

# Inspection of Kingfield Primary School

Kingfield Road, Woking, Surrey GU22 9EQ

---

Inspection dates: 19 and 20 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is David Jackson. This school is part of The Swan Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Elaine Cooper, and overseen by a board of trustees, chaired by Ian Girdler.

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

Pupils are kind and respectful within this welcoming school community. They thrive in a supportive and aspirational environment. The school has high expectations of pupils' achievements, including those with special educational needs and/or disabilities (SEND). Pupils are enthusiastic about their learning, particularly reading. As a result, they achieve well.

Pupils are polite and considerate. The school encourages them to be friendly and responsible through explicit teaching about the school values of 'ready, respectful and safe'. Pupils demonstrate these qualities through positive attitudes and relationships with other pupils and staff.

Pupils feel safe. They feel listened to and know that adults take any concerns seriously. Pupils know how to keep themselves safe in the community and online. They understand how to keep themselves physically and mentally healthy. Pupils also appreciate how the school rewards their achievements and celebrates their success.

Pupils value the wide range of opportunities in school. They have benefitted from working with the 'Young Carers Orchestra' and local care homes and by raising money for children's hospitals. Pupils live out the school vision of 'Be the best you can be' by eagerly participating in the many experiences on offer.

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

The teaching of reading is a strength of the school. The school strongly promotes developing children's language and communication skills from the start of Nursery. This helps to improve children's listening skills, ready to learn to read. Staff consistently follow a well-sequenced phonics scheme from Reception onwards. They receive high-quality training from the school and consistently follow the well-ordered programme. Staff use a diligent approach to checking pupils' understanding that informs them about pupils' reading fluency and accuracy. All pupils have books that closely match the sounds they know. Staff support older pupils to choose appropriate reading books to expose them to books that they might not otherwise read. Consequently, pupils are keen readers, with access to a wide range of books.

The school has an ambitious and well-developed curriculum. In most subjects, the curriculum is detailed and identifies the key knowledge and skills that the school intends pupils to learn from Nursery onwards. Staff follow the curriculum closely, and this supports pupils to gradually learn the essential content so that they are ready for their next stage of learning. In a small number of subjects, the curriculum is less well developed. Teachers are vigilant in checking pupils' understanding and then identifying and closing any gaps in learning. This rigour means that pupils build their knowledge over time effectively. The school is swift to identify the needs of

pupils with SEND. It provides thoughtful extra help, and staff adapt their teaching skilfully to enable these pupils to achieve well.

Children in Reception and Nursery enjoy a positive start at the school. Staff choose resources and activities that strongly promote children's learning and independence. This includes children learning about important life skills such as washing their hands and cleaning their teeth. Children interact positively and kindly and are taught how to settle any minor disagreements independently.

Pupils' behaviour is positive. Staff explicitly teach them how to behave from the start of Nursery. This helps even the youngest children to understand what is expected and how to behave. As a result, pupils enthusiastically follow routines and rules. If pupils present with more challenging behaviour, staff take prompt, appropriate and proportionate action. Pupils' attendance is generally good. However, the school's oversight of pupils with lower attendance is not yet sufficiently well developed.

The school prioritises pupils' personal development from early years onwards. This begins with well-considered opportunities in Reception and Nursery. Staff positively develop pupils' understanding of different family structures, cultures and religions as they move through the school. Consequently, pupils are able to articulate a detailed understanding about equality and inclusion. By the end of their time at the school, pupils are informed and active citizens, ready for the next stages of education. The extra-curricular club offer is developing. Currently, too few of the most vulnerable pupils benefit from this offer.

Leaders are committed to the school; they are well informed and challenge each other. They keep pupils' interests at the centre of their decision-making. Staff, including early career teachers, are well supported, which enables them to focus on teaching. Parents appreciate how the school works to keep them involved about what pupils learn and how they can support this at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- A few curriculum subjects are not yet strongly developed. As a result, the learning of some pupils is variable. The school should continue to refine all subjects and ensure that staff follow plans closely so that pupils achieve highly across the curriculum.

## 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

<b>Unique reference number</b>	148169
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10288093
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	256
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Ian Girdler
<b>CEO of the trust</b>	Elaine Cooper
<b>Headteacher</b>	David Jackson
<b>Website</b>	<a href="http://www.kingfield.surrey.sch.uk">www.kingfield.surrey.sch.uk</a>
<b>Dates of previous inspection</b>	Not previously inspected

## Information about this school

- The school joined The Swan Trust in October 2020.
- Kingfield Primary School converted to become an academy school in October 2020. When its predecessor school, Kingfield Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not currently use any alternative provision.

## Information about this inspection

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

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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspection team met with the headteacher, senior leaders, teachers and pupils. The lead inspector met with the members of the governing body, including the chair of governors, and also with members of the trust board and the chief executive officer.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupil's work. Inspectors also discussed the curriculum in some other subjects.
- 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 inspection team observed behaviour in lessons and at breaktimes and lunchtimes. Inspectors spoke formally with groups of pupils, as well as talking to pupils in lessons and around the school.
- Inspectors spoke with parents at the start of the school day. They considered the views expressed on Ofsted Parent View.
- Inspectors spoke with groups of staff and considered the responses to Ofsted's staff survey.

### **Inspection team**

Toby Martlew, lead inspector

His Majesty's Inspector

Andrew Foster

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 2023