

Kings' Forest Primary School

Address: Station Road, BS15 4PQ

Unique reference number (URN): 150007

Inspection report: 18 November 2025

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 ●

Inclusion

Strong standard ●

Inclusion is central to the school's work. Highly skilled leaders swiftly identify the needs of pupils with special educational needs and/or disabilities (SEND). They work tenaciously with staff, parents and carers and external agencies, to ensure that the needs of these pupils are met. Small group provisions, which run alongside mainstream classes, are carefully designed to help pupils to become increasingly independent. Staff in these provisions receive professional learning, which ensures that they have a deep understanding of what pupils need to be successful. As a result, this group of pupils consistently make highly positive progress across the curriculum from their starting points. Leaders check closely how well pupils achieve. When further adaptations need to be made, these happen quickly to ensure that pupils with SEND continue to succeed.

Leaders' use of the additional funding to support disadvantaged pupils is highly effective. For example, it is used to provide additional teaching that closes gaps and improves outcomes for these pupils. Leaders proactively support families so pupils can fully engage in school life, including sports clubs. Children looked after by the local authority and those previously known to social care, thrive. Leaders work effectively with the virtual school to provide these vulnerable pupils with any additional support they need.

Expected standard ●

Achievement

Expected standard ●

Pupils learn well over time and this is reflected in published outcomes. The number of pupils attaining the expected standard in reading, writing and mathematics at the end of key stage 2 is at or above national averages. However, leaders recognise that too few pupils reach greater depth in writing. They have begun tackling this issue effectively, although it is too early to see impact. Younger pupils learn to read swiftly and securely. This is reflected in the above average proportion of pupils achieving the expected standard in the phonics screening check.

Younger pupils typically secure key knowledge, such as number facts and spelling. The school's strong focus on these aspects of learning rapidly closes gaps in pupils' knowledge. Across the wider curriculum, while most pupils gain the required knowledge, some of their understanding lacks depth. This is particularly the case in those subjects where staff do not have detailed subject knowledge.

Attendance and behaviour

Expected standard ●

The school is a place where pupils want to be. This means that pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, generally attend well. Leaders have established effective systems to check and track pupils' attendance. They understand the reasons behind some pupils' poor attendance and quickly

address these. Staff work sensitively with families while maintaining high expectations for pupils to be in school regularly. Leaders work closely with external agencies to address gaps in attendance for the most vulnerable pupils.

Pupils typically behave well and low-level disruption in lessons is rare. Staff display high levels of care and warmth towards pupils. They apply the school's behaviour rules fairly and consistently, ensuring that pupils know what is expected of them. Staff recognise and reward pupils' positive behaviour in a variety of ways. This motivates pupils to maintain their standards of behaviour. Pupils respect one another, irrespective of difference. They show empathy, compassion and understanding towards those pupils who need more help with their learning. Leaders ensure that pupils understand what bullying is. Cases of unkindness towards one another are rare. Pupils display impressive levels of confidence and politeness when talking to adults.

Curriculum and teaching

Expected standard 

Leaders have a secure understanding of the quality of the school's curriculum. For example, they identified that further work was needed to strengthen pupils' basic writing skills, particularly for some older pupils. These pupils now benefit from additional support to improve the quality of their handwriting. Pupils typically have the skills they need to write fluently and accurately. Through the effective teaching of reading, pupils become confident readers. If pupils fall behind, they receive the teaching they need to catch up and keep up quickly. Staff support pupils with special educational needs and/or disabilities effectively through the use of adaptations where appropriate.

Pupils learn a broad and ambitious curriculum. Across different subjects and phases, leaders have carefully considered the knowledge that pupils need to learn. Staff typically have secure subject knowledge to deliver the curriculum effectively. The school provides bespoke professional learning to help teachers to continually refine their own practice. However, staff have less secure understanding of how to teach some aspects of the curriculum in depth. They, therefore, do not consistently challenge pupils to learn as deeply as they could across the curriculum.

