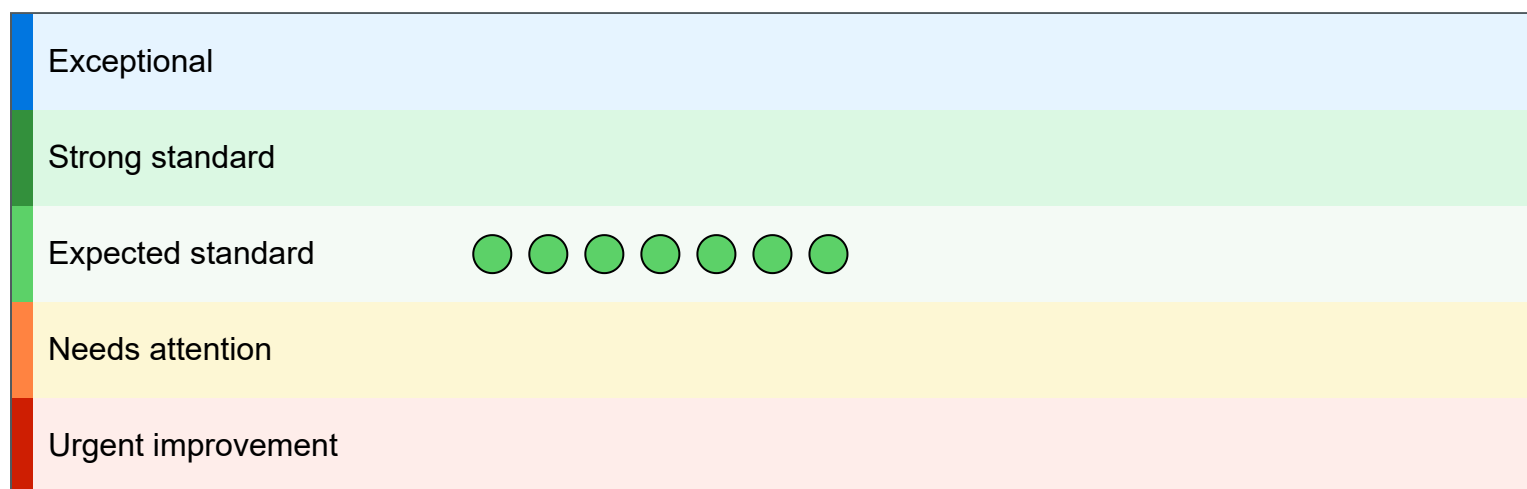


Kingston Park Academy

Address: Long Lane, Carlton-in-Lindrick, Worksop, S81 9AW

Unique reference number (URN): 138997

Inspection report: 24 March 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.

Expected standard

Achievement

Expected standard 

Over time, from their relative starting points, pupils achieve well. This is reflected in achievement in national assessments. Pupils typically achieve in line with all pupils nationally. Disadvantaged pupils do as well, and in some cases better. As a result, pupils are well prepared for the next stage of their education.

Pupils typically remember what they have learned. In many cases, they have an impressive recall of what they have learned previously. This is especially the case in English and mathematics. However, there is some variation. In a small number of subjects, pupils' recall of what they learned several terms ago is inconsistent.

The school's own checks indicate that pupils achieve well across the curriculum. This includes in English grammar, spelling and punctuation, where, historically, the school's outcomes have been lower than those achieved nationally. This is reflected in work in books and pupils' responses in lessons.

Attendance and behaviour

Expected standard 

Over the last 2 years, attendance has improved significantly. It has gone from being significantly lower than that seen nationally to being in line with, and in some cases slightly higher than, national figures.

The school has put in place many initiatives to incentivise and celebrate regular attendance. These include individual and whole-class rewards, such as entry into prize draws and events such as 'hop into Easter' and 'spin the wheel', which offer a wide range of rewards. The school provides robust challenge and support when attendance is too low. Their work has demonstrable impact.

