

Kings Worthy Primary School

Address: Church Lane, Kings Worthy, Winchester, Hampshire, SO23 7QS

Unique reference number (URN): 115922

Inspection report: 9 September 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 ●

Attendance and behaviour

Strong standard ●

Leaders place a high priority on attendance. They maintain a clear understanding of the barriers that may prevent some pupils from attending regularly. Secure transition arrangements and clear communication with families help pupils develop positive attendance habits from the start of school. Attendance is consistently high and has been above national averages over time. Leaders track attendance carefully, particularly for vulnerable pupils and those at risk of persistent absence. Personalised support helps pupils who have struggled with attendance to attend more regularly.

Pupils behave extremely well. Clear routines, high expectations and positive relationships mean that classrooms, social times and transitions are calm, orderly and purposeful. Pupils understand expectations and follow routines consistently. They are enthusiastic learners who engage positively in lessons. They speak confidently about their learning. Pupils value opportunities to contribute to school life through roles and responsibilities, including as anti-bullying ambassadors. Leaders respond quickly and effectively to any concerns relating to bullying, discrimination or unkind behaviour. Pupils know who to speak to if they are worried and trust staff to help them. Staff understand pupils' individual needs well and make appropriate adjustments where needed, while maintaining the same high expectations for all. As a result, pupils feel safe, respected and ready to learn.

Curriculum and teaching

Strong standard ●

Leaders have established a clear approach to curriculum and teaching that helps pupils build knowledge and skills over time. They check the impact of the curriculum carefully and use what they learn to refine subject content, teaching approaches and professional development. Leaders regularly check that teachers deliver the curriculum consistently across the school.

From the earliest stages, leaders prioritise important knowledge. Reading is central to the school's work, and staff provide timely support for pupils who need help to keep up. Reading buddies encourage positive reading habits and promote enjoyment of books. Leaders have also placed an emphasis on developing pupils' spoken language. This work is helping pupils communicate their ideas with increasing confidence and precision.

Leaders sequence the curriculum carefully so that pupils build knowledge and skills progressively across subjects and year groups. They understand each subject well. They use this expertise to refine the curriculum and strengthen pupils' learning. The school's carefully curated outdoor learning environment provides meaningful opportunities for pupils to apply and deepen their learning beyond the classroom.

Teachers use assessment effectively and adapt learning in response to pupils' understanding. Consistent approaches help pupils who are disadvantaged and those with special educational needs and/or disabilities access the full curriculum successfully. As a result, pupils receive a consistently high quality of education across the school.

Early years

Strong standard 

Leaders have established a highly effective early years provision that gives children a positive start to their education. Home visits, parent workshops and close work with pre-school providers help staff know children well before they start school. As a result, children settle quickly and develop positive attitudes to learning from the outset.

Leaders have designed an ambitious curriculum that reflects their secure understanding of child development. Staff use assessment well and adapt learning to meet children's needs. They place a firm emphasis on communication and language, extending vocabulary and encouraging children to talk about their learning. Staff introduce reading promptly so that children begin to develop the foundations for future success.

The well-designed indoor and outdoor environments provide purposeful opportunities for learning. The environment supports children's development and helps prepare them successfully for Year 1. Through high-quality interactions, staff develop children's confidence, independence and resilience.

Children, including children who are disadvantaged and those with special educational needs and/or disabilities, achieve well from their starting points. Staff identify additional needs quickly and provide effective support. Children are happy, secure and engaged in their learning. Outcomes are typically above national averages. The confidence, independence and positive attitudes seen in Year 1 pupils show the lasting impact of the school's early years provision.

Inclusion

Strong standard 

Leaders know pupils extremely well and identify pupils' needs early and accurately. Leaders work closely with families, pre-school providers and external agencies so that support is in place from the outset. Staff understand the barriers some pupils face and respond effectively, helping pupils feel safe, included and ready to learn.

Leaders implement and review the pupil premium strategy rigorously. They monitor its impact closely and adapt support when needs change. As a result, pupils who are disadvantaged take part in a broad range of opportunities. These enhance learning, widen experiences and strengthen their sense of belonging.

Pupils with special educational needs and/or disabilities achieve well from their starting points and take part in school life fully. Staff use effective adaptations to help pupils access the curriculum successfully while promoting independence and confidence. When specialist services are difficult to access, leaders and staff draw effectively on their own expertise to meet pupils' needs.