Typically, teaching checks pupils' understanding at key points on their learning journey. However, at times, some teachers do not use this information well enough to adapt what comes next for pupils. When this happens, teaching is not as effective, and pupils do not learn as well as they could.

Early years

Expected standard 

The school, with the support of the trust, has a clear vision for providing a high-quality education for children in the early years. Staff know the children and families well. This helps to build positive relationships with families from the very start. Children form positive and trusting relationships with adults. This ensures that children feel well cared for.

Leaders swiftly identify barriers to learning when children join the school and adapt the early years curriculum to help address them. Most children benefit from the relentless focus on developing oracy, language and vocabulary. High-quality adult interactions support

children's learning and vocabulary development. For example, children talk confidently about the weather, seasons and outside temperatures.

A love of reading is a golden thread that runs throughout the early years. This begins in the Nursery Year when children, supported by adults, enjoy re-enacting traditional tales through role play. Children in Reception Year develop their reading knowledge well. They learn how to segment and blend sounds to build words. Children learn how to apply these to their writing well. Staff support children to write effectively, such as emphasising accurate pencil grip. This prepares most children well for the next stage in their learning.

Leadership and governance

Expected standard 

Leaders are highly ambitious for pupils. They recognise where the school is successful and they continually strive to improve aspects of its work. The school has benefited from moving into the trust. Training from the trust and senior leaders gives staff the expertise that they need to improve their own teaching, such as making adaptations for pupils with special educational needs and/or disabilities (SEND). This includes teachers in the early stages of their career. Staff have high levels of support from leaders for their workload and wellbeing. They feel that leaders genuinely care about them as individuals and foster a culture of trust and collaboration.

The trust has clear oversight of the school's work to help them to prioritise the right areas in which to be even better. Leaders lead with integrity. They continually place pupils' best interests at the core of their decision-making. Leaders are unwavering in their belief that disadvantaged pupils and those with SEND should be central to the school's work. This ethos permeates among staff, who share this highly inclusive vision for the school.

The knowledgeable governing body holds leaders to account effectively. Trustees meet their statutory duties well. Parents and carers are overwhelmingly positive about the education and care that pupils receive. One comment, typical of many, stated that pupils and families are '...treated with kindness, care, support and respect'.

Personal development and well-being

Expected standard 

The school's moral purpose to serve its community is integral within the personal development and wellbeing offer. Pupils know they can make a difference and value the opportunities that they benefit from at school. They are passionate about the work they do to support access to education more widely, such as fundraising for international charities.

The school's personal, social and health education programme is thoughtfully designed and based on the school's 'five ways to well-being'. It ensures that pupils, including the most vulnerable, understand important messages about keeping themselves safe, including when using the internet. Staff use appropriate adaptations to help pupils with special educational needs and/or disabilities learn this important knowledge. Pupils learn about the importance of positive relationships. This begins in the early years when children learn to take turns, cooperate and compromise. Older pupils talk maturely about the difference between healthy and unhealthy relationships. They understand the importance of consent. Pupils acquire a secure understanding of fundamental British values through the curriculum.

The school ensures that pupils benefit from the broad enrichment activities it provides. Pupils in key stage 2 learn to play a musical instrument, such as the recorder or ukulele. The school provides opportunities for pupils to perform for a wider audience, which develops their confidence and self-esteem.

Pupils are prepared well for life beyond the school gates. They know that 'knock backs' build their resilience and prepare them well for the world of work. Pupils have a secure understanding of how people can be different. They benefit from the school's work on celebrations of world faiths. This helps pupils to become tolerant, global citizens. The school ensures that pupils develop a sense of pride and self-worth in their achievements, such as celebrating their work in an art exhibition.

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

Kings' Forest is a school that is centred on the belief that pupils, regardless of their background, can thrive. Leaders ensure that pupils receive the precise help they need to overcome any barriers that exist. As a result, pupils, including those with special educational needs and/or disabilities, flourish and achieve well across the curriculum.

