

Inspection of Kingsleigh Primary School

Hadow Road, Kinson, Bournemouth, Dorset BH10 5HT

Inspection dates:	11 and 12 February 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The headteacher of this school is Suzy Hayward. This school is part of a single-academy trust, Kingsleigh Primary School, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Rachel Cornish.

What is it like to attend this school?

The school's values of respect, belonging and aspiration are part of daily life. Pupils learn how to show these values in their learning and play. From the Nursery onwards, children learn self-discipline and motivation. Pupils appreciate the rewards and recognition they receive for displaying these values. They particularly enjoy being awarded the purple jumper. Consequently, most pupils in the school behave well.

After a period of instability, new leadership has helped to stabilise the school. The school is ambitious for pupils. Staff have high expectations. Pupils meet those expectations. They listen attentively, follow instructions and set to tasks quickly.

Pupils' enjoyment of learning extends to the many extra-curricular opportunities the school provides. Pupils, including those from disadvantaged backgrounds and those with special educational needs and/or disabilities (SEND), benefit from these experiences. Pupils appreciate the leadership opportunities which include membership of the school's 'KPS Crew'. Pupils, elected by their peers, make a positive contribution to life at the school by choosing different aspects of school life to improve.

What does the school do well and what does it need to do better?

Since the last inspection, the school has focused on designing an ambitious and coherent curriculum. This work has picked up pace during this academic year. Changes to curriculum organisation and accountability have been effective. As a result, pupils' learning has improved significantly. While this is evident in the quality of education pupils currently receive, it is not reflected in the outcomes of national tests. Across the curriculum, pupils know more and remember more. The curriculum is well matched and interesting for pupils. As a result they enjoy their learning and work hard.

In the wider curriculum, the school has identified the core knowledge it wants pupils to learn. This specific knowledge is designed to build progressively, from the Nursery to Year 6. Staff have worked with the local high school to ensure knowledge for Year 5 and 6 pupils prepares them well for the content of the key stage 3 curriculum. Pupils learn subject-specific vocabulary. Teaching ensures that pupils recall and explain their learning well, using appropriate technical terms.

Teachers check pupils' understanding regularly in a variety of ways. For example, questions are used well to identify misconceptions and deepen thinking. Staff identify and support individuals and groups to help pupils to keep up. They ensure pupils have additional teaching on knowledge or concepts that have not been secured and are required for future learning. The school is developing the way in which it wants the curriculum delivered. In curriculum areas such mathematics and early reading, the school has agreed teaching strategies that deliver the curriculum effectively. However, teaching of the wider curriculum does not follow the same effective approaches consistently. At times it is too variable in quality and impact. Pupils sometimes do not learn as well as they could in these subjects.

The strategic oversight of all aspects of the school's work has not been consistently strong. However, work to improve governors' oversight is underway. Governors have received training that is helping them to begin to monitor the work of the school with greater rigour.

Pupils learn to read well. In the Nursery, children enjoy a range of rhymes, songs and stories. Children in Reception quickly start to learn phonics. Adults teach with confidence and accuracy because their subject knowledge is secure. They ensure that pupils gain the knowledge they need to read fluently and confidently. Older pupils enjoy the '12 recommended reads' the school has identified for each year group to enjoy. The school has strengthened the curriculum links between reading and writing. Consequently, pupils' writing is more sophisticated and technically accurate.

Pupils with SEND learn well. This is because the school identifies pupils' needs accurately. Staff adapt learning well to take account of pupils' needs. 'The Cove' and 'Rockpool' provisions are effective in supporting pupils with more complex needs to learn well from their individual starting points.

The school monitors and analyses behaviour closely. Some pupils have individual behaviour response plans that help the school to provide appropriate support so that pupils can manage their behaviour. Consistent and fair use of the revised behaviour policy has reduced suspensions.

Pupils benefit from strong pastoral support. The focus on mental health and well-being supports those pupils who struggle with self-esteem or find it difficult to manage their emotions. Skilled staff welcome vulnerable pupils in the morning and help to prepare them for learning. This sets them up to be successful.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the wider curriculum, teaching strategies are not as well-developed as they are in the core subjects. This means that teaching in some subjects has a variable impact and pupils do not learn as well as they could. The school must develop staff's understanding and use of effective pedagogy so that pupils learn well across subjects and age groups, including in the early years.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142428
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10344699
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	823
Appropriate authority	Board of trustees
Chair of trust	Rachel Cornish
Headteacher	Suzy Hayward
Website	www.kingsleighprimary.co.uk
Dates of previous inspection	14 and 15 November 2023, under section 8 of the Education Act 2005

Information about this school

- The school is a much larger than average sized primary school.
- The proportion of pupils from disadvantaged backgrounds is above average and there is well above the average proportion of pupils with SEND.
- The headteacher was appointed in September 2024.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, science and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors held meetings with the headteacher, deputy headteacher, assistant headteachers, special educational needs coordinator, curriculum leaders, teaching and support staff. The lead inspector met with representatives from the board of directors, including the chair.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector listened to some pupils read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- Inspectors considered responses to Ofsted's online questionnaire, Ofsted Parent View, including free-text responses. Inspectors also took into consideration responses to the staff and pupil surveys.
- Inspectors examined a range of documentation provided by the school, including the school's improvement plan.

Inspection team

Angela Folland, lead inspector	His Majesty's Inspector
Tom Brewer	Ofsted Inspector
Steve Smith	Ofsted Inspector
Jyotsna Paranjape	Ofsted Inspector

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