

St Keyna Primary School

Address: Monmouth Road, Keynsham, Bristol, BS31 2JP

Unique reference number (URN): 134917

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 

The school is highly successful in ensuring that pupils learn their phonics knowledge and recall multiplication tables accurately. This is seen in published outcomes that are significantly above the national average. Pupils apply their basic skills in English and mathematics effectively to access more complex work over time. For example, they gain a secure understanding of what they read and apply their knowledge of fractions and decimals to solve 2-step number problems. Pupils retain a great deal of knowledge across curriculum subjects. This prepares them for secondary school well.

As a result of improvements to teaching, gaps in pupils' writing knowledge are being closed successfully, including for disadvantaged pupils and pupils with special educational needs and/or disabilities. For example, younger pupils spell accurately, use a range of descriptive vocabulary and are beginning to use a variety of sentence types. Older pupils write for specific audiences and use emotive vocabulary with increasing impact.

Attendance and behaviour

Expected standard 

Since September 2025, the school's refinement of its attendance strategy has led to a greater impact than in previous years. Leaders' proactive and supportive approach with parents and carers and external agencies addresses any barriers to attendance successfully. As a result, rates of absence are now close to average and improving, including for disadvantaged pupils. Persistent absence has reduced. Any pupils who attend part time are under regular review to ensure that, over time, these pupils' attendance increases.

The school has high expectations for pupils' behaviour in lessons. Carefully thought-out morning routines and warm relationships with staff ensure that pupils benefit from a calm start to the day. Pupils typically demonstrate perseverance, work hard and show pride in their work. The school prioritises teaching pupils to take responsibility for their actions. When pupils find it difficult to manage their own behaviour, staff support them effectively. If bullying happens, staff address it head on, including any racist incidents. Pupils generally play together happily and value the activities on offer inside and out at lunchtimes.

Curriculum and teaching

Expected standard 

The curriculum is suitably broad and ambitious. It is well sequenced. This means that teachers know what to teach and when. Teachers typically use their secure subject knowledge to implement the curriculum effectively. For example, in mathematics, staff use the agreed approaches to model new content and provide pupils with sufficient practice to consolidate new knowledge and skills. Pupils who have struggled to produce sustained writing in the past receive tailored and effective support to catch up. Pupils learn to read quickly and successfully. This ensures that they access the wider curriculum well. Staff teach the curriculum effectively. As a result, pupils build their subject knowledge over time across a range of subjects.

Staff generally adapt teaching effectively. They usually make reasonable adjustments to lesson sequences as necessary, including for disadvantaged pupils and those with special educational needs and/or disabilities. This ensures that pupils progress through the curriculum well over time. However, there are occasions when staff do not use their checks on pupils' learning astutely. This means that sometimes pupils do not deepen their understanding of important concepts when they are ready.

Inclusion

Expected standard 

The school works closely with pupils, parents and carers to identify any barriers pupils may have to learning. Staff receive specialist advice and training from a range of external professionals and therapists. They use this information to accurately assess the ongoing needs of pupils with special educational needs and/or disabilities (SEND). Support plans generally outline pupils' next steps accurately. Staff typically adapt teaching so that pupils with SEND get the right resources and support. For example, pupils use a range of visual prompts and other types of support to access learning effectively. Pupils make suitable progress through the curriculum as a result. The school analyses the impact of interventions, including those for language and communication, short-term therapies and emotional development. This enables staff to identify and address pupils' emerging and changing needs.

The school's use of additional funding has a palpable impact. Leaders and staff review the support for disadvantaged pupils precisely. They are effective in removing barriers to pupils' academic learning and their social and emotional wellbeing. The school provides these pupils with access to enrichment activities beyond the academic.

When necessary, leaders commission alternative provision for pupils. The school maintains appropriate oversight of the education these pupils receive.

