

Kegworth Primary School

Address: High Street, Kegworth, Derby, Leicestershire, DE74 2DA

Unique reference number (URN): 119932

Inspection report: 17 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils attain well in national tests. Outcomes are typically in line with national averages or above. Leaders continue to drive improvements in the few areas where achievement is not as secure, for example in reading and mathematics at the higher standard. Leaders are alert to any small dip in outcomes and take appropriate action to address these so they do not become a declining trend. For example, leaders have a renewed focus on ensuring that pupils learn their multiplication tables securely.

Work in pupils' books demonstrates that pupils benefit from a comprehensive and detailed curriculum. The majority of pupils learn the curriculum well. Pupils are keen to share their learning. For example, pupils in Year 3 confidently discuss what they have learned about sustainability. They know the benefits of solar and hydroelectric power and understand that non-renewable sources of energy will run out.

The accuracy and presentation of pupils' handwriting is variable. Leaders have rightly identified this as one of their current priorities for improvement.

Attendance and behaviour

Expected standard 

Leaders are tenacious in their approach to managing attendance. They take a strategic view of attendance and make effective use of attendance data to inform their actions and decisions. Leaders proactively promote the importance of regular attendance with parents and carers. When needed, leaders work sensitively with families to remove barriers to attendance and punctuality. As a result of the school's actions over time, attendance is consistently above the national average. The proportion of pupils who are persistently absent is relatively low. Leaders' focus is on improving attendance for these pupils.

Leaders implemented a new approach to managing behaviour at the start of this year. There is evidence of the positive impact of this work. Pupils behave very well. They increasingly make positive behaviour choices independently. Pupils say that if there is a problem, there is always an adult there who will address it. Pupils enjoy positive relationships with each other. They interact well during social times. Pupils report that bullying is rare and that adults respond effectively to any concerns. As a result, pupils enjoy a safe and respectful environment. Pupils benefit from classrooms that are typically free from low-level disruption. This means they can engage well with learning.

Curriculum and teaching

Expected standard 

Since the last inspection, the school has developed its curriculum provision. Pupils benefit from a well-sequenced and progressive curriculum that identifies the key knowledge and skills they need.

Pupils with special educational needs and/or disabilities, and those who face other barriers, are fully included in learning. Staff understand individual needs and take appropriate action

to remove barriers. For example, they use a range of carefully considered adaptations, such as widgets and dyslexia-friendly fonts, so pupils can access learning.

Teaching is typically effective. Teachers demonstrate secure subject knowledge and generally check pupils' understanding effectively. Where this is most effective, teachers maximise opportunities to identify and address misconceptions, ensuring that pupils gain secure knowledge and understanding. However, this is not consistent across all lessons. Occasionally, tasks could be more sharply focused on the intended learning that the curriculum outlines. This means that for a few pupils, gaps arise in their knowledge.

Early reading is taught well. Staff confidently and consistently follow the school's approach to teaching phonics. Pupils who need additional help are well supported. Consequently, most pupils learn to read well.

Leaders have identified appropriate areas for development. For example, they have recognised the need to provide pupils with further, meaningful opportunities to deepen their mathematical understanding so that more pupils attain at the higher standard by the end of key stage 2.

Early years

Expected standard 

Children in the early years benefit from warm and positive relationships with staff. Children enter the setting happily each day and start their morning work quickly. Clearly embedded routines support children's growing independence and ensure a calm and purposeful learning environment.

Leaders have carefully considered the early years provision so that children are well prepared for learning in key stage 1. The curriculum sets out the key knowledge and vocabulary that children need. The school prioritises developing children's communication, reading and early mathematics. Staff teach phonics effectively.

Children typically benefit from high-quality interactions with adults. Where these are most effective, children acquire important vocabulary and develop their communication skills further. However, staff do not consistently maximise these opportunities. Occasionally, they do not proactively seek out children who engage less readily in conversation and ensure that they have the opportunities they need to develop their language and communication.

Children benefit from the school's rigorous transition process into the early years. This begins early in the year before children join. This means staff identify where support is needed and ensure that this is in place from the start. The school offers parents and carers frequent opportunities to engage in their child's learning. For example, reading workshops provide parents with information about how to help their child with reading at home.

