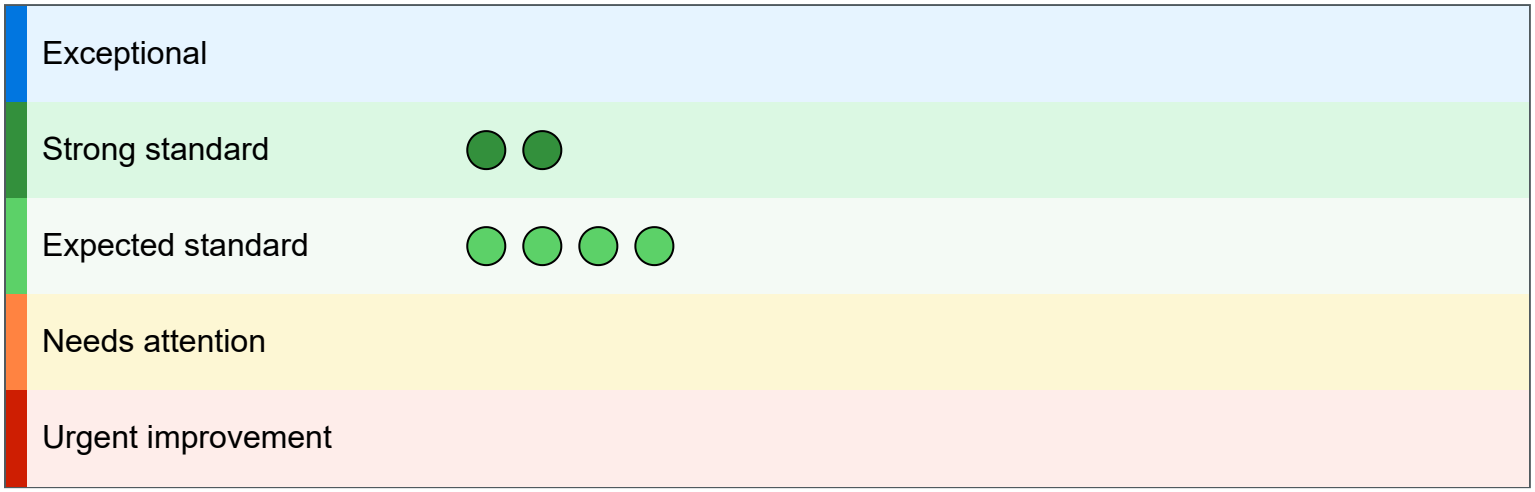
Kingsway Junior School

Address: Briar Road, Watford, Hertfordshire, WD25 0JH

Unique reference number (URN): 117168

Inspection report: 22 September 2026



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

Attendance and behaviour

Strong standard

The school's actions to improve attendance, particularly for the significant number of pupils with special educational needs and/or disabilities (SEND) or those in receipt of the pupil premium, are impressive. For different groups of pupils, for example, those with SEND or those in receipt of the pupil premium, their attendance rates are now above and in line with the national averages, respectively. There has been a significant reduction in persistent absenteeism, especially for the most vulnerable pupils. Attendance for all pupils continues to make notable improvement and is above the national average. Leaders have used their highly personalised approach to pastoral care to ensure the most vulnerable pupils have overcome barriers that had previously inhibited their attendance. Leaders have also worked hard to forge positive partnerships with parents and carers and external agencies to ensure improved attendance is sustained.

Pupils behave incredibly well across the year groups, even when they do not expect adults to be watching them. Staff explicitly teach pupils the high behaviour expectations, and pupils follow these and routines consistently well. The school has well-above-average numbers of pupils with SEND, mainly for social, emotional and mental health needs. The impact of the pastoral care and accurate meeting of their needs is evident in how well these pupils manage their emotions successfully and independently. As a result, there are significant improvements in the behaviour of pupils with more challenging needs. Disruption is rare. The school is very calm and has a positive atmosphere. Pupils enjoy learning and playing safely and happily together.

Inclusion

Strong standard

Leaders leave no stone unturned in ensuring every pupil is included in school life in all its fullness, living out their mantra of 'no child left behind'. The school is very successful in managing the needs of the significant number of pupils here with special educational needs and/or disabilities (SEND) or who are in receipt of the pupil premium funding. The majority of pupils with SEND have social, emotional and mental health needs and/or communication needs.

Leaders waste no time in accurately identifying pupils' precise needs. They are meticulous in their analysis of these. Staff use a range of highly individualised strategies to ensure pupils get the pastoral support that works for them. Leaders link very well with external agencies. They have built an extensive network of support for referrals and effective professional advice. If something does not work, they quickly change tack until there is success.

The school's highly effective actions mean pupils with SEND have above national average attendance and access learning full-time in class alongside their peers. Well-trained staff use the suitable adjustments and interventions in place to support these pupils to stay in class, manage their emotional needs and remain on task independently. On the rare occasion alternative provision is needed, it is in the best interests of the pupil.