In classes, pupils typically show positive attitudes to learning. They behave positively around school. They are motivated to do well. They thrive on the broad range of rewards on offer, including earning reward points, 'gems in the jar', 'applause on the doors' and recognition certificates in assembly for living out the school's values. Pupils look forward to spending 'dollars' in the school's shop.

Pupils who need extra help to live up to the school's expectations, including those with special educational needs and/or disabilities, are supported well. Incidents of serious behaviour are dealt with robustly.

Pupils know who to turn to if they are unhappy or upset.

Curriculum and teaching

Expected standard 

The school's curriculum is well designed. Across all subjects, it makes clear the precise content that pupils are expected to know and remember. Content builds incrementally over time.

The school skilfully identifies any critical gaps in pupils' learning. It systematically fills these gaps over time. As a result, pupils master the essential knowledge that they need in key areas, including phonics, reading, spelling and handwriting. In writing, younger pupils are purposefully supported by a large number of staff to make sure that they have the strong foundations that they need.

The school's phonics programme is robust and taught consistently well. Pupils quickly master the sounds that different letters make and use these to decode new, unfamiliar words.

In the vast majority of cases, teachers plan and deliver lessons that motivate pupils. Teachers have the necessary subject knowledge. They provide clear and concise explanations in lessons. As a result, pupils understand what is expected of them. Teachers adapt lessons for pupils with special educational needs and/or disabilities effectively.

Leaders have a precise understanding of the quality of teaching in the school. They know where strengths exist and where further improvements can be made. They provide effective support to bring about improvements.

Early years

Expected standard ●

Children get off to a positive start in early years. The setting is a safe place in which children quickly grow in confidence. Staff have consistent expectations and well-established routines. As a result, children are happy, thrive and are well-prepared for key stage 1.

The early years curriculum is well organised. The 'take aways' make clear the content that children are expected to know and remember at each stage through the Nursery and Reception Years. Both indoors and outdoors, the environment helps children apply what they have learned. Nothing is left to chance. Adults' interactions with children are well placed. They skilfully explore and extend children's understanding.

Developing children's communication and language skills is prioritised. Children in the Reception Year get off to a good start in phonics. They quickly learn the sounds that letters make and use these to read simple words. Children in the Nursery Year are well prepared for phonics, including by learning a broad range of songs, stories and rhymes.

There are effective systems in place for communicating with parents. Many of the parents spoken to during the inspection hold the early years provision in high regard.

Inclusion

Expected standard ●

Staff are well supported to understand and meet the needs of their pupils. Regular training covers the wide range of challenges that pupils face. Senior leaders work alongside teachers to ensure that they deliver the best provision possible. The school carries out regular, detailed checks to ensure that all groups of pupils do well. It quickly adapts provision so that pupils are helped to catch up when needed and keep up with their peers. As a result, the barriers that pupils face are diminished over time.

Targets for pupils with special educational needs and/or disabilities are precise, achievable and measurable. The school makes sure that all relevant people, including parents, know what these are. The long-term targets contained in education, health and care plans are distilled into manageable, shorter-term targets. The school works with external agencies and professionals effectively.

The school's pupil premium strategy focuses on the right things. Over time, the strategy impacts positively on pupils' achievement. However, in some places, the school's evaluation of some of the actions within the strategy are not sharp enough.

The school does not currently have any pupils who are looked after. However, it is well placed to support these pupils should any join the school.

Leadership and governance

Expected standard 

Leaders know their school well. They have robust quality-assurance processes in place. This gives them an accurate view of what is working well and what needs to improve further. Leaders use this information to inform staff training agendas. Staff typically get the training they need to carry out their duties. Those at the early stages of their teaching career are supported well. Leaders prioritise staff workload and wellbeing. The majority of staff are positive about the impact that this has.

The trust provides effective challenge and support. During a period of staffing turbulence, the trust has provided a good level of support for teaching and for the provision for pupils with special educational needs and/or disabilities.

The work of those responsible for governance is systematic and well organised. They ensure that all decisions are taken in the best interests of pupils.

