

Kingslea Primary School

Address: Kings Road, Horsham, West Sussex, RH13 5PS

Unique reference number (URN): 134776

Inspection report: 6 May 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 ●

Pupils achieve well across the curriculum and make sustained progress from their starting points. Learning is sequenced effectively which enables pupils to build on their prior knowledge consistently. Pupils apply their understanding confidently and produce high-quality work. Pupils demonstrate the depth of their learning through articulate and well-reasoned debate with peers and adults. Targeted support ensures pupils with special educational needs and/or disabilities and those facing other barriers to their learning, make meaningful progress across the curriculum.

Outcomes in national tests are typically above average. Disadvantaged pupils achieve well. In national tests, their results are broadly in line with, or exceed, those of their peers.

Staff identify gaps quickly, and adapt teaching effectively, so pupils keep up. Pupils develop secure social and emotional skills alongside academic success, which ensures they are well prepared for the next stage of their education.

Attendance and behaviour

Strong standard ●

Leaders secure high attendance by making school a place that pupils want to come to. Leaders ensure daily routines are embedded and that they have productive relationships with families. This means that they know any barriers to attendance and can take timely action to put support in place. Leaders' close analysis of attendance patterns and effective work has ensured rates of attendance are high and above the national average. They have reduced the rates of persistent absence over time. Targeted and personalised support to improve the attendance of some disadvantaged pupils has been successful.

Behaviour across the school is excellent. Pupils follow routines confidently and demonstrate highly respectful conduct in lessons and at social times. Classrooms are calm and purposeful. This enables pupils to learn without interruption. Pupils and staff enjoy warm, trusting relationships which underpin a nurturing environment where pupils feel safe. Staff apply expectations consistently and adapt strategies effectively for pupils where needed. Pupils are proud of the fact that differences are respected and that bullying is rare. They know that any unkind or prejudicial behaviour is not tolerated. The school's embedded Core 4 values ensure there is a culture of kindness and responsibility. When behaviour incidents occur, staff support pupils to reflect on their actions and they use successful strategies that help pupils to manage their emotions.

Curriculum and teaching

Strong standard ●

Leaders have established a well structured and ambitious curriculum that builds knowledge securely over time. They maintain a precise understanding of its quality and make informed decisions about how it should evolve. Subject leaders use their expertise to identify the core knowledge and skills pupils should learn. Teaching is consistently high quality across the school. For example, staff use clear modelling to explain new concepts. The checks teachers make on pupils' learning are embedded and consistent. Staff address

misconceptions promptly. Pupils draw on prior learning and make effective links with what they know across subjects to deepen their understanding.

Staff prioritise the teaching of early skills in mathematics, reading and writing. Precise teaching of these subjects secures pupils' early fluency. Phonics and early reading are taught with rigour. Regular checks on pupils' learning ensures all pupils keep up. The adaptations for pupils who face barriers to learning, including those with special educational needs and/or disabilities, are effective. For example, staff use additional resources, visual prompts and targeted support. As a result, all pupils access the curriculum and develop independence. Pupils engage positively in lessons and speak confidently when discussing their learning.

Early years

Strong standard ●

Children settle quickly into school due to consistent, well-established routines and a structured start to the day. Staff build secure, caring relationships that help children feel confident and ready to learn. The environment is intentionally organised, indoors and outdoors, with carefully chosen resources that promote independence, purposeful play and sustained engagement.

Staff teach early reading and phonics with precision. They identify gaps swiftly and provide targeted support, so children develop secure early literacy skills from the outset. Reading is prioritised and all children make sustained progress from their starting points. Staff promote communication and language effectively through high-quality interactions, rich vocabulary and targeted support. Outdoor provision further strengthens children's language development, offering meaningful opportunities for talk, exploration and problem solving. Children are confident to learn successfully on their own, in groups or with staff.

Staff understand children's needs well and plan provision that supports their development. Leaders sequence the curriculum carefully, so children learn the key knowledge they need by the end of Reception. Children's interests shape learning, and high-quality texts foster a love of stories and rhymes.