The pupil premium strategy is very well thought through. It is followed as planned by staff.

For example, pupils in receipt of the pupil premium funding achieve well by the end of Year 6, and many have improved and high attendance.

Expected standard

Achievement

Expected standard

The school regularly meets its ambition for pupils to secure the reading, writing and mathematical knowledge needed to be ready for secondary school. The school prioritises ensuring pupils achieve this knowledge through targeted support in all year groups, including in Year 6. Pupils catch up quickly, especially in reading and mathematics. This results in outcomes at the end of Year 6 being above the national averages, including for pupils in receipt of pupil premium. Leaders are rightly continuing to focus on securing and sustaining pupils' handwriting and spelling across all year groups so that less later intervention is needed.

Likewise, pupils with special educational needs and/or disabilities typically progress well from their starting points.

Across the wider curriculum, pupils generally achieve well. However, the achievement of pupils in some other subjects is not as consistently secure or as detailed as leaders want.

Curriculum and teaching

Expected standard

Overall, pupils are taught well. Staff know and understand the curriculum content and how it builds over time. Leaders ensure priority is given to teaching key reading, writing and mathematical knowledge. This is the case in lessons and through an extensive programme of interventions. This includes, for example, for spelling, handwriting, times tables knowledge and phonics. Staff monitor closely how quickly and securely these gaps in pupils' knowledge are filled, including for pupils in receipt of pupil premium funding. Leaders have ensured staff have the necessary training to teach these interventions well. Leaders also ensure the pupils learn a broad range of subjects.

Staff use a range of approaches to check how well pupils are learning. Overall, they use this knowledge effectively to decide what pupils need to learn next. Typically, work for all pupils is generally matched to their ability and need. However, leaders are sharpening how precisely these checks inform next steps in learning and shape learning activities, particularly for those pupils who are capable of even more.

Staff use different resources and personalised strategies to ensure pupils with special educational needs and/or disabilities can access the curriculum successfully.

Leadership and governance

Expected standard

Leaders are highly ambitious for all pupils. They have ensured that staff share these values, particularly in their approach to supporting pupils who have special educational needs

and/or disabilities or who are disadvantaged. Leaders know their school very well. They have accurately identified their school improvement priorities. Leaders work well with the local authority and with other local schools to share ideas and best practice. Leaders' relentless drive to improve pupils' life chances is evident in all they do.

Leaders have made sure that staff have the necessary skills, resources and time to complete their roles well. This includes how they are currently supporting subject leaders to further develop their roles. Staff appreciate the training they receive. They also value the time given to them to try out any new initiatives, such as how they give feedback to pupils in lessons. They also acknowledge how well leaders consider their wellbeing and workload.

Governors are committed and knowledgeable and take their roles seriously. They fulfil their statutory duties and check on how well the school is doing through reviewing school performance data and by making visits to school. However, they recognise that on occasion, the way in which they check the work of leaders does not always have the level of rigour they aim for.

Overall, parents are very positive about the school. Leaders listen to parents' and carers' views and seek to sort out any issues quickly. They engage proactively with the parent community.

Personal development and wellbeing

Expected standard

Leaders have adapted their personal development programme to meet the pupils' specific needs. A significant number of pupils have special educational needs and/or disabilities (SEND), mainly for social, emotional and mental health needs. Therefore, there is a very clear priority given to effectively supporting pupils' mental health and wellbeing. Pupils learn about healthy minds and bodies and how to stay safe mentally and physically. Pupils learn about safe and healthy relationships, including when online. Staff offer pupils various therapeutic support, including access to external counselling and school mentors. Pastoral leaders look at specific pupil needs and then tailor a pastoral plan to best meet these needs. This support is of a high quality. It is accessible to and benefits all pupils, but has a particularly specific impact on pupils with SEND and those in receipt of pupil premium or who have been known to social care.

Pupils generally can recall what they have learned in personal, social, health and economic education. Typically, they can talk about what discrimination means and what equity means. This level of detailed understanding does vary across the school. Pupils are starting to understand more in depth about democracy through elections to leadership roles and about why we need rules and laws. In the main, most older pupils can talk about the importance of why rights are important and how to uphold them.

Leaders encourage pupils to share their views and to develop their leadership skills. Pupils recognise how interventions in reading and mathematics have improved their overall confidence, for example.

Everyone can access the range of extra-curricular activities and clubs. There is a high level of take up from pupils with SEND and pupils in receipt of pupil premium for these. Trips and

visitors into school offer pupils a broader understanding of the world around them and other cultures.