Inclusion

Expected standard 

Kegworth Primary School is an inclusive school where every child is valued. Leaders are ambitious for pupils who face barriers to learning and/or wellbeing. They ensure that they can learn and take part fully in school life.

Leaders have detailed knowledge of individual pupils and their needs. They act quickly to identify and address barriers to learning and/or wellbeing. Leaders ensure that appropriate support is provided in a timely manner, for those pupils who need it. Provision for pupils with special educational needs and/or disabilities (SEND) aligns with targets from their individual education plans, and where applicable, education and health care plans. Staff review the impact of this provision regularly and adjust it as necessary. The school works well with external professionals. Staff act upon guidance received to provide high-quality support for pupils with SEND and those who face other barriers to learning and/or wellbeing.

Leaders understand the needs of disadvantaged pupils and those known to social care. They make effective use of additional funding to help disadvantaged pupils overcome barriers to learning.

Leaders prioritise working with parents and carers so that they can ensure that pupils receive appropriate support. For example, leaders provide an additional parents' evening to provide more bespoke support and guidance. Leaders proactively promote the local offer, so parents know how to access more specialist support when necessary.

Leadership and governance

Expected standard 

Senior leaders have been in their roles since the start of the current academic year. All previously worked in different roles at the school and had in-depth knowledge of pupils and the local community. This knowledge supports leaders in their work and enables them to strengthen relationships with parents and carers swiftly.

Leaders are ambitious for all pupils, including those who face barriers to their learning and/or wellbeing. They have clear understanding of the school's strengths and areas for development. Leaders have identified the right priorities, for example embedding consistently highly effective teaching across the school. Leaders have taken appropriate action to secure improvement. This work is ongoing, with some aspects of work still being embedded.

Leaders create meaningful opportunities to gather staff voice. Staff say that their views are valued and considered. Staff share leaders' commitment to securing the best outcomes for pupils. They say leaders genuinely care about their workload and wellbeing. The school's professional learning programme helps staff become more effective in their roles. As a result, staff, including those who are new to the teaching profession, feel well supported and motivated.

Governors share leaders' ambition for the school. They have clear understanding of their responsibilities and bring a range of relevant expertise to their roles. They fulfil their duties effectively, including that to challenge and support leaders.

Parents are overwhelmingly positive about Kegworth Primary School. They told us that every member of staff had pupils' best interests at heart. Parents describe the school as being at the heart of the village.

Leaders prioritise pupils' personal development and wellbeing. They are committed to providing all pupils with the conditions they need to thrive. The school's KEGWORTH values aim for pupils to be kind, enthusiastic, ambitious (goals), welcoming, optimistic, resilient, tolerant and honest. These values underpin all aspects of school life. Pupils typically embody these values through their behaviours and attitudes.

The school's personal development programme promotes pupils' understanding of differences between people. Pupils know and understand that prejudice and discrimination is wrong. They are, without exception, respectful when discussing this. Pupils know the fundamental British values. Many pupils demonstrate secure understanding of these, for example, discussing what individual liberty means for them. However, this is inconsistent. Some pupils are less secure about what some of these values mean.

Pupils learn about different beliefs and cultures. Carefully chosen resources, such as virtual tours of different places of worship, visits to the local church and visitors to the school, enhance pupils' understanding of these.

Pupils demonstrate age-appropriate knowledge and understanding of healthy relationships and growing up. They know how to keep themselves safe in different situations, including when online.

Pupils access a broad range of enrichment opportunities and extra-curricular clubs. Leaders track participation carefully and ensure that these are an entitlement for all pupils, including those who are disadvantaged or face other barriers. Pupils have opportunities to take on meaningful leadership roles. For example, the school council worked with the local parish council to develop understanding of committee roles and structures. School councillors were proud of the role they had in enhancing the playground games on offer for pupils.

Pupils acknowledge all the school does to help their mental health and wellbeing. Pupils know they can visit the 'cosy corner' to speak to a trusted adult at any time. They told inspectors that this was helpful to them. Pupils benefit from caring pastoral support. They know staff are there to support them.

What it's like to be a pupil at this school

Pupils are proud to attend Kegworth Primary School. They know they are valued and well cared for. Staff warmly welcome pupils into school each day. Established routines for all pupils, including children in the early years, help secure a calm and purposeful start to the day. Pupils enjoy school, and most attend well.

