

# Inspection of a good school: Kingsleigh Primary School

Hadow Road, Kinson, Bournemouth, Dorset BH10 5HT

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Inspection dates:

14 and 15 November 2023

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is James Lumber. This school is part of Kingsleigh Primary School, which is a single-academy trust. The trust is overseen by a board of trustees, chaired by Rachel Cornish.

## **What is it like to attend this school?**

Kingsleigh Primary School is a warm and welcoming community. Pupils are happy and proud to attend. They know that staff care about their well-being. Pupils appreciate the positive relationships they have with adults in the school. Pupils say that bullying is not a problem at their school. They say that adults are quick to help them to resolve their problems. Pupils understand the school's values. Respect, aspiration and belonging influence all areas of school life. Pupils appreciate the regular opportunities to celebrate these and recognise each other's achievements.

Pupils, including children in the early years, learn from an ambitious curriculum in reading, writing and mathematics. The school effectively promotes a love of reading, and pupils are enthusiastic about the wide range of books they read with their teachers. Many pupils feel inspired to read widely at home too. However, pupils do not learn as well in the wider curriculum.

Pupils enjoy many and varied opportunities to develop their talents and interests, including in a school choir and a variety of sports clubs and competitions. Older pupils take on positions of responsibility. They enjoy supporting younger pupils as sports ambassadors and school council representatives.

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

The curriculum in reading, writing and mathematics is well planned, including in the early years. Teachers present information clearly. They use appropriate activities so that pupils practise what they have learned. In core subjects, teaching checks whether pupils

understand before they learn new content. This helps pupils to build successfully on prior learning.

Children in the early years, including in the pre-school, get off to a strong start. They learn to read as soon as they start Reception. There is a rigorous approach to early reading. This means that pupils who are struggling to keep up quickly receive extra help. Pupils read books matched to the sounds they know and read to adults regularly. Pupils, including children in the early years, enjoy learning phonics. They quickly learn the routines and expectations of the school's chosen phonics programme. Pupils apply their learning to new sounds and words. Pupils in key stages 1 and 2 also enjoy reading. The school provides daily opportunities for them to practise reading fluently and with expression. High-quality texts are used to enrich other areas of the curriculum. In the pre-school, each day is planned carefully so that all children develop their early reading and mathematics, as well as their gross and fine motor skills.

In some wider curriculum areas, the curriculum is not designed well. Pupils are less prepared for the next stage of their learning because the school has not precisely identified what pupils should know and be able to do over time. The school has not ensured that pupils are learning subject-specific skills which become more challenging as they get older. Teaching does not accurately assess whether pupils' learning is effective in these subjects because there is not a shared understanding of what should be learned and when.

Pupils with special educational needs and/or disabilities (SEND) are accurately identified and well supported, including in the early years. Teachers adapt learning appropriately. The school also provides effective individual support when needed. Well-qualified staff run additional focused provisions, including pupils learning about the world around them in an outdoor setting.

The majority of pupils behave well. A small minority of pupils do not meet leaders' high expectations. The school works effectively to support most of these pupils and learning is rarely disrupted. The school is working with pupils from the student council to improve behaviour throughout the school day. This has had a positive impact and helped the school become calm and orderly. Pupils know and understand the school's rules and routines. Children in the early years quickly learn how to listen, follow instructions and play kindly.

Pupils' wider development has been prioritised. The school ensures that all pupils, including those who are disadvantaged, have access to the wide range of clubs and activities on offer. The school has strong links to its local community. Pupils develop a sense of social responsibility, for example by litter picking and visiting a local care home. They remember important information about how to stay safe online and how to look after their physical and mental health. Pupils have regular opportunities to discuss and debate ideas.

Leadership at the school is undergoing change. Leaders, including trustees, are reflective and they have created a strong team to drive improvements where they are needed.

## Safeguarding

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The design and implementation of some subjects in the wider curriculum are not precise. The school has not identified the knowledge all pupils should learn, or how they will learn it, so they remember more over time. This means that pupils do not learn as effectively as they do in other areas of the curriculum. The school must ensure that pupils learn from a carefully sequenced curriculum in all subjects and that this is robustly monitored so all pupils are prepared for the next stage of their learning.
- Assessment is not used effectively in some subjects. This means that the school does not accurately know whether pupils know and remember more over time. The school must ensure that it uses assessment precisely to inform next steps and ensures all pupils learn effectively from the intended curriculum.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in January 2018.

## 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

<b>Unique reference number</b>	142428
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10284073
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	841
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Rachel Cornish
<b>Headteacher</b>	James Lumber
<b>Website</b>	<a href="http://www.kingsleighprimary.co.uk">www.kingsleighprimary.co.uk</a>
<b>Date of previous inspection</b>	10 January 2018, under section 8 of the Education Act 2005

## Information about this school

- The school belongs to Bournemouth Septenary Trust, which is a partnership of local primary schools. Schools within this trust maintain financial autonomy and their own board of trustees.
- The school does not use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The headteacher was not present during the inspection. Inspectors met with the two acting deputy headteachers in his absence.
- Inspectors carried out deep dives in these subjects: mathematics, early reading and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about

their learning and looked at samples of pupils' work.

- Inspectors also reviewed documentation and looked at pupils' work from the wider curriculum.
- The lead inspector analysed responses to Ofsted's online survey, Ofsted Parent View.
- Inspectors also considered the views of pupils and staff in Ofsted's online surveys.
- Inspectors also spoke with groups of pupils, as well as talked to them in lessons and during social times.
- To evaluate the effectiveness of safeguarding, the lead inspector 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.
- An inspector also met with the special educational needs and disabilities coordinator and discussed how pupils with SEND are identified and supported.
- An inspector met with staff who oversee the personal development and behaviour of pupils.
- The lead inspector met with members of the board of trustees.

### **Inspection team**

Victoria Griffin, lead inspector

His Majesty's Inspector

Carl Thornton

Ofsted Inspector

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