

# Kingsthorpe Village Primary School

**Address:** Knights Lane, Kingsthorpe, Northampton, Northampton, Northamptonshire, NN2 6QL

**Unique reference number (URN):** 133732

## Inspection report: 13 January 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.

## Expected standard

### Achievement

Expected standard 

On the whole, pupils achieve well at this school. The school ensures that pupils progress through all curriculums. Broadly, pupils' achievement in national tests is in line with national averages. However, sometimes, staff do not give enough opportunities for pupils to practise and apply their writing and mathematical skills. This prevents some pupils from developing detailed knowledge and skills in these areas. Where leaders have focused their efforts, significant improvement has been seen. For example, outcomes in phonics have consistently improved and are now above average.

Pupils' work in books is generally of high quality. Staff ensure that pupils present their work well. The school's focus on spelling means that pupils' ability to spell is improving. Teachers check how well pupils progress across the whole curriculum. Pupils broadly recall what they have been taught in most subjects.

### Attendance and behaviour

Expected standard 

Pupils enjoy attending this happy, vibrant school. Leaders have focused on improving pupils' attendance and reducing persistent absence. They have revisited the school's attendance policy so that staff, parents and carers and pupils understand their responsibilities around this. The school provides appropriate support and challenge when families may need help to make sure that their children attend regularly. More pupils than before now attend school regularly and attendance rates are in line with national averages. However, there are still too many pupils who are persistently absent from school.

The school is a calm place. All staff have high expectations of pupils to behave well. Pupils live up to these high expectations. They are generally attentive in lessons. Teachers rarely have to remind pupils how to behave well.

Relationships between staff and pupils are positive. The school ensures that pupils are respectful of one another. Pupils get on well with each other. The school teaches them a range of strategies to help if they feel sad or angry. Playtimes are fun times. Pupils talk about how adults help them should they have disagreements. Bullying is rare. When pupils struggle to manage their emotions, staff provide appropriate support.

### Curriculum and teaching

Expected standard 

Leaders have established an ambitious and well-organised curriculum. It provides the knowledge that pupils need to be ready for secondary school. Leaders further enhanced the curriculum recently. They have included the teaching of a wide range of ambitious vocabulary that pupils need to remember and use. This is evident in the work that pupils produce.

The school focuses on ensuring that pupils learn essential knowledge and skills in reading, writing and mathematics. The phonics programme is well developed. Pupils learn to read quickly. Leaders ensure that teachers have the knowledge they need to teach subjects such

as mathematics increasingly well. However, leaders' actions to bring about improvements have not been as focused in some subjects. There are some inconsistencies in how well the curriculum is delivered in these subjects as a result. Some teachers lack subject knowledge in a few subjects. They do not routinely identify when pupils have misconceptions about their learning.

The school ensures that all staff have the training they need to support a range of pupils' needs. Teachers routinely adapt activities so that the most disadvantaged and those with special educational needs and/or disabilities achieve effectively in lessons. When appropriate, teachers create bespoke curriculums for individuals with specific needs. This provision is highly effective and pupils do well.

## Early years

Expected standard 

The early years is a calm place where children flourish. The school ensures that routines are well established and expectations for children to behave well are high. This means that children settle quickly. They get on well with each other. Relationships between staff and children are particularly positive.

Leaders have developed a well-sequenced curriculum. The school has thought carefully about what it wants children to learn, remember and be able to do. It focuses on ensuring that children learn the basic knowledge needed to read and write and develop number fluency. This ensures that children typically develop the skills they need to be ready for key stage 1.

Staff routinely check how well children learn. They adapt activities to the needs of children linked to the ambitions of the curriculum. Staff ensure that these activities encourage children to succeed, whether working on their own or with others. Leaders have identified the key vocabulary in the curriculum they want children to know. Children use this accurately. Staff engage in high-quality interactions with children.

Parents and carers receive the information they need to support their children. They talk positively about their children's experiences. Children typically do well in this setting across all 7 areas of learning.

## Inclusion

Expected standard 

This is an inclusive school. Leaders are ambitious for all pupils to do well.

The school has established and rigorous systems to identify the needs of all pupils, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND). The number of pupils with SEND who attend this school has increased recently. This has not diminished the school's capacity to identify pupils' needs. It has increased leaders' determination to ensure that all pupils receive the support they need, whatever their barriers. Leaders ensure that suitable targets are identified for each pupil. These are shared with staff, who then provide appropriately for their needs. Pupils talk positively about how they are supported in class.