Pupils' behaviour is typically excellent. Staff sensitively help pupils who need additional support with behaviour to understand their feelings and make positive behaviour choices. Pupils model the school's values. For example, they are welcoming and kind. Pupils know how to be good friends to one another. Older pupils interact well with younger pupils. Pupils trained as peer mentors support others during social times. They act as buddies and ensure that nobody is left without a friend to play with.

Staff and pupils enjoy positive relationships built on mutual respect. Pupils trust staff and know who to talk to if they have any concerns. They benefit from very effective pastoral care and support. Pupils feel safe at school. They say that bullying rarely happens and is not tolerated.

Leaders are ambitious for pupils to succeed academically and personally. Pupils benefit from a well-considered curriculum that has been designed to meet their needs and inspire curiosity in the world around them. Pupils throughout the school discuss their learning confidently and enthusiastically. They typically display positive attitudes to learning.

Pupils enjoy a range of carefully considered enrichment opportunities that broaden their horizons and raise their aspirations. For example, a recent careers week introduced pupils to different roles they can aspire to. Staff ensure that all pupils have equal access to opportunities the school provides.

Pupils, including those with special educational needs and/or disabilities or who face other barriers to learning and/or wellbeing, typically achieve well throughout school. They develop in maturity and independence and are generally well prepared for the next stage in their education.

Next steps

- Leaders should continue their work to ensure that highly effective teaching is embedded across all subjects and classes.
 - Leaders should ensure that all staff in the early years consistently maximise opportunities for engaging children in high-quality interactions and proactively seek out children who engage less readily with staff or other children.
 - Leaders should continue their work to secure pupils' foundational knowledge in handwriting.
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About this inspection

Information about this inspection:

The chair of the board of governors in this school is Jonathan Faulkes.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other school leaders and a range of teaching and non-teaching staff. They also spoke with a wide range of pupils throughout the school during the inspection. Inspectors gathered parents' views by talking with them and through

considering responses to Ofsted Parent View. The lead inspector also spoke with a selection of governors, including the chair of governors, and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school does not currently make use of alternative provision.

The school has undergone a significant change since the last inspection. The headteacher, deputy headteacher and other senior leaders are all new in post from the start of the academic year.

Headteacher: Jane Panter

Lead inspector:

Damienne Clarke, His Majesty's Inspector

Team inspectors:

Andrew Lakatos, Ofsted Inspector

Deborah Tibble, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 17 March 2026

School and pupil context

Total pupils

228

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

315

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

12.72%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.32%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.96%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	61%	Close to average
2024/25 (revised)	71%	62%	Above
2023/24 (final)	49%	61%	Below
2022/23 (final)	67%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	74%	Close to average
2024/25 (revised)	89%	75%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	63%	74%	Below
2022/23 (final)	73%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	72%	Above
2024/25 (revised)	89%	72%	Above
2023/24 (final)	80%	72%	Above
2022/23 (final)	82%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	73%	Above
2024/25 (revised)	86%	74%	Above
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	82%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	35%	46%	Below
2024/25 (revised)	S	47%	S
2023/24 (final)	33%	46%	Close to average
2022/23 (final)	67%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	62%	Close to average
2024/25 (revised)	S	63%	S
2023/24 (final)	50%	62%	Below
2022/23 (final)	67%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	75%	58%	Above

Year	This school	National average	Compared with national average
2022/23 (final)	100%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	60%	Above
2024/25 (revised)	S	61%	S
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	100%	59%	Above

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	35%	68%	-33 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	S	69%	S
2023/24 (final)	33%	67%	-34 pp
2022/23 (final)	67%	66%	0 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	80%	-19 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	67%	78%	-12 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	78%	78%	1 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	75%	78%	-3 pp
2022/23 (final)	100%	77%	23 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	80%	-10 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	100%	79%	21 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.4%	5.2%	Below
2023/24 (3 term)	3.9%	5.5%	Below
2022/23 (3 term)	3.7%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.9%	13.3%	Below

Year	This school	National average	Compared with national average
2023/24 (3 term)	7.2%	14.6%	Below
2022/23 (3 term)	8.0%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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