

# Inspection of King's Gate Primary School

Great Amber Way, Amesbury, Salisbury SP4 7GD

---

Inspection dates: 7 to 8 November 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 head of this school is Sasha Owen. This school is part of King Alfred Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nicola Gilbert, who is also the executive headteacher of this school and one other, and overseen by a board of trustees, chaired by Karen Shields.

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

Pupils enjoy attending King's Gate Primary School, which is a hub in the community. They are happy and look forward to their learning. The school motto, 'We work best when we work together', sits at the heart of what the school does. Parents are overwhelmingly positive about the work of the school. Many pupils join the school in later years, rather than Reception. Parents say that their children settle in quickly as the school fosters harmonious relationships.

The school has high expectations for pupils' behaviour. There is a kind and caring culture across the school. As a result, pupils behave well. Learning takes place without disruption because the school is calm and orderly. Pupils feel safe; parents agree. Relationships between staff and pupils are positive. Pupils know that staff consider their needs carefully.

Pupils engage keenly with members of the community, such as the nearby residential home. They enjoy inviting the residents into school for tea and singing carols to them. Pupils value becoming play leaders and members of the school council. They say these roles make them feel proud and help them to improve their school, for example by raising money for climbing equipment in the playground.

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

The school has designed an ambitious curriculum, which starts in Reception year. Subject curriculums identify the key concepts that pupils need to know. This enables pupils to build on prior learning to deepen their knowledge. In subjects where published outcomes are below national expectations, the school has taken effective action to strengthen the curriculum. For example, it has made sure that staff implement the reading curriculum effectively across the school.

Despite this, in a few subjects, such as geography, teachers are not presenting subject matter clearly to pupils, including those with special educational needs and/or disabilities (SEND). This makes it more difficult for pupils to learn and remember important knowledge. As a result, some pupils, including those with SEND, do not build their knowledge well enough over time.

The school responds well to meet the needs of pupils who join the school at different times across the year. Many of these are pupils with SEND. The school has a clear understanding of the needs of these pupils and supports them well. Pupils' targets are precise. Pupils with SEND learn the same curriculum as their peers.

Reading is a priority. Pupils develop their love of reading by reading books from the school's '100 book' list. Children begin learning phonics as soon as they start school. As a result of effective teaching, pupils become fluent readers in key stage 1. Reading continues to be central within the English curriculum as pupils move through the school. Pupils read texts together that broaden their vocabulary and heighten their understanding of world events and history. Teachers read stimulating

stories to younger pupils that help with articulation and expression. If pupils fall behind, they receive the support they need to help them catch up quickly.

Pupils' independent written work is not developing as well as their reading. The school's expectations of pupils' writing is not high enough. This means that some pupils, from Reception year onwards, continue to make basic errors in spelling and punctuation. Despite this, pupils develop cursive handwriting from Year 3, and their scripts are legible and presented neatly.

The school makes sure that children in Reception year acquire a rich vocabulary and become confident in communicating their ideas, thoughts and feelings. Language work remains a strength of the school. Pupils are confident to speak to visitors and debate topical issues with sensitivity and respect.

Pupils have positive attitudes towards learning. They show interest in their subjects. The school has high expectations for pupil attendance. The procedures for managing and improving attendance are effective. The school tracks attendance closely. It intervenes early to stop pupils having too much time off.

The personal, social, health and economic curriculum provides pupils with helpful advice on how to manage themselves during the different times in their lives. Pupils understand why British values are important. Pupils are aware of how to keep themselves safe, especially when online. There is a strong military presence in the community. The school values this presence, and have shown this in the past by engaging with a company so that pupils saw a helicopter land in the school field.

Those responsible for governance ensure that the school maintains its positive ethos while growing in pupil numbers. They have a firm grasp of what the school has achieved so far. Staff feel supported by the school. They value working with colleagues from across the trust.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Staff expectations of pupils' independent written work are not high enough. When this happens, some pupils' work has inaccurate spelling and punctuation. The trust must ensure that staff raise their expectations and check pupils' learning to help them write accurately and fluently independently.
- In some subjects, teachers are not presenting and adapting subject matter clearly to pupils, including those with special educational needs and/or disabilities. As a result, pupils find it difficult to remember their learning and have gaps in their

knowledge. The trust needs to ensure that teachers deliver the curriculum effectively in order to help pupils know more and remember more.

## 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 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>	146091
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10298064
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	178
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Karen Shields
<b>CEO of trust</b>	Nicola Gilbert
<b>Head of School</b>	Sasha Owen
<b>Website</b>	<a href="http://www.kingsgate.wilts.sch.uk">www.kingsgate.wilts.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected under section 5 of the Education Act 2005

## Information about this school

- King's Gate Primary school opened in September 2019 with 34 pupils.
- The headteacher was appointed in September 2019.
- 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.

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 chief executive officer, the special educational needs lead for the trust, representatives from the governing board, the headteacher, staff and pupils. The lead inspector had a telephone call with the chair of the trust and the trust's school improvement lead.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, geography and music. 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.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, the 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.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors took account of the Ofsted survey for parents, Ofsted Parent View.

### **Inspection team**

Kathy Maddocks, lead inspector	Ofsted Inspector
Emma Jelley	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 looked after children, 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