Leaders are aware of the importance of sharing information with parents and carers about their children's learning. They do this effectively so that parents know how to support their children at home. When appropriate, leaders reach out and obtain effective support from external agencies.

The school is determined to overcome barriers to learning. Additional funding is used carefully to provide well-targeted support. This support is reviewed regularly to ensure that it makes a positive difference to disadvantaged pupils. Where it does not, improvements are made. Disadvantaged pupils do well at this school as do pupils with SEND.

## **Leadership and governance**

**Expected standard** 

Leaders know their school well and, in the main, have a clear understanding of what needs to improve. They make sure that staff receive high-quality training through a well-planned professional learning programme. Leaders check on these plans regularly to ensure they have the intended impact. When needed, leaders work with other organisations to make sure that the right support is available to bring about improvement. This includes other local schools. However, in a small number of subjects, leaders are not clear about how well curriculums are delivered. This means that, at times, they do not address inconsistencies in the quality of teaching as quickly as they could.

Governors understand the importance of their role. They undertake it diligently and there is a routine to their work. This ensures that governors are confident that decisions made by leaders are the right ones. They say that they feel part of the school.

Senior leaders are supportive of staff working at every level within the school. They take the wellbeing of staff seriously. Leaders put measures in place to protect everyone's wellbeing. They make sure that all staff receive the training they need. There is a well-planned programme for this. All training is based upon recognised good practice. Staff really pull together. There is a strong team ethos at the school.

The school ensures that parents and carers are well informed about how their children are doing at school. Parents in general appreciate the school's caring and positive ethos.

## **Personal development and wellbeing**

**Expected standard** 

Leaders have designed an age-appropriate personal development programme alongside wider opportunities for pupils. Pupils develop respect for fundamental British values and demonstrate tolerant and respectful attitudes. The school enables them to develop into positive citizens. When they leave, pupils are well prepared to succeed both academically and socially. This includes the most disadvantaged pupils.

The school ensures that pupils' personal development is promoted well. This is achieved through a clear and consistently encouraged set of school values. These include trust, respect and honesty. These values are highly visible in school life, such as through the termly focus value which is chosen by the school council. This helps to give pupils a strong sense of ownership and responsibility. Pupils understand the significance of each value. Staff actively reinforce these through the awarding of beads.

Pupils have many opportunities to contribute to the wider life of the school. School councillors speak enthusiastically about their roles. They demonstrate a sense of belonging. Pupils raise money to improve school playtimes and for local charities. A broad range of clubs, such as those for gymnastics, performing arts and chess, enable pupils to explore different interests. Leaders meticulously monitor participation. This ensures that all pupils benefit from these opportunities, including the most vulnerable pupils.

The school provides a range of educational trips. Pupils visit places such as local stately homes and sports stadiums. This enhances pupils' cultural experiences.

The school ensures that pupils learn about life beyond their own community. Pupils develop an understanding about different faiths and religions. For example, staff encourage pupils to consider religious differences and similarities.

Pupils know how to keep themselves safe when working online. They recognise that it is important to look after their own mental health and keep their bodies fit and healthy.

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

Pupils enjoy coming to this school. They feel safe and know that teachers care for them. Pupils get on well with one another in school and at playtimes. Staff help them to solve any problems they may have. Most pupils attend school regularly. However, too many pupils are persistently absent. The school works hard to improve this.

Pupils enjoy the wide range of learning activities on offer. Visits help them to deepen their understanding of the curriculum, such as trips to museums to learn about the Victorian era.

The school provides opportunities for pupils to learn about being active citizens. Work to raise money for charities helps pupils to understand how they can make a positive difference to other people's lives. Responsibilities, such as being on the school council, help to make the school a better place.

Teachers make learning fun. This helps pupils to focus in lessons. They demonstrate positive attitudes and a commitment to their learning. Pupils are keen to share their work and do well. There is little disruption to learning because teachers have high expectations of pupils' conduct and pupils behave well.

On the whole, the curriculum is taught well. However, in a few instances, teachers lack subject knowledge and do not identify when pupils develop misconceptions.