Personal development and wellbeing

Expected standard 

The personal, social, health and economic (PSHE) education programme is effective. Pupils usually become confident individuals with a strong moral purpose and an understanding of right and wrong. The programme meets the statutory requirements for relationships and sex education and health education. The PSHE education curriculum provides pupils with the necessary knowledge they need, such as how to keep safe online and the importance of healthy eating. Pupils speak with confidence about how the programme supports them to make safe choices and understand and maintain positive relationships. They develop respect towards people's differences that are protected in law. Whole-school events and initiatives, such as learning about visible and invisible differences, put equalities right at the centre.

Leaders work closely with external agencies and the school's pastoral team to remove barriers and prioritise pupils' mental health and wellbeing. High-quality pastoral support is on hand for everyone. For example, pupils can self-refer for 'time4me' sessions to talk through any worries or concerns they have. Pupils know that staff will help them get to the root cause of any concerns or when they have disagreements with their peers. The school goes to great lengths to ensure that pupils develop their understanding of fundamental British values. For example, pupils understand why rules and listening to varying viewpoints are

important. The school keeps its personal development programme under review. Leaders ensure that recent work in this area is deepening pupils' understanding of different faiths and beliefs. This ensures that the school continually fosters an inclusive community.

The school takes steps to ensure that all pupils can participate in its wider offer. Staff make adaptations when necessary to ensure it is inclusive and accessible. For example, leaders make effective use of pupil premium funding to provide individualised support and broaden experiences beyond the academic for eligible pupils.

Needs attention ●

Early years

Needs attention ●

There are weaknesses in the implementation of the early years curriculum. The quality of the interactions between staff and children is not precise enough in Nursery and Reception. This does not support children's language development across the seven areas of learning sufficiently well. Leaders understand what needs to improve. There is a detailed action plan in place. The school is starting to implement it. The content and sequencing of the curriculum are starting to improve. However, leaders do not have sufficient oversight of teaching and the curriculum. This means that weaknesses in some aspects of the provision are not addressed successfully. Staff do not have all the necessary subject knowledge they need. As a result, staff do not use their assessments of what children know already to adapt teaching so that it builds from children's starting points. The curriculum does not extend children's knowledge across the curriculum when they are ready.

Clear routines and caring staff ensure that children feel safe and enjoy Nursery and Reception. Staff in Nursery prioritise reading stories and developing children's early reading behaviours successfully. In Reception, teaching builds on these experiences effectively. As a result, children learn to read well. The recent focus to improve children's letter formation and vocabulary development in mathematics is starting to pay off.

Leadership and governance

Needs attention ●

Leaders and governors do not have sufficient oversight of all aspects of the school's work. This slows school improvement down. As a result, some necessary improvements are only just beginning, such as leaders' improvements to the early years provision.

In some other areas, governors' recent challenge and support have resulted in positive change. This is ensuring that the school implements important school policies and meets its statutory duties. One example is the detailed focus on monitoring pupils' attendance. The increase in pupils' attendance is palpable.

Some staff raise concerns about the way that the school operates. A minority of staff do not consistently get the support they need to carry out their roles effectively. Governors are working productively to improve staff wellbeing and workload. For example, they conduct regular staff surveys and ensure that staff are listened to and their views acted upon. Leaders and governors provide a broad range of professional development for staff. For

example, the school-wide focus on improving writing has raised pupils' attainment in writing markedly. Staff work closely together and are proud to teach at the school. Parents and carers recognise this and are very positive about the caring support and quality of education that their children receive. Almost all parents would recommend the school to another parent.

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

Pupils benefit from regular routines and caring support from staff. This ensures that they gain a strong sense of belonging to the school community and feel safe. Pupils work hard and understand why having a positive work ethic is important. In key stages 1 and 2, pupils learn a lot across the curriculum and achieve well. This prepares them well for secondary school. However, there are some weaknesses in the implementation of the curriculum in the early years. As a result, children in Nursery and Reception do not get the precise support they need to learn consistently well and thrive personally and academically.

