

Kingsway Primary School

Address: Valley Gardens, Kingsway, Gloucester, Gloucestershire, GL2 2AR

Unique reference number (URN): 135353

Inspection report: 9 June 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 ●

Early years

Strong standard ●

The early years provision is successfully rooted in an inclusive ethos. The curriculum is thoughtfully sequenced. High-quality interactions, consistent language modelling and purposeful opportunities to use and practise taught knowledge and skills enable children to flourish in the early years.

Staff accurately identify children's needs early. Carefully-considered transition arrangements into the Nursery and Reception Years, coupled with effective partnership with parents, carers and external agencies, result in well-targeted support. This includes specialist and individualised provision to ensure that children with special educational needs and/or disabilities access learning and develop appropriately. Staff adapt provision carefully and provide additional support where needed.

Leaders ensure that the early years curriculum and provision provide a highly effective start for children. A high proportion of children enter the Reception Year from other settings, often with well-below-typical starting points and increasing levels of need. Despite this, most children make at least expected progress, and often better than expected, from their individual starting points. Where progress is more limited, this reflects significant additional needs, rather than weaknesses in provision.

Care and welfare arrangements underpin children's sense of safety and belonging. Relationships are warm and nurturing. Routines are well embedded, enabling children to settle quickly and sustain attention. Children are well prepared for Year 1.

Inclusion

Strong standard ●

Leaders have established a highly inclusive culture in which pupils who face barriers to learning and wellbeing are swiftly identified and supported effectively. From the start of the day, nurturing routines, including the 'early birds' provision, enable pupils who find transition difficult to settle calmly, develop independence and begin learning in a purposeful way. Staff know pupils and their families well and build trusting relationships that underpin pupils' sense of belonging. Leaders work closely with parents and a wide range of external agencies to secure appropriate support and reduce barriers to pupils' learning and wellbeing.

Staff implement the school's agreed approach for supporting pupils securely. Detailed individual plans, including those for pupils with education, health and care plans, guide well-targeted adaptations and reasonable adjustments in classrooms. As a result, pupils with special educational needs and/or disabilities are fully integrated into lessons and learn the same curriculum as their peers. They are supported through carefully chosen strategies such as visual prompts and tailored staff guidance. Provision for the most vulnerable pupils, including in the 'enhanced provision' classes, is calm and structured. Pupils are skilfully helped to recognise their emotions, manage their behaviour and engage in learning.

Leaders have a clear understanding of pupils' needs and provide extensive training for staff. Most pupils, including disadvantaged pupils and those known to social care, are very

successfully supported to engage, achieve and thrive.

Leadership and governance

Strong standard 

Leaders provide clear strategic direction grounded in an accurate understanding of the school's context and priorities. Governors are knowledgeable, effective and understand their statutory duties deeply. They provide robust challenge and considered support to leaders. This ensures that leaders make informed, effective decisions based on secure evidence. Leaders identify precisely key areas for improvement and work collaboratively with staff to take effective steps to address them. For example, since the previous inspection, leaders have worked with staff to refine and enhance the school's ambitious curriculum. The introduction of the 'enhanced provision' was carefully considered, researched, piloted and successfully launched in September 2025. Leaders ensure that changes impact positively, are made in the best interest of all pupils and sustainable. Their knowledge and expertise, particularly in effective support for pupils with special educational needs and/or disabilities, are rightly utilised across the local area.

In recent years, the school has experienced significant staff turnover. However, this has been successfully managed by leaders. They have ensured that educational standards and pupil achievement have continued to improve. This is due, in part, to the school's impressive professional learning programme for staff. It is coherent and aligned closely with school improvement priorities and individual needs. The impact of staff training on classroom practice and pupils' learning is frequently reviewed and used to plan future training.

Most parents and carers recognise that the school is supportive, nurturing and does all it can to encourage their child to achieve their best.

Leaders support staff wellbeing and workload effectively. There is a robust and embedded culture of professional trust and collaboration. This underpins morale and contributes positively to staff commitment. Staff feel well supported and valued. Staff are proud to work at the school and recognise leaders' care.

Personal development and wellbeing

Strong standard 

Leaders have established a well-considered and ambitious approach to personal development and wellbeing that is central to the school's work. The programme is coherent and adapted from a structured scheme to reflect pupils' needs effectively, particularly in relation to safety, relationships and healthy lifestyles. This aligns closely with the school's shared vision that the school's personal development offer should teach pupils to be kind, to persevere and be successful now and in the future.

Pupils benefit from a rich and progressive range of experiences across year groups. Carefully planned opportunities, such as residential visits, themed curriculum experiences and whole-school events, contribute greatly to pupils' mature personal, social and emotional development. Pupils speak positively about these experiences and develop increasing independence, resilience and teamwork. Pupil participation in these opportunities is actively tracked and inclusive. Leaders make appropriate adjustments so that pupils with special educational needs and/or disabilities and disadvantaged pupils engage very well. All pupils can access and benefit from the school's wider opportunities.

The impact on pupils' personal development is widely evident. Pupils are proud of their school and value its inclusive ethos. Older pupils take on meaningful leadership roles, such as peer mediators and house captains. Pupils demonstrate responsibility and a detailed understanding of fairness and justice. Pupils' knowledge of the fundamental British values is secure. They know that everyone deserves to be treated fairly, respected and included, regardless of their background or personal characteristics. Many pupils articulate this through real examples, showing that the curriculum contributes to the development of highly respectful, active citizens. Working relationships between staff, pupils and their families are positive and underpinned by care, kindness and respect.

Pastoral care is highly responsive and well coordinated. Leaders' use of regular review meetings and engagement with families ensures that support is carefully targeted and regularly evaluated. This contributes notably to improvements in pupils' confidence, resilience and engagement with their learning.

Expected standard

Achievement

Expected standard 

Pupils typically make at least expected progress from their starting points, reflecting the school's effective focus on securing pupils' knowledge in communication, reading, writing and mathematics. Children benefit from a consistently positive start in the Nursery and Reception Years, where early learning is prioritised successfully.

Across the school, pupils develop the knowledge and skills needed for the next stage of education. Work in books shows secure presentation, accurate letter formation and increasing attention to sentence structure. Pupils can explain what they are learning and, in some cases, link this to prior knowledge. In a few subjects, pupils are not as well-supported to extend their thinking, which limits deeper understanding. But, typically, teacher checks are used to accurately identify gaps in pupils' knowledge and address them. This contributes to improving outcomes across all subject areas year on year. By the end of key stage 2, attainment is in line with or above the national average. Disadvantaged pupils' outcomes are broadly in line with national figures.

Attendance and behaviour

Expected standard 

Pupils' overall attendance has improved for the second consecutive year, including for disadvantaged pupils. Leaders analyse attendance information carefully and implement targeted, bespoke support for families. This is having a positive impact on many pupils' attendance. However, a small, but notable, minority of disadvantaged pupils continue to be routinely absent. Leaders and staff do all they can to ensure that these pupils catch up on missed learning and take up personal development opportunities.

Pupils' behaviour and attitudes to learning are positive. Leaders establish high expectations and ensure that staff demonstrate these consistently well. As a result, pupils are polite, follow routines and engage well in learning. Lessons are calm and rarely disrupted. Structured approaches, including targeted pastoral support, help pupils to recognise and

manage their behaviour effectively. Leaders monitor incidents closely and act proactively, reducing low-level disruption and preventing the escalation of behaviour. A wide range of appropriate support is consistently in place, including work with parents, carers and other professionals before pupils are suspended. Leaders' commitment to supporting vulnerable pupils means that pupils previously suspended successfully return to full-time education.

Inclusive approaches, such as the effective use of playground equipment, organised games and peer mediation, support pupils' behaviour during social times. Staff appropriately address concerns, including bullying. This helps to support pupils' independence, confidence and relationships.

Curriculum and teaching

Expected standard 

The curriculum is designed well, thoughtfully sequenced and aligned with clear endpoints. Leaders have reviewed the curriculum content to prioritise essential knowledge and vocabulary in all subjects appropriately. They work with staff to ensure that the curriculum is delivered as intended. As a result, pupils typically learn a coherent curriculum that supports the development of knowledge and skills over time successfully.

Teaching secures many pupils' important knowledge, particularly in writing, reading and mathematics. In key stage 1, teaching is deliberate and structured. For example, teachers enable pupils to explain how they improve sentence construction and handwriting. Phonics provision is effective, with reading materials well matched to pupils' knowledge, supporting reading fluency. In key stage 2, language development is well embedded through structured approaches. Pupils confidently articulate ideas using subject-specific vocabulary.

Teacher checks and feedback are particularly effective in supporting pupils' writing. Pupil misconceptions are routinely addressed, ensuring that pupils deepen and connect knowledge. Opportunities to revisit learning and close gaps in pupils' knowledge are routine practise in most subjects. Appropriate adaptations support pupils with a wide range of needs to learn successfully. However, there is some variation in how consistently teaching translates curriculum intent into impact in a few subjects. While routines, relationships and engagement are well-embedded, differences in teaching choices mean that learning is not consistently optimised in these few subjects.

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

Pupils at Kingsway Primary School experience a welcoming and supportive environment where they feel safe, valued and cared for. They rightly trust staff to listen and act quickly when needed, which helps them to feel secure and ready to learn. Bullying is rare. When it does happen, staff ensure that appropriate action is taken so that pupils learn from the experience and continue to feel that they belong.