The school checks how well all pupils are doing. It works hard to ensure that any barriers which pupils may have to learning are identified. This is particularly the case for pupils with special educational needs and/or disabilities and the most disadvantaged. Leaders provide clear guidance for teachers so that they adapt activities to suit the needs of these pupils. Pupils generally do well in this school and are ready for their next phase of learning.

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## Next steps

- Leaders should ensure that they have an astute understanding of how well the curriculum is taught so that it is of a consistently high quality across all subjects and throughout all year groups.
  - Leaders should make sure that all teachers have the knowledge and expertise they need to strengthen pupils' achievement through providing sufficient opportunities for pupils to practise and deepen their knowledge and skills in writing and mathematics.
  - Leaders should implement highly effective support for families to further reduce persistent absenteeism.
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## About this inspection

The chair of the board of governors in this school is Richard Dimbleby.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, deputy headteacher, special educational needs and/or disabilities coordinator, 3 members of the governing body, including the vice-chair, a representative of the local authority and a wide range of staff, pupils and parents during the inspection.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Headteacher: Brian Gwynne

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### Lead inspector:

Mark Anderson, His Majesty's Inspector

### Team inspectors:

Sally Manz, Ofsted Inspector

Martyn Skinner, 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 13 January 2026

## School and pupil context

### Total pupils

**207**

Close to 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

**210**

Below 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)

**7.73%**

Well 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

**1.93%**

Below 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**

**11.59%**

Close to 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 55%         | 61%              | Close to average               |
| <b>2024/25 (revised)</b>     | 53%         | 62%              | Below                          |
| <b>2023/24 (final)</b>       | 62%         | 61%              | Close to average               |
| <b>2022/23 (final)</b>       | 48%         | 60%              | Below                          |

### 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 75%         | 74%              | Close to average               |
| <b>2024/25 (revised)</b>     | 77%         | 75%              | Close to average               |
| <b>2023/24 (final)</b>       | 76%         | 74%              | Close to average               |
| <b>2022/23 (final)</b>       | 72%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 63%         | 72%              | Below                          |
| <b>2024/25 (revised)</b>     | 63%         | 72%              | Below                          |
| <b>2023/24 (final)</b>       | 72%         | 72%              | Close to average               |
| <b>2022/23 (final)</b>       | 52%         | 71%              | Below                          |

### 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 | 77%         | 73%              | Close to average               |
| 2024/25 (revised)     | 73%         | 74%              | Close to average               |
| 2023/24 (final)       | 83%         | 73%              | Above                          |
| 2022/23 (final)       | 76%         | 73%              | Close to average               |

### 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 |             | 46%              |                                |
| 2024/25               |             | 47%              |                                |
| 2023/24 (final)       | 57%         | 46%              | Close to average               |
| 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 |             | 62%              |                                |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25         |             | 63%              |                                |
| 2023/24 (final) | 71%         | 62%              | Close to average               |
| 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 |             | 59%              |                                |
| 2024/25               |             | 59%              |                                |
| 2023/24 (final)       | 57%         | 58%              | Close to average               |
| 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 |             | 60%              |                                |
| 2024/25               |             | 61%              |                                |
| 2023/24 (final)       | 71%         | 59%              | Above                          |
| 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 |             | 68%                              |                         |
| 2024/25               |             | 69%                              |                         |
| 2023/24 (final)       | 57%         | 67%                              | -10 pp                  |
| 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 |             | 80%                              |                         |
| 2024/25               |             | 81%                              |                         |
| 2023/24 (final)       | 71%         | 80%                              | -8 pp                   |
| 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 |             | 78%                              |                         |
| 2024/25               |             | 78%                              |                         |
| 2023/24 (final)       | 57%         | 78%                              | -20 pp                  |
| 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 |             | 80%                              |                         |
| 2024/25               |             | 81%                              |                         |
| 2023/24 (final)       | 71%         | 79%                              | -8 pp                   |
| 2022/23 (final)       | S           | 79%                              | 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.

**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) | 5.1%        | 5.2%             | Close to average               |
| 2023/24 (3 term) | 5.2%        | 5.5%             | Close to average               |
| 2022/23 (3 term) | 6.8%        | 5.9%             | Above                          |

## 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) | 12.5%       | 13.3%            | Close to average               |
| 2023/24 (3 term) | 9.8%        | 14.6%            | Below                          |
| 2022/23 (3 term) | 15.8%       | 16.2%            | Close to average               |

## 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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