

Kingsacre Primary School

Address: Greenacre, Kingsacre Primary School, Braunton, Devon, EX33 1BQ

Unique reference number (URN): 113179

Inspection report: 3 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Leaders' high aspirations for pupils are reflected positively in above-average outcomes for all pupils. Pupils achieve well at each stage of their education. This includes the Year 1 phonics screening check, the Year 4 multiplication tables check and end of key stage 2 assessments. Pupils with special educational needs and/or disabilities achieve well from their starting points. Gaps in pupils' knowledge are quickly identified and teachers ensure there is well-targeted support for pupils to stay on track with their peers.

A rigorous system of monitoring pupils' progress ensures they have the appropriate skills in handwriting, spelling and mathematics. This supports pupils to consistently produce work of a high standard. Pupils recall what they have learned with confidence using subject specific language. As a result, pupils are well prepared for the next stage of their education.

Attendance and behaviour

Strong standard ●

Attendance at the school is consistently above the national average for all groups of pupils. However, leaders strive to improve this further to reflect pre-COVID-19 levels. All staff take on responsibility for promoting high rates of attendance. They are adept at spotting changes to pupils' behaviour or punctuality. This means that support for families and carers is implemented swiftly to ensure rates of attendance remain high.

Pupils proudly live out the school's values of 'respect and honesty'. Pupils are calm, polite and well mannered, leading to a harmonious atmosphere across the school. Younger children are taught discreetly what it means to be a good learner. These behaviours are continually reinforced and broadened through the promotion of building independence. As a result, pupils are confident to present their views in class by standing up and explaining clearly what they think. Pupils are respectful of each other and keenly listen to the views of their peers. Unkindness, bullying or discrimination are never tolerated. At breaktimes, pupils play well together. Older pupils act as play leaders and support younger pupils to feel safe. In the lunch hall, pupils are supported to develop positive table manners from a young age.

Curriculum and teaching

Strong standard ●

Pupils of all ages benefit from a well-planned and ambitious curriculum. Leaders have identified the key vocabulary, skills and knowledge they want pupils to learn. Leaders consistently review the curriculum. They check for impact and identify where further refinements could be made, including by giving pupils more opportunities to edit and refine their work.

Teaching is of a consistently high standard. Teachers have in-depth subject knowledge. They check pupils' understanding rigorously to identify when gaps in knowledge occur and put support in place quickly. This approach also supports pupils to regularly recall and connect what they have learned before with what they are learning now. Teachers are skilled at identifying opportunities to extend pupils' learning. For example, in spelling lessons, pupils

use their historical knowledge to exemplify the meaning of words they are learning to spell in the correct context.

Teachers make sure that pupils with special educational needs and/or disabilities have the support that they need to enable them to access the curriculum successfully. Pupils gain the important foundations they need in reading, writing and mathematics. As a result of an ambitious phonics curriculum and skilled staff, children develop a love of reading from a young age. They learn to read known words fluently and make use of phonics knowledge to tackle new words with confidence.

Early years

Strong standard 

Children get off to a flying start in the early years. Staff have high expectations of what children in the early years can achieve. Children rise to these expectations. Highly knowledgeable staff consistently identify opportunities to engage children in high-quality interactions. For example, staff use the 'flipper flapper' activity effectively, where children wave pieces of cloth to music, to support children to develop their gross motor skills. Staff also use the opportunity to reinforce mathematics learning, as the children fold the cloths themselves and repeat the words 'half and quarter' as they fold. Well-planned activities, supported through the ongoing introduction of ambitious vocabulary, help children to maintain sustained levels of interest in their learning. For example, the introduction of the Chinese restaurant in the role play corner helps to develop children's understanding of the world.

The teaching of early reading and phonics is highly effective. Children learn to recognise the spelling of their own names from a young age. Staff check children's pronunciation with precision and quickly identify those children who need extra support to ensure they keep up with their peers. Parents and carers appreciate the phonics training they receive to enable them to support with their child's reading at home. Children in the early years achieve extremely well and are amply prepared for the key stage 1 curriculum.

Inclusion

Strong standard 

Leaders and staff at Kingsacre Primary School know their pupils well and are ambitious for what pupils can achieve regardless of their starting points. Staff build close and personable relationships with parents and carers from the time pupils start school. This helps staff to quickly get to know the needs of pupils, identify any barriers to learning and ensure that support is swiftly provided. The approaches used to check the progress of disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) are highly effective. Leaders make strategic decisions about the type of support pupils receive based on the latest research and expert advice. This means that leaders are adept at monitoring and assessing the impact of the support pupils receive. Regular professional development for staff ensures they are highly skilled to support pupils. Consequently, disadvantaged pupils and pupils with SEND are well prepared for the next stage of their education.

The school uses its funding for disadvantaged pupils effectively. Where needed, pastoral support ensures pupils have swift access to staff who provide emotional support. Leaders ensure parents receive the right support to help pupils to attend school.

Leadership and governance

Strong standard ●

Leaders are ambitious for pupils and the wider school community. Leaders, staff and governors ensure that decisions are continually made in the best interest of pupils, particularly those who are disadvantaged or those with special educational needs and/or disabilities. Leaders have developed a culture where staff feel valued and secure in their roles. Leaders are consistently reflective to continually improve the quality of education for pupils. There are systems in place that monitor the impact of the work of leaders. Decisions that lead to change are made strategically and in a meaningful way to positively impact pupils and families.

