

Inspection of Kingston Primary School

Church Road, Thundersley, Essex SS7 3HG

Inspection dates: 28 and 29 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

Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Kingston Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Kingston School to be outstanding, before it opened as Kingston Primary School as a result of conversion to academy status.

The headteacher of this school is Aaron Cross. This school is part of Robus Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Emma Dawson, and overseen by a board of trustees, chaired by David Norris.

What is it like to attend this school?

Pupils at Kingston show a great deal of pride in themselves and their school. Pupils have an inner confidence that shines through. They love their school and attend happily. Pupils learn about the 'Kingston way,' which helps them understand how to be better learners and more considerate individuals.

Pupils live up to the staff's high expectations of learning and behaviour. They behave exceptionally well. Pupils understand that if they work hard and try their best, they can achieve and learn more. Pupils' books show they take great care with their work and they are neat with their presentation. They achieve very well.

Young pupils learn the simple school rules as soon as they start school. For instance, children in Reception know that they need to have 'kind hands and feet' and to use kind words. This learning develops as pupils get older when they learn how their actions can affect others.

Older pupils can become school ambassadors. However, to achieve this role, they need to complete some tasks that benefit others. Pupils are very keen to have this job, and the ambassadors are positive role models for others. In this way, pupils understand that positive actions benefit themselves and others.

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

Pupils learn a rich and broad curriculum. This enables all pupils to find their interests and develop their talents. All subject curriculums are well planned and organised logically. This means pupils build their knowledge from the early years to Year 6. Teachers help pupils to remember their learning in a variety of ways. As a result, pupils learn the knowledge that the school intends. The school develops pupils' knowledge exceptionally well. For instance, when discussing reasons why the Roman Empire ended, pupils can do so demonstrating a deep understanding.

The school checks pupils' learning with precision and accuracy. This allows staff to know what pupils have learned and spot any gaps in their knowledge. Staff skilfully address misconceptions in lessons. This means all pupils achieve extremely well in all subjects.

Staff have strong subject knowledge. They explain ideas clearly to pupils, who then carry out learning tasks with confidence. Staff support all pupils who need help or guidance effectively. Support staff and teachers work well as a team to provide pupils with any support that they need.

The school prioritises reading. Pupils love to read. As soon as children start in Reception, they learn how to match letters to sounds. Staff check pupils' phonics knowledge often. Any pupils who fall behind get the help they need to catch up. Older pupils who are not yet fluent readers have keep-up lessons. As a result, they learn to read confidently.

Staff in the early years plan activities that capture children's interests and develop their knowledge. Skilled staff deepen children's understanding through language-rich conversations. Children get along with others well. They build strong, trusting relationships with adults. Children happily complete learning tasks in a relaxed and supportive environment. Even from this young age, children respond well to staff's encouragement. They develop the skills to manage themselves and to let others know their wants and feelings.

Pupils with special educational needs and/or disabilities (SEND) learn the same ambitious curriculum as their peers. Staff know and understand the individual needs of pupils with SEND. They adapt teaching effectively, building on pupils' strengths and using their knowledge of how best to support pupils' learning. Pupils with SEND are taught and encouraged to be as confident and independent as their peers, no matter their individual needs. Pupils with SEND achieve well.

Pupils behave exceptionally well in and out of lessons. They understand the school rules but also learn why it is important to be responsible role models. Pupils show determination and self-confidence. They understand the need for, and relish, their education.

As the school states, pupils' personal development is 'at the heart of everything we do.' Pupils gain self-awareness, empathy and global perspective. They leave school with strong principles built on a deep understanding of right and wrong. This prepares them exceptionally well for life outside of school.

Leaders, the trust and the governors work together to ensure the school's priorities continue to improve pupils' education. Staff appreciate the support and the professional development they receive. This develops their teaching practice through the sharing of evidence-based research.

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	137220
Local authority	Essex
Inspection number	10255028
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	Board of trustees
Chair of trust	David Norris
CEO of the trust	Emma Dawson
Headteacher	Aaron Cross
Website	www.kingston.essex.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Kingston Primary School converted to become an academy in August 2011. Its predecessor school, Kingston School, was previously inspected in April 2009 and was judged as outstanding overall.
- The school does not 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 the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading; science; French; 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.
- The inspectors also considered the curriculums and pupils' work for the subjects of personal, social and health education, art and mathematics. They also met with the subject leaders and spoke to pupils.
- Inspectors held meetings with the headteacher and senior leaders. The lead inspector also met the CEO of the trust and some members of the governing body.
- The inspectors observed pupils' behaviour at lunchtime and in lessons.
- The inspectors examined a range of documents provided by the school, including leaders' school development plans and school self-evaluation document.
- The inspectors considered the 73 responses and the 47 free-text responses made by parents to the survey, Ofsted Parent View. One inspector met with parents before the start of the school day. The inspectors also considered the 33 responses to Ofsted's online staff questionnaire.
- 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.

Inspection team

Jessie Linsley, lead inspector

His Majesty's Inspector

Laura Hewer

Ofsted Inspector

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