Partnerships with parents and carers are effective. For example, daily dialogues ensure parents are fully involved in their children's learning. Children thrive here and are well prepared for Year 1.

Inclusion

Strong standard ●

Inclusion is a significant strength of the school. Leaders identify pupils' needs with precision and act swiftly so that support is well matched to pupils' needs. The positive relationships between staff and pupils and accurate assessment, ensure leaders quickly understand the barriers pupils face. Carefully tailored support secures pupils' wellbeing and academic progress.

Staff use well chosen adaptations to ensure pupils with special educational needs and/or disabilities (SEND) access learning successfully and make progress across the curriculum. For example, staff use visual prompts, consider where pupils are best seated in the classroom and provide targeted interventions.

Leaders maintain rigorous oversight of the impact of the support pupils receive through regular reviews and effective tracking systems. They take prompt action to adjust support when necessary. Staff receive training in strategies to remove barriers to learning which they use consistently. Teaching assistants promote pupils' independence effectively. Pupils with SEND develop the skills to express themselves confidently.

Leaders engage effectively with external professionals where necessary, to ensure pupils get the right support. Disadvantaged pupils benefit from leaders' strategic use of additional funding, such as the pupil premium grant. Leaders use this to ensure disadvantaged pupils access learning and wider opportunities. Pupils known to social care receive coordinated pastoral and academic support that improves attendance, engagement and social development.

Leadership and governance

Strong standard ●

Leaders aim for all pupils to thrive at Kingslea Primary School. This aim is a golden thread through all of the school's work and is shared by everyone. Leaders' decisions are firmly rooted in what is in the pupils' best interests, particularly those who are vulnerable. They have developed a culture that is highly inclusive.

Leaders have a razor-sharp focus on understanding the school's strengths. However, they are not complacent. For example, they strive for even higher outcomes in national tests and have carefully identified areas of the school's work they seek to refine.

Leaders prioritise professional learning. This is individually tailored for staff and is extremely effective. Ongoing training ensures that all staff, including those who are new to teaching, develop the necessary expertise to deliver consistently high-quality lessons. Staff value that leaders take their wellbeing and workload into careful consideration. Morale is high and staffing is stable.

Leaders promote positive relationships with families. They value open communication and working collaboratively to support pupils' learning and wellbeing. Parents and carers are overwhelmingly positive about the school. They feel involved in their children's school life and value the support their children receive from staff and leaders.

The governing board members use their in-depth knowledge and expertise to provide consistent support and challenge to leaders. Governors fulfil their statutory duties with rigour. They ensure that decisions benefit pupils, including those with special educational needs and/or disabilities and those who are disadvantaged.

Personal development and wellbeing

Strong standard ●

Leaders weave pupils' personal development and wellbeing through every aspect of school life. It is delivered through dedicated personal, social and health education sessions as well as all aspects of school life, including assemblies and pupils' experiences at social times. Pupils talk confidently about friendships, bullying, online safety, healthy living and mental health. Leaders ensure the curriculum is relevant, memorable and responsive to pupils' needs. Staff know pupils well and check on their wellbeing routinely. They create an environment where pupils feel safe, valued and eager to attend. Leaders take a proactive

and preventative approach to wellbeing. For example, the school operates as a 'smartphone free community'.

Pupils are offered rich opportunities to help them develop their character. All pupils benefit from the Kingslea Charter, a carefully planned programme of wider development. Staff offer over 30 clubs each term which, alongside trips, sports events, workshops and art days ensures that all interests are catered for. Pupils, and staff, are encouraged to earn their 'colours' by representing the school in a range of activities. Assemblies and curriculum experiences broaden pupils' cultural understanding and curiosity, such as exploring cooperation between nations through the Eurovision Song Contest.

Pupils receive high-quality pastoral support from staff. For example, counselling, mentoring and emotional coaching programmes help pupils develop strategies to manage their wellbeing and emotions. Leaders actively seek pupils' opinions to inform their priorities and help ensure they remain responsive to pupils' needs.

