

# Inspection of Kingswood Primary School

Gipsy Road, London SE27 9RD

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Inspection dates:	1 and 2 October 2024
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	Good

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

Pupils are kept safe and know who their trusted adults are. They enjoy coming to school and learning with their friends. There is a sense of shared pride throughout the school. Pupils act with consideration and show courtesy to others.

Pupils benefit from the varied extra-curricular offer. They can take their interests further through a range of clubs, including gymnastics, gardening and art. Pupils develop their leadership skills through a range of roles, such as play ambassadors, peer mediators and school council representatives. Pupils enjoy the outdoor space and having quiet zones to read as well as inviting areas to play ball games.

The school has high ambitions for pupils. Leaders have planned a broad and balanced curriculum in line with what pupils need to learn nationally. Pupils are proud of their achievements. They achieve well in national assessments. In a few subjects, the teaching of the curriculum is at an earlier stage of development. This means that key ideas are not consistently taught, including for some pupils with special educational needs and/or disabilities (SEND).

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

In most subjects, the school has set out precisely what it wants pupils to learn and when. This is sequenced so that pupils build on their knowledge securely over time. For example, in history, pupils are introduced to key ideas across the curriculum. Children in early years begin learning about the achievements of humans. Then in Year 1, they can begin to learn about the significant achievements of women in history. This means that older pupils can then consider the lunar landings as achievements and evaluate whether their impact was worth the cost of space exploration.

In a few subjects, however, teaching does not consistently ensure that all pupils, including pupils with SEND, are securing the key concepts needed for future learning effectively. Occasionally, adaptations are not supporting pupils to access the curriculum. This means that some pupils are not building on previous learning and that misconceptions are not tackled quickly enough.

Pupils with SEND are appropriately identified. Teachers are trained to support pupils as part of an inclusive environment. The school works with parents and external agencies to understand pupils' needs so that they can succeed in all aspects of school life.

Pupils begin learning to read as soon as they start school. Staff receive training in the teaching of phonics. Pupils, including pupils with SEND, have opportunities to practise their reading with books matched to the sounds they are learning. Pupils who struggle with reading are given effective support to become more fluent and confident. The school promotes a love of stories. Reading is carefully planned across the curriculum so that pupils encounter key ideas across topics. For example, pupils read fiction and non-fiction texts in English to deepen their learning about Pompeii in geography.

Pupils behave well and lessons are rarely disrupted. Pupils demonstrate positive attitudes towards each other and adults. They are awarded house points for demonstrating the Kingswood values. Bullying is rare, and pupils trust adults to deal with any concerns. Typically, pupils are focused on their learning in lessons. Some of the policies for behaviour and attendance are at the early stages of implementation. This means that, at times, pupils and staff are not clear on the agreed expectations and consequences. The school is working with families to increase attendance and decrease persistent absence sustainably.

Pupils' wider development is well considered. The curriculum is carefully designed to support pupils' understanding of important concepts. For example, pupils in Year 2 learn about posting information online and how to stay safe. This means that pupils in Year 6 can learn about building a positive online reputation for their future careers. Pupils are taught about how to appreciate different faiths and cultures. This is extended through cultural events, such as the school's annual carnival and Windrush celebrations.

Staff feel supported by leaders in the school community. Teachers, including those at the early stages of their career, feel that their workload and well-being are carefully considered. Governors fulfil their statutory duties. Leaders and those responsible for governance have worked effectively to maintain high standards for all pupils during a period of transition.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a few subjects, teaching does not consistently focus on the most important knowledge and skills. As a result, the foundations that pupils need for future learning are not always secure and misconceptions are not addressed as swiftly as they could be. The school should ensure that all staff receive appropriate training to teach the required content most effectively. They should also ensure that the curriculum is consistently adapted where needed to meet the needs of pupils with SEND.
- The school's implementation of behaviour and attendance policies is in the early stages. As a result, there are some inconsistencies with how these are used. This makes it difficult to review any patterns and check which groups of pupils need most support. This includes the rates of absence and persistence absence, which remain an area of focus. The school should continue to review the consistency and coherence of policies to identify any patterns and target support where it is most needed.

## 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>	100574
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10345660
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	406
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Christopher Toye
<b>Headteacher</b>	Kelly Foster
<b>Website</b>	<a href="http://www.ghf.london">www.ghf.london</a>
<b>Dates of previous inspection</b>	13 and 14 March 2019, under section 5 of the Education Act 2005

## Information about this school

- Kingswood Primary School is part of the Gipsy Hill Federation. There has recently been a change in the leadership of the local governing body. The local advisory board has not met during a period of transition. The school has also moved all pupils to one site. The headteacher has continued in post since the school's last inspection.
- The school currently does not use any alternative providers.
- The school runs its own breakfast and after-school clubs.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- The inspectors held meetings with the headteacher, senior leaders, teachers and support staff.
- The lead inspector spoke with the chair of the governing body and members of the local advisory board. She also spoke with the local authority director of education and the school improvement partner.
- The inspectors carried out deep dives in these subjects: reading, history, art and mathematics. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. The inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record of pre-employment checks; 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 inspectors scrutinised a range of documents provided by leaders, including their priorities for improvement.
- The inspectors considered the views of parents, pupils and staff through discussions and their responses to Ofsted’s online surveys.

### **Inspection team**

Matea Marcinko, lead inspector

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