A close check is kept on their development so that resources and the curriculum are modified to meet their needs. Personal and language development are given a high priority within many of the planned activities. Progress in these two areas is often good. Across the two year groups, support staff encourage children to participate and play well together. Planning across the Foundation Stage, however, is not consistent and lessons do not always offer sufficient challenge. The coordinator is aware of this and is successfully working to improve both the quality of teaching and its consistency. By the end of Reception, the skills and knowledge possessed by most children is below that expected for their age.

What the school should do to improve further

- Raise achievement and standards in English, mathematics and science across the school.
- Improve the proportion of good teaching by ensuring activities in lessons are always challenging.
- Sharpen the school's plans for improvement by identifying more precisely how improvement is to be measured over the course of a few years.
- Improve the attendance of those pupils whose record is unsatisfactory.

Achievement and standards

Grade: 4

Over the last few years, pupils across the school have underachieved. Because of this legacy, standards have struggled to improve and remain low in some key areas. In 2007, standards at the end of Year 2 were well below average overall, and in reading, they were exceptionally low for the third year in a row. In the same year standards at the end of Year 6 improved slightly on the previous year but remained below average, and standards in mathematics were again exceptionally low. The concentrated work that the school has undertaken this year means that standards have risen in most year groups, but they are not yet high enough. While many pupils have made good progress this year, this is not yet consistent across all pupils, year groups or subjects. There is not enough good or very good progress to fully overcome past underachievement. As a result, pupils are not adequately prepared for the next stage of their education. Pupils from Black African backgrounds and those learning English as an additional language make satisfactory progress and therefore achieve better than other groups of pupils at the school. The progress of pupils with learning difficulties is unsatisfactory, but like their peers, it is improving.

Personal development and well-being

Grade: 3

Most pupils enjoy school and talk about it in a positive way. They feel well cared for and supported. Most are confident and considerate towards one another. The majority of pupils follow the school's code of conduct and behaviour in lessons is often good. One pupil commented approvingly, 'I like school, because you don't get your own way when you're bad.' Although a small minority show challenging behaviour, unacceptable behaviour is dealt with quickly and fairly. However, some pupils are too boisterous in the playground. This concern is reinforced by a few parents. Pupils understand the importance of a healthy diet and of taking regular exercise. Attendance has been poor and although it has improved very recently it is too early to judge if it can be sustained. Pupils make an adequate contribution to the community. The school council has not made a strong impact on school life, but the pupil councillors are confident in their roles.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is improving. For example, there is great consistency in teachers identifying what pupils are going to learn at the start of a lesson. Pupils enjoy well planned and organised activities in most lessons. Pupils' progress is improving as teachers cater increasingly well for different needs, for example, by grouping pupils by ability in English and mathematics lessons. Pupils learning English as an additional language benefit from their teachers' frequent explanations of new words and in some lessons a good level of discussion. On some occasions, the activities set by teachers do not challenge all pupils to achieve as well as possible and to quickly overcome the legacy of past underachievement. Pupils with specific needs are increasingly well supported through the work of additional adults in the classroom or in small groups. This has greatly accelerated the progress some pupils make in reading. Teachers know their pupils well, forge good relationships and manage them well in a firm but sensitive way. This positive learning experience helps those new arrivals to the school, many of whom are of an African heritage and speak little English, to settle quickly to their academic work.

Marking is regular and, following recent training, is improving. It often contains encouraging comments but it does not always tell pupils how they can improve their work.

Curriculum and other activities

Grade: 3

In line with the school's priorities, literacy and numeracy have a high profile within the curriculum. Classes are deliberately kept small so pupils have more individualised learning. The adaptation of the renewed framework for mathematics is speeding up pupils' progress in mathematics. The revised science curriculum with its focus on investigative skills has contributed well to improved achievement. A new approach to encourage writing, still in its infancy, is also beginning to have a positive impact. The drive to raise achievement in these subjects is well supported by a growing range of effective intervention programmes. There are many good opportunities within the curriculum which support pupils' personal development. Progress has been made in extending pupils' skills in information and communication technology in timetabled

lessons. Extra-curricular activities are limited and attended by only a few pupils. Visits to places of interest and a range of visitors to the school provide regular enrichment to the curriculum.

Care, guidance and support

Grade: 3

The school cares well for its pupils and places a high priority on taking the appropriate steps to ensure that pupils feel safe and well supported. Vulnerable pupils are very well supported, and the school works in effective partnerships to ensure that they play a full part in school life. Recent improvements in monitoring, recording and the encouragement of good attendance have improved attendance, but not all parents are contacted on a pupil's first day of absence. A strong focus of the school has been the increasingly careful tracking of pupils' progress. As a result, teachers are more aware of the progress their pupils are making and what they need to achieve to reach what is expected nationally for their age. Not all pupils know their targets and some targets are too broad rather than individualised or specific. The provision for pupils with learning difficulties has been enhanced and pupils are now quickly identified and receive effective support. Well trained adults provide support for new arrivals to the school and those who are at an early stage of learning English so that they quickly settle into school life.

Leadership and management

Grade: 3

With the guidance and support of the governors, the school has created a new leadership structure that is increasingly capable of securing the capacity for further improvement. This team of leaders has worked well with the associate headteacher, the returning headteacher, and other consultants. Through the careful tracking of pupils' performance and monitoring, the school has a good understanding of its current effectiveness. It acknowledges that progress is not yet consistently good or fast enough for pupils to overcome past underachievement. As a result of the regular monitoring of teaching, and targeted training, the quality of teaching has improved. However, some members of the leadership team are not regularly involved in this area and their expertise in raising the quality of teaching is not fully utilised. The school has been fully focused on raising achievement during the last year. The setting of challenging, but achievable, targets for the next two years has embedded this even further. A greater range of strategies now underpins improved achievement and although some are very recent, standards are rising in all year groups. The school's improvement plan does not reflect fully the actions it has taken or plans to take over the coming years to continue to raise achievement. Neither does it contain sufficient detail for the governors and others to monitor closely the success of these plans.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	4
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
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?	Yes

Text from letter to pupils explaining the findings of the inspection

23 April 2008

Dear Pupils

Inspection of Keyworth Primary School, London, SE17 3TR

Some time ago you may remember that inspectors came to visit your school. We were in your school for two days talking to you and looking at some of the work you do. This helped us find out a lot about your school. We also spoke to your teachers and found out what your parents think about the school. It was good to hear that you and your parents like this school. However, we think that at the moment your school is not providing you with an adequate standard of education, so it is being given a notice to improve. This means that other inspectors will visit to check that your school is making enough improvements. There have been some recent improvements because:

- your teachers take good care of you and you feel safe and secure
- many of your lessons are interesting and challenging
- you behave well in lessons, and are kind and considerate.

All your teachers are working hard at the moment to make sure you all do as well as you can. This is because they know that in the past this has not always happened and standards at the end of Years 2 and 6 have been too low. They have a plan that describes how they are going to improve the school. Inspectors want this to be in more detail so that it clarifies what the school is going to be doing in the future to help you do better.

To help you they have been setting you targets. They have also made your lessons more challenging and, are providing more support to help you with your reading and mathematics. This is working well and means that many of you are making better progress than you did before. However, standards are still not high enough, particularly in English, mathematics and science, and sometimes lessons are not challenging enough. So when other inspectors visit your school again, they will check to see if lessons are really challenging and that you are all making better progress. You can also help by working as hard as you can.

Inspectors will also check on your attendance. In the past it has not been good enough. Although it got a lot better recently, it has to continue. You can help by making sure that you come to school.

Best wishes,

David Whatson

(Lead Inspector)