

Inspection of a good school: Kingswood Primary School

Buckland Road, Lower Kingswood, Tadworth, Surrey KT20 7EA

Inspection dates: 30 November and 1 December 2021

Outcome

Kingswood Primary School continues to be a good school.

What is it like to attend this school?

Pupils love coming to this welcoming and friendly school. As one pupil said, 'When we arrive at school, our teachers always have a smile on their face.' The school has a strong community feel. Parents value the nurturing relationships between staff and pupils, and the care and support staff give their children.

Pupils are enthusiastic about their learning. They relish tackling the challenges of the school's aspirational curriculum and the high expectations set by their teachers. Pupils particularly enjoy the trips and experiences that teachers plan to enhance learning. For example, pupils were interested to find out about different jobs during the Second World War on their recent trip to Henley Fort.

Pupils are polite and kind to one another. They form strong friendships, playing and learning together happily. Pupils say that bullying and unkindness rarely happen because this is 'a kind and respectful school'. They say that if they have a falling out, or if they have any worries, they give their teacher a 'talk bubble'. Pupils then talk through their worries with their teacher. Pupils say that any problems are always resolved quickly. Pupils feel safe and cared for.

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

Leaders have created a culture where staff work effectively as a team. Staff support one another, sharing their knowledge and expertise. Leaders make sure that they do not cause any unnecessary workload for staff. Staff have high expectations of all pupils and are committed to delivering the best possible education for all.

Leaders have developed a curriculum that is interesting and varied. In most subjects, leaders have carefully planned the important knowledge and skills that they want pupils to learn. In these subjects, leaders have considered the order in which pupils will learn important content. However, some subjects, such as design and technology, and French, are not as clearly defined. This means that pupils sometimes struggle to remember what

they have learned previously. They find it difficult to draw on their prior learning when learning new things. Leaders are working hard to address this.

Teachers are knowledgeable about the subjects that they teach. They explain important concepts well using subject-specific vocabulary. In most subjects, pupils develop a secure understanding of important knowledge. They explain their understanding confidently. They use what they have already learned when tackling new learning. For example, in mathematics, older pupils use their knowledge of multiplication and division to reason mathematically.

Leaders make learning to read a high priority. Pupils enjoy reading. They particularly enjoy the school's '100 book challenge'. Leaders have recently introduced a new phonics scheme. The order in which pupils will learn important knowledge is planned effectively. Leaders have trained all staff to deliver the programme well. However, occasionally, staff do not address pupils' mistakes quickly enough. Staff plan additional activities to help pupils catch up if they start to fall behind. Leaders have started to match reading books to the new scheme. This is not complete, however. Sometimes, teachers give pupils books that do not match the sounds they have learned. When this happens, pupils find it difficult to practise their phonics skills.

Staff know pupils really well, including those with special educational needs and/or disabilities (SEND). Staff carefully check what pupils have remembered and what they are able to do. Teachers quickly identify any pupils who are at risk of falling behind or if they have particular needs. Teachers use this information to plan activities to help pupils catch up. Leaders and teachers plan effective support and resources for pupils with SEND. These pupils are supported well in lessons.

Pupils behave well. Children settle quickly into the early years setting. Adults help them to learn the rules and routines of the school. Children develop positive attitudes to learning. During the inspection, children were seen tackling different timed challenges with concentration and perseverance. As pupils get older, their attitudes to learning continue to flourish. Pupils work hard in lessons. They are committed and are eager to learn more.

Pupils learn how to keep themselves healthy. They know how important it is to keep physically active. They enjoy completing daily exercise. Pupils also learn to take care of their mental health. Mindfulness sessions help pupils learn breathing techniques to relax and reflect. Pupils say these strategies help them when they are feeling anxious or angry. Pupils enjoy contributing to the life of the school. For example, the 'eco committee' are proud of their efforts litter picking in the local area.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture where pupils' welfare and their well-being are the top priorities. Leaders have trained all staff effectively so that they recognise the signs a child may be at risk of harm. Leaders keep thorough records of any issues raised. They act on any concerns swiftly.

Pupils learn how to keep themselves safe. They have a good understanding of how to stay safe online. Pupils feel supported by adults in school. Pupils know that, if they report a concern, they will be listened to and it will be sorted out.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the knowledge that pupils will learn is not planned as precisely as it needs to be. This means that, sometimes, pupils find it difficult to remember what they have learned previously and to draw on this knowledge when learning new things. Leaders have accurately identified which subjects need further development and are well underway with their work to address this. This work needs to be continued and then embedded quickly. For this reason, the transitional arrangements have been applied.
- Leaders adopted a new phonics scheme in September. They have started to organise the reading books to match the sequence of learning so that pupils are given books that closely match their phonics knowledge. This is not yet fully in place. Leaders need to complete this work quickly so that pupils can successfully practise the sounds they have learned. Leaders should also ensure that all staff identify and address pupils' misconceptions quickly.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in May 2012.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	124937
Local authority	Surrey
Inspection number	10200405
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair of governing body	Helene Hill
Headteacher	Duncan Steele
Website	http://www.kingswood.surrey.sch.uk
Date of previous inspection	24 November 2016, under section 8 of the Education Act 2005

Information about this school

- No relevant changes since the previous inspection.
- The school is not currently using any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with senior leaders, staff and pupils. The inspector also met with representatives of the school's local governing body and held a telephone conversation with a representative from the local authority.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited lessons, spoke to teachers, talked to pupils about their learning and looked at pupils' work. The inspector also looked at curriculum plans and spoke to leaders about some other subjects.

- The inspector met with leaders responsible for safeguarding and looked at relevant documentation, staff recruitment checks and training records.
- The inspector met with a range of pupils to discuss their views. This included formal meetings with pupils and informal discussions during playtime, lunchtime and in lessons. The inspector also listened to pupils read.
- The inspector spoke to parents and staff to gather their views. Inspectors also considered parents' responses to Ofsted Parent View and staff's responses to the staff survey.

Inspection team

Leah Goulding, lead inspector

Ofsted Inspector

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