

Inspection of a good school: Keyworth Primary School

Faunce Street, London, Surrey SE17 3TR

Inspection dates:

26 and 27 September 2023

Outcome

Keyworth Primary School continues to be a good school.

What is it like to attend this school?

The school has high expectations of pupils. Pupils achieve well in their learning and play an active part in their community. For example, at harvest time, pupils collect food for the local food bank. They then volunteer their time to help distribute the food.

Pupils are polite, kind and considerate. They work well together in lessons. Pupils listen to staff, follow instructions and behave calmly in the building. They enjoy playing with their friends in the school's spacious play areas. Staff look after pupils and keep them safe.

The school enhances pupils' learning through outings to museums and places of worship. Boys and girls take part in clubs such as football, rugby and boxing during their time at the school. Pupils enjoy organising and taking part in the annual school carnival, playing music and dancing in the street parade.

Parents and carers value the work of the school. They appreciate the smiles from staff at the start of the day. One parent summed up the views of many, saying, 'Everyone wants the best for the children.'

What does the school do well and what does it need to do better?

Leaders have developed an ambitious curriculum that is bespoke for pupils at the school. They have thought about the knowledge and skills pupils need to learn, and when. This includes children in the provision for two-year-olds and the Nursery. The curriculum content has been sequenced so that pupils build their understanding gradually, step by step. For example, in mathematics, pupils in Year 1 learn to read, write and order numbers up to 100. Pupils in Year 4 practise these same skills with numbers over 1000.

Leaders have considered how pupils develop an early understanding of different subjects. For example, children in Reception looked at photos of familiar people to help them develop their understanding of past and present. They build on this in Year 1, when pupils

compare household objects we use now with objects used in the past. By the time they are in Year 6, pupils are able to plot periods in history chronologically on a timeline.

Staff help pupils to remember what they have been taught before. For example, in mathematics, teachers revisit concepts that pupils have learned before introducing new learning. In some subjects, pupils are set tasks in lessons that are not effective in helping them learn essential knowledge. This is due to varying levels of staff's subject expertise. This leads to some gaps in knowledge and understanding in these subjects.

Teachers check what pupils know and can do. They provide effective additional support for pupils who need it. The school identifies the individual needs of pupils with special educational needs and/or disabilities (SEND). Staff adapt teaching well so that pupils with SEND access the same curriculum as their peers. The school supports pupils to make positive choices about how they behave. As a result, there is rarely any disruption in lessons.

The school prioritises reading. This begins in the provision for two-year-olds and the Nursery, where children enjoy listening to a range of stories and rhymes. Pupils in Reception and Year 1 learn phonics every day and read books matched to the sounds they know. This helps them build up the knowledge they need to become fluent readers. The school has clear systems for identifying and supporting pupils who need help with learning to read. These include targeted support to help pupils catch up quickly and workshops to help parents read with their children at home. The school promotes a love of reading. Pupils listen attentively to daily story time sessions, and join in with enthusiasm. As they move through the school, pupils become confident readers who enjoy books.

The governing body is ambitious for pupils at the school. Governors know the school well and provide support and challenge to leaders. For example, governors are working with leaders to improve pupils' attendance. They are committed to making sure pupils come to school regularly. This work is making a difference, particularly to the older pupils.

Staff are proud to work here. They appreciate how leaders are mindful of workload and prioritise the well-being of staff and pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, there are varying levels of staff subject expertise. Lesson activities and resources sometimes do not support pupils in building up the knowledge that they need as effectively as they could. The school should ensure that staff have training to develop their subject knowledge and expertise and to design activities that will fully support the intended learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100800
Local authority	Southwark
Inspection number	10293206
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	358
Appropriate authority	The governing body
Chair of governing body	Mark Mitchell-Rose
Headteacher	Sarah Beard (Executive Headteacher) Ray Capper (Head of School)
Website	www.thegemfederation.co.uk/keyworth-primary
Dates of previous inspection	9 and 10 May 2018, under section 5 of the Education Act 2005

Information about this school

- Keyworth Primary School is part of a hard federation called The Gem Federation. The federation also includes Bessemer Primary School.
- The executive headteacher works across both schools in the federation.
- Leaders do not make use of any alternative provision.
- The school has provision for two-year-olds.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held discussions with the executive headteacher, the head of school and other senior leaders.

- The inspector met with members of the governing body, including the chair of governors, and spoke to a local authority representative.
- The inspector carried out deep dives in these subjects: early reading, history and mathematics. For each deep dive, she spoke with subject leaders, visited a sample of lessons, spoke with teachers and pupils and looked at samples of pupils' work. The curriculum in other subjects was also considered.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the views of pupils, parents and staff through discussions and their responses to Ofsted's online surveys.

Inspection team

Jo Franklin, lead inspector

Ofsted Inspector

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