From the start of the day, well-established routines, including the 'early birds' provision, provide a calm and positive beginning. This work is particularly effective for disadvantaged pupils and those who need additional support with self-care and readiness for learning. Staff know pupils well and create inclusive classrooms where pupils with special educational

needs and/or disabilities (SEND), including those with an education, health and care plan, are supported effectively through tailored strategies and personalised plans. This enables them to take part in lessons alongside their peers and build confidence and independence.

Pupils behave well in lessons and around the school. They understand expectations and respond positively, supported by consistent approaches, such as the reflection room. Pupils learn to work together collaboratively. For example, Year 6 peer mediators help younger pupils resolve friendship issues positively. Consequently, pupils are keen to attend school and enjoy social times together.

Teaching supports pupils to develop secure curriculum knowledge, particularly in early reading and writing. This ensures that most pupils achieve well and are ready for the next steps in their education. Additional support and reasonable adjustments ensure that disadvantaged pupils and those with SEND learn the same curriculum and experience success. Pupils are proud of their achievements and keen to share their learning.

Pupils enjoy a range of activities at school and value wider opportunities, such as residential visits in Years 3 and 6. Pupils also take on responsibilities with pride, including roles as house captains, librarians, assembly monitors and as members of the school council. These enrichment experiences, alongside clubs and performances, help pupils to develop resilience, teamwork and an understanding of their lives as British citizens.

Next steps

- Leaders should continue to improve attendance among disadvantaged pupils by working effectively with parents and carers to address the underlying barriers to absence, ensuring that strategies are implemented consistently and have a measurable impact on further reducing persistent absence.
 - Leaders should support staff to implement the agreed pedagogical approach to be even more consistent across the remaining foundation subjects and help pupils secure a deep knowledge of the curriculum content in these subjects and progress consistently well through them.
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About this inspection

The chair of the board of governors in this school is James Hill.

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 HMI.

Inspectors spoke with the headteacher, other senior leaders, representatives of the governing body, including the chair of governors, a representative from Gloucestershire local authority, staff, pupils and some parents and carers during the inspection.

The inspectors confirmed the following information about the school:
The school currently makes use of one unregistered alternative provision.
The school also, under the same registration, runs a nursery provision for 2- and 3-year-olds.

Headteacher: Lee Pajak

Lead inspector:

Marie Thomas, His Majesty's Inspector

Team inspectors:

Teresa Hill, Ofsted Inspector

Diana Pearce, Ofsted Inspector

Gary Richards, 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 9 June 2026

School and pupil context

Total pupils

406

Above 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

420

Above 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)

22.41%

Close to 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

3.94%

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

21.43%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	71%	61%	Above
2024/25 (final)	72%	62%	Above
2023/24 (final)	74%	61%	Above
2022/23 (final)	66%	60%	Close to average

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	79%	74%	Close to average
2024/25 (final)	78%	75%	Close to average
2023/24 (final)	84%	74%	Above
2022/23 (final)	75%	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	79%	72%	Above
2024/25 (final)	80%	72%	Above
2023/24 (final)	81%	72%	Above
2022/23 (final)	76%	71%	Close to average

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	78%	73%	Close to average
2024/25 (final)	80%	74%	Close to average
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	75%	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	53%	46%	Close to average
2024/25 (final)	56%	47%	Close to average
2023/24 (final)	53%	46%	Close to average
2022/23 (final)	50%	44%	Close to average

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%	62%	Close to average
2024/25 (final)	56%	63%	Close to average
2023/24 (final)	68%	62%	Close to average
2022/23 (final)	58%	60%	Close to average

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	66%	59%	Close to average
2024/25 (final)	75%	59%	Above
2023/24 (final)	58%	58%	Close to average
2022/23 (final)	67%	58%	Close to average

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	62%	60%	Close to average
2024/25 (final)	56%	61%	Close to average
2023/24 (final)	68%	59%	Close to average
2022/23 (final)	58%	59%	Close to average

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	53%	68%	-14 pp
2024/25 (final)	56%	69%	-13 pp
2023/24 (final)	53%	67%	-15 pp
2022/23 (final)	50%	66%	-16 pp

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	62%	80%	-18 pp
2024/25 (final)	56%	81%	-25 pp
2023/24 (final)	68%	80%	-11 pp
2022/23 (final)	58%	78%	-20 pp

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	66%	78%	-12 pp
2024/25 (final)	75%	78%	-3 pp
2023/24 (final)	58%	78%	-20 pp
2022/23 (final)	67%	77%	-11 pp

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	62%	80%	-18 pp
2024/25 (final)	56%	81%	-24 pp
2023/24 (final)	68%	79%	-11 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	58%	79%	-21 pp

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 (3 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	6.6%	5.5%	Above
2022/23 (3 term)	7.2%	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 (3 term)	16.6%	13.0%	Above
2023/24 (3 term)	16.6%	14.6%	Close to average
2022/23 (3 term)	18.5%	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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