

Inspection of Kingsgate Primary School

Kingsgate Road, London NW6 4LB

Inspection dates: 7 and 8 November 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2011.

What is it like to attend this school?

Pupils thrive at this school. They are happy to attend because of the caring adults around them. Pupils settle incredibly well and form strong relationships with their classmates and their teachers. The atmosphere is calm and respectful, and pupils demonstrate confidence and positive attitudes. Pupils have access to excellent opportunities to develop their individual passions. They speak highly of their teachers and how they help pupils to feel safe.

The curriculum is highly ambitious. Pupils take part in learning with energy and enthusiasm. The work they produce from a young age is of high quality, preparing them well for their next stage of schooling. Pupils learn to share their ideas, opinions and feelings with maturity and empathy through activities arranged by the school. For example, pupils visit the Royal Courts of Justice to take on court roles and improve their understanding of the risks around online safety and cyber-bullying.

Pupils' behaviour is exemplary. Pupils are polite, kind and caring towards others. On joining the school they are quickly introduced to the key traits of confidence, resilience and respect. Pupils soon understand these attributes and demonstrate them consistently throughout the school day.

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

Leaders have thought carefully about the curriculum to make sure it is ambitious for all. Across the range of subjects, the school has set out the key knowledge to be learned from the early years to Year 6 and organised this in a clear way. This means that pupils can practise and become confident at what they have learned before moving on to more advanced aspects of the curriculum. Pupils have access to a broad range of subjects and experiences to strengthen their learning.

The school ensures that pupils build on their learning step by step, even those who join the school after the start of the school year. Teachers benefit from high-quality support and training to build up their expertise, and as a result they are very knowledgeable about the areas they teach. They confidently identify when pupils have misunderstandings and quickly respond by helping to close any gaps in knowledge and understanding. This means that pupils remember what they have been taught over time. For example, in mathematics, teachers are careful to ensure that pupils are fluent in number facts at the start of lessons before moving ahead.

Leaders have made it a priority to widen pupils' vocabulary. The curriculum sets out clearly exactly which subject-specific words pupils are expected to understand at each stage. The words they go on to learn are ambitious. Leaders expect all pupils, including those with special educational needs and/or disabilities (SEND), to achieve the same high standards in this regard.

Reading is a high priority for the school. Pupils begin learning phonics from the beginning of their time at the school. Teachers have been trained to teach phonics

using precise methods. As a result, pupils learn to read quickly and fluently. When a pupil needs more assistance, leaders waste no time in identifying the gaps in their knowledge before putting effective support in place. Pupils with SEND are accurately assessed to identify their reading needs and are quickly helped to become fluent. Pupils develop a true love for reading. Older pupils independently choose books of interest and can discuss them at length and with passion.

The school has a simple and effective approach to behaviour management. Pupils are 'ready, respectful and safe' in how they interact with each other and with staff. Disruption in class is very rare, with pupils' attitudes being positive and focused on their learning. In the early years, children settle quickly, and transitions between activities follow clear routines. Pupils are taught to be kind and empathetic in the way they treat their friends. Leaders have been successful in reducing levels of pupil absence, and work well with families to reinforce high expectations for attendance.

Pupils benefit from an exceptional programme to support their personal development. Leaders' vision is to build pupils' self-confidence and their ability to express a range of emotions. Teachers use interactions powerfully to achieve this. For example, the school runs a life skills programme to promote social, cognitive and emotional skills from a young age. Pupils receive weekly lessons explicitly teaching them how to be cooperative, courageous and encouraging in their attitudes. A well-attended range of clubs and activities help pupils, including those with SEND, to discover and explore their talents and interests.

Leaders are thorough in ensuring that the views of parents and carers, pupils and staff are considered thoughtfully. They are proactive in identifying areas where the curriculum can be strengthened. Teachers are happy to be at the school, and feel well looked after and supported in performing their roles. This includes teachers at the start of their careers, who receive strong guidance and training.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	132245
Local authority	Camden
Inspection number	10267919
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	594
Appropriate authority	The governing body
Chair of governing body	Ian Whittaker
Headteacher	Meg Jones
Website	www.kingsgateprimaryschool.org.uk
Dates of previous inspection	17 and 18 March 2011, under section 5 of the Education Act 2005

Information about this school

- The headteacher of the school was appointed in September 2023.
- The school operates from two sites, one for early years and key stage 1, and the other for key stage 2.
- Leaders do not make use of any alternative education provider.

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 the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders and a representative from the local authority.

- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education and history. 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 pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: 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.

Inspection team

Karim Ismail, lead inspector	His Majesty's Inspector
Bob Hamlyn	His Majesty's Inspector
Eleanor Ross	His Majesty's Inspector
Amanda Ruthven	Ofsted Inspector

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