Beyond the academic, pupils enjoy a range of trips, including residentials. These experiences help pupils to understand life beyond their locality and prepare them for life in modern Britain. Pupils embrace a range of responsibilities to develop their leadership skills, such as sports captains and being part of the 'well-being team'.

Pupils feel a deep sense of belonging and pride in their school. Those who join from other settings are welcomed with open arms. Through 'community days', staff, families and the wider community come together to celebrate their local area. These close bonds help pupils to feel safe and secure. Pupils learn to consider others through organising and raising money at charity events.

Typically, pupils learn well. This starts in Nursery Year, where children learn routines and settle quickly. By the time pupils leave for secondary school, most have acquired the skills and knowledge they need in English and mathematics to be ready for their next stage of education.

From the start of the school day to when pupils go home, the school exudes an air of calm. In lessons, pupils are engaged and enthused in their learning. They greet their peers and staff around the school cheerfully. During social times, pupils cooperate well together and share play equipment respectfully. Pupils display a kindness and compassion towards each other which makes bullying a rarity. Their enjoyment of school means that they do not want to miss a day of their education. Pupils' high attendance reflects this.

Next steps

- Leaders should ensure that teachers have the necessary expertise and subject knowledge that enables them to support and extend pupils' learning across the curriculum.
 - Leaders should ensure that pupils develop detailed knowledge and skills, and produce high-quality work more consistently, particularly in some subjects other than English and mathematics.
-

About this inspection

This school is part of The Leaf Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Ross Newman, and overseen by a board of trustees, chaired by Margaret Simmons-Bird.

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, the deputy headteacher, other senior leaders and staff. The lead inspector met with the chair of the trust, governors and the CEO.

The inspectors confirmed the following information about the school:

The school joined The Leaf Trust in 2023. The headteacher also took up her post in 2023.

The school makes use of one unregistered alternative provision.

Headteacher: Helen Porter

Lead inspector:

Jason Edge, His Majesty's Inspector

Team inspectors:

Kelly Olive, His Majesty's Inspector

Wendy D'Arcy, His Majesty's Inspector

Victoria Griffin, His Majesty's 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 18 November 2025

School and pupil context

Total pupils

442

Well 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)

14.73%

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

5.66%

Above 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

7.47%

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 maths

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

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25	72%	62%	Above
2023/24	67%	61%	Close to average
2022/23		60%	

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		74%	
2024/25	79%	75%	Close to average
2023/24	75%	74%	Close to average
2022/23		73%	

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		72%	
2024/25	75%	72%	Close to average
2023/24	77%	72%	Close to average
2022/23		71%	

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25	81%	74%	Close to average
2023/24	73%	73%	Close to average
2022/23		73%	

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 maths

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

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25	33%	47%	Below
2023/24	10%	46%	Below
2022/23		44%	

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%	
2024/25	44%	63%	Below

Year	This school	National average	Compared with national average
2023/24	10%	62%	Below
2022/23		60%	

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	33%	59%	Below
2023/24	30%	58%	Below
2022/23		58%	

Disadvantaged pupils reaching the expected standard in maths

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

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25	33%	61%	Below
2023/24	20%	59%	Below
2022/23		59%	

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 maths

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25	33%	69%	-36 pp
2023/24	10%	67%	-57 pp
2022/23		66%	

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	44%	81%	-36 pp
2023/24	10%	80%	-70 pp
2022/23		78%	

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	33%	78%	-45 pp
2023/24	30%	78%	-48 pp
2022/23		77%	

Disadvantaged pupils reaching the expected standard in maths

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25	33%	81%	-47 pp
2023/24	20%	79%	-59 pp
2022/23		79%	

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 (1 term)	4.0%	5.1%	Below
2023/24	5.4%	5.5%	Close to average

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 (1 term)	11.0%	14.3%	Below
2023/24	12.8%	14.6%	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 standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright