

# Keyworth Primary School

## Inspection report

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<b>Unique Reference Number</b>	100800
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	331570
<b>Inspection dates</b>	6–7 May 2009
<b>Reporting inspector</b>	Malcolm Johnstone

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	284
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Anne MacNeary
<b>Headteacher</b>	Ms Susi Whittome
<b>Date of previous school inspection</b>	13 March 2008
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Fauce Street London SE17 3TR
<b>Telephone number</b>	020 7735 1701
<b>Fax number</b>	020 7587 3631

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This primary school is larger than average. The proportion of pupils from minority ethnic backgrounds is very high and 31 different languages are spoken in the school. The largest minority ethnic group is of Black African heritage with smaller groups from a wide variety of other minority ethnic backgrounds. Nearly one tenth of the pupils are from families who are refugees or asylum seekers. The proportion of pupils learning English as an additional language is high and nearly a quarter of pupils across the school are at an early stage of English language acquisition. The proportion of pupils who have learning difficulties and/or disabilities is above average, with up to a half in some year groups. The main areas of need relate to moderate learning difficulties and behavioural, emotional and social needs. The proportion of pupils eligible for free school meals is well above average. The proportion of pupils who join and leave the school throughout the year is also above average. There has been significant disruption to senior management in the past two years and high staff turnover. This has now been addressed. In the Early Years Foundation Stage, children are taught in a Nursery and two Reception classes. There is an after school club run by the local authority.

When the school was last inspected in March 2008 it was given a notice to improve. Inspectors found that significant improvement was needed in order to raise standards in English, mathematics and science, increase the proportion of good teaching, sharpen the school's plans for development and improve attendance.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

In accordance with Section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires significant improvement.

The school now provides a good education. It meets the needs of its diverse community increasingly effectively. Leadership and management are good. The headteacher's return to the school a year ago has resulted in a successful drive for improvement. The assistant headteacher, senior managers, other staff and governors have supported this well. The local authority and the City Challenge initiative have provided further highly effective momentum and support. Progress with the issues identified in the previous full inspection has been rapid and the marked improvements noted in the monitoring visit by Her Majesty's inspectors in November 2008 have continued at a good pace. As one parent commented, 'the school is performing well and is making outstanding progress'.

There has been a successful and sustained improvement in standards in English, mathematics and science at the end of Key Stage 2. They have improved after being significantly below the national average three years ago to a position where they are now broadly average. This equates to good achievement for pupils from all backgrounds and abilities since many start school with skills and abilities that are well below those typical for their age. The school is aware that there is still scope to improve pupils' writing skills and to provide more opportunities for pupils to use their skills in mathematics and science in problem-solving and investigative work across the school. Teaching is good and on some occasions it is outstanding. This ensures that pupils make good overall progress. Tough action and rigorous monitoring have eradicated any inadequate teaching.

These marked improvements in teaching, standards and achievement over the past two years reflect a good capacity for further improvement. This is evidenced still further by the self-critical approach of the leadership team, its accurate evaluation of the school's performance and the identification of the right priorities.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development are good. This results in outstanding racial harmony, excellent behaviour, attitudes to work and commitment to learning. All pupils, including the most vulnerable, are cared for and supported well in both their personal and academic guidance.

There is a satisfactory curriculum. Clearly, there has been a heavy focus upon improving standards in English, mathematics and science. The senior leaders know that the curriculum in other subjects is not as effective. The development of key skills is inconsistent and there are too few opportunities for pupils to use their writing and information and communication technology (ICT) skills across the full range of subjects.