Pupils reflect on different beliefs. They understand fairness, kindness and work collaboratively. Pupils deepen their cultural awareness when they learn about diverse figures and historical events. Pupils understand consent, healthy relationships and how to seek help. Leadership roles give pupils meaningful responsibility and reinforce British values, such as democracy, through real participation. As a result, pupils are well prepared for life beyond primary school.

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

Pupils are celebrated as individuals at Kingslea Primary School. Pupils want to come to school because they enjoy learning and this is reflected in their high attendance. They are happy and feel safe. Staff know pupils and their families well, and this contributes significantly to pupils' sense of security and belonging. Pupils and staff share a culture of mutual respect which is tangible in the atmosphere at this school.

Pupils behave extremely well at this school, and instances of unkind behaviour are rare. Pupils' well-developed communication and language skills, including those with special educational needs and/or disabilities (SEND), enable them to advocate for themselves. Pupils listen carefully to others because they know that everyone's voice matters.

Pupils benefit from leaders' determination that there should be 'something for everyone' at Kingslea. Opportunities are found for pupils to engage in even the most unusual of activities. This belief ensures that pupils enjoy a broad range of enriching experiences that prepare them well for life after Kingslea. Pupils start their well-planned transition to secondary school in the summer term, working on joint Year 7 projects.

Pupils take great pride in their work. Older pupils support those in younger classes. Leadership roles are numerous and valued. The school has a deeply embedded inclusive culture. All pupils benefit from high quality teaching across the school. As soon as pupils join the school, leaders identify and remove any barriers to learning. They use this knowledge to adapt learning and support pupils' wellbeing.

Next steps

- Leaders and those responsible for governance should continue to develop exceptionally high standards of teaching across the curriculum so that there is a transformational impact on outcomes for all pupils.
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About this inspection

The co-chairs of the board of governors in this school are Mr Matt Malone and Mr Ross Higginson.

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.

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the governing body and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school does not currently use alternative provision.

Headteacher: Mr Alexis Conway

Lead inspector:

Vanessa Mason, His Majesty's Inspector

Team inspectors:

Claire Martin-O'Donoghue, Ofsted Inspector

Sarah Hilditch, Ofsted Inspector

Kate Le Page, 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 6 May 2026

School and pupil context

Total pupils

426

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)

6.10%

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

1.64%

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

10.09%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Well 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	79%	61%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	79%	62%	Above
2023/24 (final)	83%	61%	Above
2022/23 (final)	74%	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	90%	74%	Above
2024/25 (final)	90%	75%	Above
2023/24 (final)	94%	74%	Above
2022/23 (final)	87%	73%	Above

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	81%	72%	Above
2024/25 (final)	79%	72%	Above
2023/24 (final)	86%	72%	Above
2022/23 (final)	77%	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	93%	73%	Above
2024/25 (final)	90%	74%	Above
2023/24 (final)	97%	73%	Above
2022/23 (final)	90%	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	53%	46%	Close to average
2024/25 (final)	83%	47%	Above
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	73%	62%	Above
2024/25 (final)	83%	63%	Above

Year	This school	National average	Compared with national average
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	60%	59%	Close to average
2024/25 (final)	83%	59%	Above
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	87%	60%	Above
2024/25 (final)	83%	61%	Above
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	53%	68%	-14 pp
2024/25 (final)	83%	69%	14 pp
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	73%	80%	-6 pp
2024/25 (final)	83%	81%	3 pp
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	60%	78%	-18 pp
2024/25 (final)	83%	78%	5 pp
2023/24 (final)	S	78%	S
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	87%	80%	7 pp
2024/25 (final)	83%	81%	3 pp
2023/24 (final)	S	79%	S
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 (3 term)	3.3%	5.2%	Below
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	4.1%	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 (3 term)	4.3%	13.0%	Below
2023/24 (3 term)	5.9%	14.6%	Below
2022/23 (3 term)	6.5%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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