Pupils who are known or previously known to children's social care, and those experiencing other vulnerabilities, receive sensitive and effective support. Class teachers, leaders and the inclusion team work together to reduce barriers to learning and wellbeing. Leaders use alternative provision carefully. They monitor it closely and ensure that pupils remain safe, engaged and successful.

Leadership and governance

Strong standard 

Leaders have a detailed understanding of the school's strengths, priorities and community. They evaluate their work carefully, welcome challenge and continually seek to improve outcomes and opportunities for pupils, particularly those facing disadvantage. When leaders identify areas for improvement, they respond promptly and adapt their approach so that improvements become embedded in practice. Leaders at all levels contribute to school improvement and share a commitment to creating a school where pupils are happy, feel valued and want to attend every day. Leaders are reflective and ambitious. They continually refine their work so that pupils benefit from the best possible experiences both in and beyond the classroom.

Professional learning is extensive. Leaders provide many opportunities for staff to develop their expertise and take on leadership responsibilities. Subject leaders contribute meaningfully to school improvement by sharing expertise, supporting colleagues and helping to shape whole-school practice. Staff value the support they receive and feel trusted to contribute to the school's ongoing development. Leaders remain mindful of workload while pursuing ambitious priorities.

Governors know the school deeply and provide effective support and challenge. They fulfil their statutory responsibilities diligently and maintain close oversight of the school's work. Governors gather first-hand evidence and engage with families and pupils. As a result, they understand the school's strengths and priorities and ensure that decisions remain focused on pupils' best interests.

Leaders have established positive relationships with parents and carers, external professionals and the wider community. They actively seek and respond to feedback and work collaboratively with others to strengthen provision. As a result, the school community shares an effective sense of purpose and a commitment to continual improvement.

Personal development and wellbeing

Strong standard 

Leaders place personal development and wellbeing at the heart of the school's work. They regularly review and refine the curriculum so that it reflects pupils' needs and prepares them well for life beyond school. Pupils develop a secure understanding of personal, social and health education. They can confidently discuss topics that affect their lives. Staff teach relationships and health education effectively and adapt learning sensitively so that all pupils can access important content. Pupils understand how to stay safe online and offline and make thoughtful decisions when using technology.

Pupils develop an age-appropriate understanding of rules, laws, democracy and citizenship. Opportunities, including the school parliament and elected leadership roles, help pupils understand how their views can influence decisions and improve their community. Pupils show respect for others and understand the importance of valuing different perspectives and experiences. They show these principles through the positive way they interact with and support one another.

The school broadens pupils' experiences and helps them develop confidence, responsibility, respect for others and an understanding of the world around them. Pupils take part in a wide

range of visits and residential experiences that help them learn more about the world beyond school. Outdoor learning promotes resilience, collaboration and an appreciation of the environment. Pupils contribute positively to school life through leadership roles such as eco councillors, kindness ambassadors, sports leaders and reading buddies. These opportunities help pupils develop confidence, responsibility and a deep sense of belonging.

Leaders track participation in extra-curricular clubs closely. They remove barriers where needed so that pupils who are disadvantaged and those with special educational needs and/or disabilities benefit fully from school life. Effective pastoral support, including targeted wellbeing interventions and enrichment activities, helps pupils feel valued and supported. Pupils know who to speak to if they have concerns and trust staff to help them. As a result, pupils feel safe, contribute confidently to school life and are very well prepared for their next steps.

Expected standard

Achievement

Expected standard

Pupils typically develop the knowledge and skills they need to move successfully onto the next stage of their education. Leaders establish strong foundations in reading, writing and mathematics from the earliest years. Pupils who need additional support receive timely help, enabling them to access the wider curriculum successfully.

National test outcomes are improving and are in line with, and often above, national averages. Outcomes continue to strengthen as pupils gain from improvements to the curriculum and teaching. Pupils, including those who are disadvantaged and pupils with special educational needs and/or disabilities, make suitable progress from their starting points. They are well prepared for the next stage of their education.

Across the curriculum, pupils generally learn and remember the knowledge leaders intend. Younger pupils speak confidently and use increasingly ambitious vocabulary. This reflects the school's growing emphasis on developing oracy. Although pupils increasingly communicate their ideas and learning with confidence, they do not yet consistently demonstrate the depth of understanding and secure recall of previously learned knowledge across some foundation subjects.