Community cohesion is good. The school is at the heart of the community. The school is successful in helping hard-to-reach groups in the community. There are strong links with other schools, support agencies and the wider community through fundraising and other activities. Volunteers from a local city institution make a good contribution to pupils' reading standards.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Many children enter the Nursery with skills and abilities that are well below those typical for their age, particularly in communication, language and literacy and in their personal, social and emotional development. There is good teaching, and excellent relationships and teamwork exist between all adults in the Nursery and Reception classes. These enable children to settle quickly and make good progress in all areas of their learning. Even so, about a half do not reach all the early learning goals on entry to Year 1. There is an increasingly consistent and effective focus on the teaching of letters and sounds and this is accelerating children's progress in this aspect of their work. In both the Nursery and Reception classes, the good support for children who have learning difficulties and/or disabilities, and for those children who are at the early stages of English language acquisition helps them make good progress. Children develop a love of learning and soon make friends. The curriculum is good and includes effective use of both the indoor and outdoor accommodation. Planning is thorough and provides an appropriate balance of adult-led activities and those chosen by children. At times, in both the Nursery and the Reception classes, there are some missed opportunities for adults to interact with children to promote language and mathematical skills in free play activities both indoors and outdoors. The progress of individual children is tracked well and the information is used successfully to plan the next stage of their learning. Leadership is strong and effective. There is a good action plan for further development. This reflects the realisation by the school of a need for a significant upgrade of the outdoor learning environment and follows a successful bid for additional funds.

### What the school should do to improve further

- Maintain the current focus on improving pupils' writing across the school and provide more opportunities for pupils to apply their skills in mathematics and science to problem-solving and investigative work.
- Ensure that the curriculum in subjects other than English, mathematics and science successfully develops pupils' knowledge and skills from year to year and acts as a more effective vehicle for extending pupils' skills in writing and ICT.

## Achievement and standards

### Grade: 2

By the end of Year 6, standards are broadly average in English, mathematics and science. More pupils than previously are reaching the expected level with an increasing number at the higher levels. There has been some improvement in standards by the end of Year 2, but this has not been as marked as in Year 6 and standards are below the national average. This is largely because of a large group of low-attaining pupils with significant learning difficulties and/or disabilities. From a starting point that is well below average for most pupils, overall progress is good and pupils of all abilities and backgrounds, including the largest group of Black African pupils, achieve well. Consistently good support for pupils at the early stages of English language acquisition enables them to make rapid progress and achieve well. Although recent initiatives to improve pupils' writing show some improvement, it remains the weakest aspect of pupils' work in English. In mathematics and science, pupils are not adept at applying what they know to investigative work and problem-solving activities.

## Personal development and well-being

### Grade: 2

Most pupils have excellent attitudes to their work and try their best to improve. They enjoy school and participate enthusiastically in all school activities. Behaviour in lessons and in assemblies is outstanding and is a significant factor in pupils' good progress. Pupils say that they feel safe at school and that adults listen to them and support them if they have any concerns. They report that the rare occurrences of bullying are dealt with quickly and effectively. Racial harmony is excellent and pupils show respect for each other, whatever their cultural or religious background. They have good awareness of what makes a healthy lifestyle. The school council makes an effective contribution to the school community, for example by planning additional playground resources and after school clubs. Other pupils receive good opportunities to develop responsibility as class, school and playground monitors. There is, however, more scope to develop pupils' responsibility for their own learning through independent work in mathematics and science. Overall, pupils' positive attitudes to learning, an ability to work well together and the development of sound basic skills in English and mathematics prepare the pupils well for their future education. The school has worked successfully to improve attendance. It has risen from being well below the national average two years ago to being now broadly average.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning have improved since the previous inspection and are contributing to pupils making consistently good progress. This is the result of comprehensive and robust monitoring, supported well by the local authority. Pupils' excellent behaviour, attitudes and commitment to learning are key factors in the good progress they make and reflect teachers' good relationships with pupils and their high expectations. Teachers are self-critical and keen to improve through continuing professional development. Assessment is good. Planning is annotated to show pupils' progress and what they need to do to improve further. Teachers' effective use of open-ended questioning, success criteria and focused teaching of target groups gives them a further insight into the progress pupils are making and helps them plan subsequent work that meets their needs. Teaching assistants provide good support for the pupils who need additional help and this enables them to progress well. On the few occasions when the teaching is not so effective, whole-class sessions are too long and activities in mathematics and science are too teacher-directed. As a result, pupils do not have the opportunity to follow their own lines of enquiry in order to extend their learning.