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

Pupils are instantly welcomed, regardless of their needs or circumstances. They benefit hugely from how well staff get to know them even before they join, especially through close links with the main feeder infant school. Staff swiftly work out the best way to support and engage pupils successfully with their learning. This is particularly effective for the significant number of pupils with special educational needs and/or disabilities or those who are in receipt of additional funding. These pupils are very skilfully supported to meet their targets, including those regarding having high attendance and successfully managing their social and emotional needs.

As well as receiving high-quality, bespoke support for their mental wellbeing, staff are also equally ambitious for pupils academically. Staff waste no time in supporting pupils to quickly catch-up on any gaps in their reading, writing and/or mathematical knowledge. As a result of these timely interventions, most pupils achieve well in the end of key stage 2 national tests. They are therefore well prepared for secondary school.

Pupils are incredibly polite, kind and respectful and consistently follow the school pledge. Pupils in Year 3 quickly settle and follow the high standards of behaviour expected of everyone. Older pupils are excellent role models. Pupils interact really well with each other, and the school is harmonious. Pupils do not worry about bullying. Unwelcome behaviours are rare. Pupils have staff they trust in school to help them stay safe.

Pupils love the range of leadership roles on offer, and many benefit from these opportunities. They take pride in being friendship ambassadors, rights respecting ambassadors or on the school council. Pupils have their horizons broadened through visits and opportunities that they may otherwise not get to experience, such as singing at Wembley, going to museums, learning golf or finding out about potential future careers.

Next steps

- Leaders should ensure that teachers refine how they use checks on learning to adapt activities more precisely to meet the needs of all pupils, so that pupils can extend and deepen their knowledge across the whole curriculum
- The governing body should improve the rigour of their checks on leaders' actions so that they strengthen further their effectiveness in supporting the school to meet its strategic aims.

About this inspection

The chair of the board of governors in this school is Caroline Loison.

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, deputy headteacher and curriculum leader during the inspection. They also met with the special educational needs coordinator and pastoral leaders, as well as other leaders, teachers and support staff. The lead inspector met with 3 members of the governing board, including the chair of governors and vice-chair. The lead inspector met with the local authority's district lead for school effectiveness.

The school currently uses one alternative provider.

Headteacher: Jo Beale

Lead inspector:
Sara Boyce, His Majesty's Inspector

Team inspectors:
Nick Hackett, Ofsted Inspector
Mike McKeaveney, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 22 September 2026

School and pupil context

Total pupils

235
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: 268

School capacity

240
Close to average

What does this mean?

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

National average: 300

Pupils eligible for free school meals (FSM)

27.23%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

6.38%
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: 4.1%

Pupils with special educational needs (SEN) support

27.23%
Well above average

What does this mean?

The proportion of pupils with reported special educational needs support 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	78%	61%	Above
2024/25 (final)	80%	62%	Above
2023/24 (final)	86%	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	86%	74%	Above
2024/25 (final)	90%	75%	Above
2023/24 (final)	95%	74%	Above
2022/23 (final)	71%	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	84%	72%	Above
2024/25 (final)	87%	72%	Above
2023/24 (final)	86%	72%	Above
2022/23 (final)	79%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	73%	Above
2024/25 (final)	95%	74%	Above
2023/24 (final)	95%	73%	Above
2022/23 (final)	70%	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	62%	46%	Above
2024/25 (final)	55%	47%	Close to average
2023/24 (final)	94%	46%	Above
2022/23 (final)	38%	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	75%	62%	Above
2024/25 (final)	80%	63%	Above
2023/24 (final)	94%	62%	Above
2022/23 (final)	50%	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	77%	59%	Above
2024/25 (final)	70%	59%	Close to average
2023/24 (final)	94%	58%	Above
2022/23 (final)	69%	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	74%	60%	Above
2024/25 (final)	85%	61%	Above
2023/24 (final)	94%	59%	Above
2022/23 (final)	38%	59%	Below

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	62%	68%	-5 pp
2024/25 (final)	55%	69%	-14 pp
2023/24 (final)	94%	67%	27 pp
2022/23 (final)	38%	66%	-29 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	75%	80%	-4 pp
2024/25 (final)	80%	81%	-1 pp
2023/24 (final)	94%	80%	14 pp
2022/23 (final)	50%	78%	-28 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	77%	78%	0 pp
2024/25 (final)	70%	78%	-8 pp
2023/24 (final)	94%	78%	16 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	69%	77%	-9 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	74%	80%	-6 pp
2024/25 (final)	85%	81%	4 pp
2023/24 (final)	94%	79%	15 pp
2022/23 (final)	38%	79%	-42 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)	4.9%	5.2%	Close to average
2023/24 (3 term)	5.7%	5.5%	Close to average
2022/23 (3 term)	5.4%	5.9%	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 (3 term)	11.2%	13.0%	Close to average
2023/24 (3 term)	18.3%	14.6%	Above
2022/23 (3 term)	13.6%	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.

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