

# Inspection of Kingswood Primary School

Abbey Street, Kingswood, Gloucestershire GL12 8RN

---

Inspection dates: 30 November and 1 December 2022

**Overall effectiveness** **Good**

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Kingswood Primary School is a welcoming, happy and inclusive school. The school's values, 'opportunity, enjoyment and excellence' are threaded through the rich, broad curriculum.

Pupils are proud to be members of the school and their behaviour is exemplary. They are polite and sociable and show the utmost respect for staff. Pupils are caring and understand what makes a good friend. Staff care deeply about pupils and pastoral provision is strong. Relationships between staff and pupils are excellent. Pupils feel safe at school because they trust staff to look after them. Pupils confirm that bullying is rare. They are confident that adults will sort out any problems that might arise swiftly.

Pupils brim with enthusiasm for learning. They enjoy experiences that bring their learning to life, such as the trip on a steam train and 'Victorian Day'. Pupils enjoy receiving 'Top Turtle' awards for demonstrating qualities, such as commitment and collaboration. Staff nurture pupils' talents and interests. For example, pupils can learn to play a brass instrument. They relish the chance to perform to others during 'Whole Class Brass', for example. Pupils regularly attend clubs, such as art and craft, story club and chess.

The vast majority of parents and carers are extremely positive about the school. They comment that the school goes 'above and beyond' what is expected.

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

The new headteacher has quickly established herself as an approachable, well respected and supportive leader. Staff are motivated by her enthusiasm and feel well supported to manage their workload. As a result, morale is high.

Leaders and staff aspire for all pupils to receive a high-quality education. They are committed to providing pupils with interesting learning experiences. As a result, in most subjects, leaders have designed an ambitious, coherently-sequenced curriculum. This clearly sets out the knowledge and skills they expect pupils to learn.

However, in some subjects, the curriculum has only recently been adapted to help pupils build on prior learning and secure a deeper understanding. The full impact of this is not yet fully realised. Furthermore, some subject leaders have not evaluated the quality of their subject curriculum fully.

Reading has improved since the previous inspection. The school has embedded a systematic phonics programme and pupils regularly practise reading. Staff provide additional support for pupils who find it difficult to read. This is improving their fluency and confidence. Pupils also develop their wider skills, such as extending their vocabulary and improving their comprehension and spelling.

Pupils are inspired to develop a love of reading. They become absorbed when adults read books, such as 'Cogheart' and 'Goodnight Mr Tom'. A pupil commented, 'We can drift off into a magical world and we are inspired to write our own books.'

Teachers have a good knowledge of what they teach and provide clear explanations. This helps pupils to learn key knowledge, skills and vocabulary. For example, in geography, leaders have clearly identified the knowledge they want pupils to remember.

Pupils revise prior learning, so that they remember what they have learned before. They use what they know to learn something more difficult. For example, in mathematics, Reception children count objects, such as pegs and buttons, then match them to the corresponding numbers. Year 6 pupils use their knowledge of factors and common multiples to order fractions successfully. Teaching checks how well pupils learn the curriculum. Pupils are supported to rectify mistakes, which helps them to secure their understanding. For instance, in physical education, pupils are shown how to take off and land correctly when hopping and jumping.

Teaching and pastoral support for pupils with special educational needs and/or disabilities (SEND) is sharply focused and effective. As a result, pupils with SEND are included in all aspects of school life and learn well. Parents of pupils with SEND typically praise leaders' communication and responsive approach to their children's needs.

Pupils understand what adults expect of them and their attitudes to learning are exceptionally strong. Pupils have a thirst for exploring and finding things out. For example, children in Reception Year gleefully fill a bucket with water, then immerse shells and boats to see if they float or sink.

Pupils' personal development is supported well. They learn to think of others when they raise money for Children in Need and donate items to the food bank. Older pupils take on positions of responsibility, such as buddies and sports leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Leaders make the necessary checks to ensure that adults are safe to work with children. All staff are provided with safeguarding training.

Staff are vigilant and understand how to identify when a pupil might be at risk. They report any concerns swiftly. Leaders make timely referrals to outside agencies, when required. They maintain detailed records and regularly check that their actions are making a difference.

Pupils understand how to keep themselves safe. They learn about healthy relationships and online safety.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects the curriculum is new. In these subjects, leaders do not know the impact of the curriculum on what pupils know and remember. Leaders should ensure that all subject leaders develop the necessary expertise to evaluate the impact of the curriculum on pupils' learning.

## **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](#)' 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

<b>Unique reference number</b>	115529
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10256614
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	103
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Keith Geary
<b>Headteacher</b>	Wendy Collins
<b>Website</b>	<a href="http://www.kingswoodprimaryschool.co.uk/">www.kingswoodprimaryschool.co.uk/</a>
<b>Date of previous inspection</b>	25 February 2020, under section 8 of the Education Act 2005

## Information about this school

- The headteacher has been in post since September 2022.
- The school does not use any alternative providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held several meetings with the headteacher. They also met with the special educational needs coordinator and the early years leader.
- The lead inspector held a meeting with a group of governors. She also had a meeting with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and physical education. For each deep dive, inspectors discussed the

curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors reviewed the school's safeguarding records and checked the school's single central record. They discussed safeguarding arrangements with the headteacher, who is the designated safeguarding leader. Inspectors also spoke to pupils and adults about safety.
- Inspectors observed pupils' behaviour at various times of the day, including during breaktime and lunchtime.
- Inspectors spoke to pupils, staff and parents to gather their views. They reviewed responses to the online survey, Ofsted Parent View, along with free-text comments. They also took account of the responses to the staff survey.

### **Inspection team**

Catherine Beeks, lead inspector

Ofsted Inspector

Nick Sheppard

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022