### Curriculum and other activities

#### Grade: 3

The school has responded well to the needs of those pupils with limited language and social skills. This has been achieved through a strong and effective emphasis on literacy, numeracy, personal, social and health education. Recently, the school has moved to a thematic curriculum where subjects are linked to a central theme. This approach is helping to engage pupils well in their learning but has not been in place long enough to ensure that key subject skills in subjects other than English, mathematics and science are developed consistently. It is recognised too that there are not enough opportunities for pupils to use their writing and ICT skills in other

subjects across the curriculum. Provision for pupils who have learning difficulties and/or disabilities and for pupils who are learning English as an additional language is good. Curriculum enrichment is strong and effective and includes a wide range of extra-curricular activities, including sport and the arts, visits, and visitors.

## **Care, guidance and support**

### **Grade: 2**

All adults in the school show a high level of commitment to the health and safety of pupils. The school's policies and procedures for risk assessment and child protection are secure and effective. Support for vulnerable pupils is strong, as their needs are identified accurately and their progress is monitored carefully. Pupils who have learning difficulties and/or disabilities receive effective support tailored to their needs. Consequently, they make good progress. Pupils who join the school part-way through the year are helped to settle quickly and they make good progress. Academic guidance is good. Pupils know their targets in literacy and numeracy and this helps them to see how well they are doing. Marking is effective in helping pupils to see how they might improve. In general, marking does not relate to pupils' personal targets and so an opportunity to further inform them of their individual progress is missed.

## **Leadership and management**

### **Grade: 2**

Under the clear direction set by the headteacher the school has moved forward appreciably. All key aspects of the school's work have improved. This is because of effective leadership, strong teamwork and the desire of all who work in the school to improve. Standards have risen year on year and teaching has become stronger and more effective. This is because there are robust systems to check on pupils' progress and monitor the quality of teaching. Good use is made of challenging targets to improve standards. The good school improvement plan is tightly focused and identifies the right priorities for development. All staff and governors are involved in the drafting of the plan. The leadership of English, mathematics and science is good but leadership in other subjects has been somewhat neglected in the drive for improvement in literacy and numeracy. The school seeks the views of parents and pupils through regular questionnaires and these are carefully considered. Governance is good. An experienced and perceptive chairperson ably leads the governors. The governors help shape the direction of the school. They have achieved the right balance between support and challenge.

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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?	2
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?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
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 learners' needs?</b>	2
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?	2

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

20 May 2009

Dear Pupils

Inspection of Keyworth Primary School, London, SE17 3TR

Thank you for being so helpful and making us welcome when we came to visit your school. We really enjoyed talking to you, seeing you in lessons and looking at your work. Like you, we think Keyworth is a good school. This is particularly pleasing because there were some important areas that needed to improve when the school was previously inspected. With your help, the school has made good improvements in all those areas. You now do much better in English, mathematics and science and test results in Year 6 are similar to those in most other schools. Your attendance has improved.

You told us that you enjoy coming to school and taking part in all the exciting things that happen. The way that you all get on together and behave in lessons is excellent. I would particularly like to thank the school council members who gave up their time to talk with us. Your views were most helpful and told us much about the school. Your teachers and other adults who work in school care very much about you and work hard to help you succeed and keep safe. It was good to see how much you know about healthy eating and the importance of a keeping fit and healthy. You make good progress in English, mathematics and science and all the teachers make your lessons interesting and enjoyable.

Despite this good progress, there are still a few improvements that can be made. We have asked your headteacher, staff and governors to:

- keep working to improve your writing and to make sure that in mathematics and science you do more investigations and experiments
- ensure that you learn even more in subjects other than English, mathematics and science and have more chances to write and use computers in all subjects.

We wish you every success in the future.

Yours faithfully

Malcolm Johnstone

Lead Inspector