Pupils typically live up to staff's high expectations and behave well. If bullying happens, it is addressed properly. This means that there are few recurrences. The school prioritises ensuring that pupils learn about themselves, valuing everyone's uniqueness. Pupils learn to be respectful and tolerant. Pupils know that discrimination is not accepted. This can be seen in the work of pupils in the equalities team. Current initiatives include a new working group called 'say goodbye to stereotypes' and whole-school activities such as 'free to be me' theme days.

Pupils play an active part in school life. They learn about how to pull together as a team. Older pupils become positive role models; for example, Year 6 pupils take on jobs in the new wing of the school with pride. Pupils learn to debate important big ideas and issues and learn about the world around them. For example, a recent focus on the dangers of vaping has created much discussion. Pupils attend a vast array of enrichment activities, such as musical performances and sporting events. There are many clubs on offer; for example, athletics and basketball.

Next steps

- Leaders and governors should ensure that they have stringent and accurate oversight of all aspects of the school's work and use their findings to bring about continual improvement.
 - Leaders should continue to improve the quality of provision for children in the early years so that children are prepared well for the next stage of their education.
 - Leaders should ensure that teaching consistently develops pupils' knowledge so that pupils achieve highly across the curriculum.
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About this inspection

The chair of the board of governors in this school is Sue MacGrain.

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 deputy headteacher, who is currently interim acting headteacher and other school staff. An inspector met with two members of the governing body, including the chairperson. An inspector met with the director of services at Bath and North Somerset local authority. Inspectors spoke with some parents at the start of the school day.

The inspectors confirmed the following information about the school:

The substantive headteacher is currently absent.

The school uses one unregistered alternative provision.

headteacher: Steve Gumm

Lead inspector:

Julie Carrington, His Majesty's Inspector

Team inspectors:

Katharine Anstey, Ofsted Inspector

Paul Smith, 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

248

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

240

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)

28.24%

Close to 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

5.24%

Above 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

24.19%

Well above 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	53%	61%	Below
2024/25 (revised)	59%	62%	Close to average
2023/24 (final)	41%	61%	Below
2022/23 (final)	57%	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)	72%	75%	Close to average
2023/24 (final)	76%	74%	Close to average
2022/23 (final)	74%	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	64%	72%	Below
2024/25 (revised)	69%	72%	Close to average
2023/24 (final)	54%	72%	Below
2022/23 (final)	68%	71%	Close to average

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	76%	73%	Close to average
2024/25 (revised)	78%	74%	Close to average
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	72%	73%	Close to average

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	41%	46%	Close to average
2024/25 (revised)	58%	47%	Close to average
2023/24 (final)	17%	46%	Below
2022/23 (final)	45%	44%	Close to average

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	68%	62%	Close to average
2024/25 (revised)	58%	63%	Close to average
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	75%	60%	Above

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	55%	59%	Close to average
2024/25 (revised)	67%	59%	Close to average
2023/24 (final)	33%	58%	Below
2022/23 (final)	60%	58%	Close to average

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	68%	60%	Above
2024/25 (revised)	83%	61%	Above
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	60%	59%	Close to average

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	41%	68%	-27 pp
2024/25 (revised)	58%	69%	-11 pp
2023/24 (final)	17%	67%	-51 pp
2022/23 (final)	45%	66%	-21 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	68%	80%	-11 pp
2024/25 (revised)	58%	81%	-22 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	75%	78%	-3 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	55%	78%	-23 pp
2024/25 (revised)	67%	78%	-12 pp
2023/24 (final)	33%	78%	-44 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	60%	77%	-17 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	68%	80%	-12 pp
2024/25 (revised)	83%	81%	3 pp
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	60%	79%	-19 pp

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)	5.5%	5.2%	Close to average
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	6.2%	5.9%	Close to average

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)	19.0%	13.3%	Above
2023/24 (3 term)	13.5%	14.6%	Close to average
2022/23 (3 term)	17.6%	16.2%	Close to average

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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