Governors are highly committed to the school and the community. They have a deep understanding of the school's strengths and areas to develop further. Embedded systems and processes help governors gain first-hand experience of the school. This supports them to challenge and support the headteacher effectively. Governors bring a wide range of professional backgrounds and expertise that supports the governance of the school. They ensure that the school fulfils its statutory duties.

Staff appreciate how school leaders consider their workload and wellbeing when decisions are made. They also appreciate the range of professional development on offer. More experienced staff also have the opportunity to share their skills with education professionals in other schools.

Parents and carers are highly supportive of the school and the staff. They say their children are treated as individuals and that staff know their children well.

Personal development and wellbeing

Strong standard ●

Pupils benefit from a well-planned and highly effective programme for personal development and wellbeing. Pupils celebrate and experience what their local community has to offer. For example, families and pupils work together in the school grounds to maintain the school gardens. This supports pupils to learn about the environment and to develop a sense of pride in their immediate community.

Pupils also benefit from a wide range of trips, including visiting London. Visits to the Houses of Parliament, Downing Street and meeting Members of Parliament help pupils to develop a deep and meaningful understanding of fundamental British values. Pupils benefit from residential visits to outdoor education centres where they learn skills to keep themselves safe in the sea. In the school grounds, leaders have installed a range of climbing equipment that pupils of all ages enjoy using. Pupils learn turn taking and resilience, as well as building core strength that supports with handwriting development.

Pupils can explain how relationships and friendship change over time. They talk about the importance of positive relationships and consent. The warm relationships that staff have with pupils and the underlying culture of trust in the school are used well to adapt the curriculum

swiftly to address any issues that might occur in school or in the community. This ensures the personal development programme is carefully tailored to meet pupils' needs.

Pupils benefit from a broad range of clubs and experiences that take place before and after school. For example, pupils participate in sports clubs such as netball club and pupils have the opportunity to learn a musical instrument, such as the guitar. Staff identify those pupils who may find attending clubs challenging and work closely and effectively with families to reduce any barriers. Leaders also ensure that the provision for personal development and wellbeing is fully accessible for pupils with special educational needs and/or disabilities.

What it's like to be a pupil at this school

The school sits in the heart of the community. At the start of each day, staff welcome pupils, parents and carers, embracing the school's warm and caring nature. Pupils greet their friends as they park their bikes and scooters, before moving seamlessly into class and engaging in their morning activities. This reflects their keen and positive attitudes to learning. Staff are committed to building a culture of belonging, where pupils are well known and cared for. This culture pervades the school.

Pupils are safe. They know staff will support them if they have any concerns. Pupils behave well throughout the school day. They are kind and polite to one another. Incidents of poor behaviour are rare. Pupils benefit from a calm and focused learning environment. They enjoy coming to school and their attendance is high. Where needed, leaders reduce barriers so pupils get the right support quickly and can succeed. All of this contributes to pupils flourishing both academically and socially. Consequently, the majority of pupils are highly prepared for the next stage of their education.

Pupils learn early on the benefits of being part of a close-knit community. Children arrive in the early years and join their 'family groups'. Older pupils who lead these groups build close bonds with the younger children and role model what it means to be a pupil at Kingsacre Primary School. The school ensures there are other opportunities for pupils to develop leadership roles, such as class leaders as well as acting as friendship buddies. This supports pupils to develop a sense of responsibility early on.

Pupils' time at Kingsacre is further enhanced by a wide range of extra-curricular activities such as eco-club, sports and football club. This helps pupils to develop their talents and interests. In addition, annual theatrical productions support pupils to develop a love of acting, the arts and culture.

Next steps

- Leaders should ensure that teaching supports pupils to review and improve their work so that pupils continue to achieve highly.
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About this inspection

This school is part of the Braunton Learning Cooperative Trust.

The chair of the board of governors in this school is Mark Cann.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, other school leaders and governors.

The inspectors confirmed the following information about the school:

The school has a pre-school on the school site.

There is a before- and after-school club for pupils who attend the school.

Headteacher: Claire Cole

Lead inspector:

James Gentile, His Majesty's Inspector

Team inspectors:

Andrew Lovett, Ofsted Inspector

Julie Barton, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 March 2026

School and pupil context

Total pupils

175

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

218

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

10.29%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.86%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

8.00%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	61%	Above
2024/25 (revised)	88%	62%	Above
2023/24 (final)	66%	61%	Close to average
2022/23 (final)	69%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	74%	Above
2024/25 (revised)	88%	75%	Above
2023/24 (final)	84%	74%	Above
2022/23 (final)	78%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	72%	Above
2024/25 (revised)	92%	72%	Above
2023/24 (final)	84%	72%	Above
2022/23 (final)	88%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	73%	Above
2024/25 (revised)	92%	74%	Above
2023/24 (final)	75%	73%	Close to average
2022/23 (final)	81%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	46%	Above
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	62%	Above
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	60%	Above
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	68%	-4 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	82%	80%	2 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	82%	78%	4 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	80%	-7 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

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Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.3%	5.2%	Below
2023/24 (3 term)	4.5%	5.5%	Below
2022/23 (3 term)	5.0%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.9%	13.3%	Below
2023/24 (3 term)	9.0%	14.6%	Below
2022/23 (3 term)	7.9%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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