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

Pupils enjoy being part of this welcoming and inclusive school community. They are happy in school and speak positively about their experiences. Pupils appreciate the warm relationships they have with staff, who know them well and take a genuine interest in their lives. They talk enthusiastically about their learning and are keen to share the activities, visits and experiences that make school enjoyable. Pupils gain knowledge and skills across a broad curriculum. They think carefully, communicate confidently and build successfully on what they already know. Pupils who face barriers to learning or wellbeing receive effective

support, enabling them to take part fully in school life alongside their peers.

Pupils feel that they belong. They embrace responsibility and contribute positively to school life. A wide range of opportunities helps pupils develop confidence, resilience and independence. They learn about their local community and the wider world and develop an understanding of how they can contribute positively to both. Pupils learn from experiences that broaden their horizons and help them discover new interests and talents.

Pupils treat one another with kindness and respect. Relationships are positive and supportive, and pupils understand the importance of helping others to feel included. They understand the school's expectations and contribute to the calm and purposeful atmosphere found in classrooms and around the school. Pupils feel safe and know who to speak to if they have a concern. They are confident that adults will listen and help them. Pupils recognise that disagreements occasionally occur, but they trust staff to deal with problems fairly and effectively. Pupils attend regularly and value being part of a school where they feel supported, encouraged and able to succeed. As a result, pupils thrive because they feel valued, enjoy coming to school and take pride in being part of the school community.

Next steps

- Leaders should continue to embed oracy strategies to further support pupils' learning so that all pupils, particularly pupils who are disadvantaged, consistently achieve well.
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About this inspection

The chair of the board of governors in this school is John Moore.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 9 and 10 September 2026.

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, assistant headteacher, the special educational needs and disabilities coordinator, staff, pupils, parents and carers during the inspection. The lead inspector also met with representatives of the governing body, including the chair of governors, and the local authority.

The inspectors confirmed the following information about the school:

The school currently makes use of 5 alternative provisions, including 3 that are unregistered.

Headteacher: Jamie Dodson

Lead inspector:

Ian Howie, His Majesty's Inspector

Team inspectors:

Alison Bradley, Ofsted Inspector

Rebecca Mayman, Ofsted Inspector

Chris Berry, Ofsted 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 9 September 2026

School and pupil context

Total pupils

404

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: 268

School capacity

436

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)

14.11%

Below 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

2.97%

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: 4.1%

Pupils with special educational needs (SEN) support

8.91%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support 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	68%	61%	Above
2024/25 (final)	78%	62%	Above
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	63%	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	81%	74%	Above
2024/25 (final)	83%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23 (final)	77%	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	80%	72%	Above
2024/25 (final)	86%	72%	Above
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	78%	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)	86%	74%	Above
2023/24 (final)	75%	73%	Close to average
2022/23 (final)	73%	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	38%	46%	Close to average
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	46%	46%	Close to average
2022/23 (final)	36%	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	63%	62%	Close to average
2024/25 (final)	S	63%	S
2023/24 (final)	85%	62%	Above
2022/23 (final)	57%	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	59%	59%	Close to average
2024/25 (final)	S	59%	S
2023/24 (final)	62%	58%	Close to average
2022/23 (final)	64%	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	50%	60%	Below
2024/25 (final)	S	61%	S
2023/24 (final)	62%	59%	Close to average
2022/23 (final)	50%	59%	Close to average

‘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	38%	68%	-30 pp
2024/25 (final)	S	69%	S
2023/24 (final)	46%	67%	-21 pp
2022/23 (final)	36%	66%	-31 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	63%	80%	-17 pp
2024/25 (final)	S	81%	S
2023/24 (final)	85%	80%	5 pp
2022/23 (final)	57%	78%	-21 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	59%	78%	-18 pp
2024/25 (final)	S	78%	S
2023/24 (final)	62%	78%	-16 pp
2022/23 (final)	64%	77%	-13 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	50%	80%	-30 pp
2024/25 (final)	S	81%	S
2023/24 (final)	62%	79%	-18 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	79%	-29 pp

‘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)	4.4%	5.2%	Below
2023/24 (3 term)	4.3%	5.5%	Below
2022/23 (3 term)	4.9%	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)	10.9%	13.0%	Close to average
2023/24 (3 term)	7.7%	14.6%	Below
2022/23 (3 term)	12.6%	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.

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