Stakeholder views are mixed. In some cases, parents and staff are highly positive about the school. However, some parents and a small number of staff do not view the school positively. They raise concerns about behaviour, staffing changes and communication. Leaders recognise that there is more to do to ensure that all members of the community view the school in a positive light.

Personal development and wellbeing

Expected standard 

Pupils' personal development is well catered for. Pupils learn a well-organised curriculum for personal, social and health education. They learn about a wide range of people, places and communities from around the world. They know that everyone should be treated fairly. They learn about fundamental British values and recall these with ease. They know why these values are important.

The school's values expect pupils to be 'brave, safe, kind and ready'. Pupils understand what these mean. They are eager to be recognised for living out these values.

Pupils know the importance of positive mental health. They understand how using different breathing techniques can support this. They understand the importance of managing screen time. Dedicated 'thrive' areas in classrooms provide pupils with a safe place to help them

regulate their emotions. Pupils who need further help benefit from a well-tailored programme of support in the school's 'base room'. They value the calm, settling and nurturing nature of the base. As one explained, 'It helps us to be calm and to be ready to work.' The school checks regularly and closely on the impact that this work has.

Pupils know how to stay safe online, in the community and on the roads.

The personal development offer is enhanced by a well-organised programme of additional activities. These include visits to places of worship, historical sites and wildlife parks. Pupils benefit further from a programme of residential visits.

The 'Delta stars' programme sets out the broad range of activities that pupils will experience during their time at the school. These include taking on leadership roles, taking part in extra-curricular activities and participating in themed days and special events. Pupils talk about their certificates from these events with a great sense of pride. The school ensures that no pupils miss out.

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

The school aims for pupils to 'be the best that you can be'. Its values of being 'brave, safe, kind and ready' are commonly understood and aspired to. Relationships are typically positive. Reflected in their positive attendance rates, pupils enjoy attending. They behave well. Pupils take ambassador roles, including those for reading and attendance, seriously. Pupils carry out their duties with pride.

Pupils understand the behaviour policy. They value earning points, converting them to 'dollars' and spending them in the school shop. Stock is expertly selected by pupil ambassadors. Pupils understand the consequences of poor behaviour. Bullying is rare. Pupils who need extra help to meet the school's expectations are supported well. However, some parents are concerned that behaviour is not always good enough.

In classes, pupils work hard and, overall, demonstrate positive attitudes to learning. Some classes have had an unsettled time due to staffing changes. However, the school, with support from the trust, has ensured that pupils have experienced business as usual as much as possible. Some parents remain concerned about staffing changes and how these are communicated.

From their starting points, pupils achieve well. By the end of key stage 2, pupils typically achieve as well as other pupils in national assessments. Disadvantaged pupils do just as well, and in some cases, even better.

The school is inclusive. It knows its pupils well. It checks that the support it puts in place for pupils is working well. The trust provides expert challenge and support to ensure that all pupils achieve well.

Pupils are well prepared for life in modern Britain. Over time they develop a sound understanding of fundamental British values. They appreciate their importance. They learn

to understand and manage their feelings and emotions. Those who need additional help receive well-tailored support.

Next steps

- The school should ensure that, across the curriculum, pupils consistently know and remember the most important content that the curriculum sets out.
 - Leaders should improve communication with relevant stakeholders so that it understands and, where appropriate, addresses concerns.
 - The school should ensure that it accurately evaluates the impact of the initiative set out in its pupil premium strategy.
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About this inspection

This school is part of Delta Academies Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Andy Barnett, and overseen by a board of trustees, chaired by Steve Hodsman.

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 held meetings with the executive principles, the trust's director of learning, the trust's director of education and the deputy CEO. The headteacher was absent at the time of the inspection.

The school uses no alternative provisions.

The inspectors confirmed the following information about the school:

Since the last inspection, there have been several changes in leadership, including the early years leader and the leader of special educational needs and/or disabilities.

Head of Academy: Kerrie Longley

Lead inspector:

Vic Wilkinson, His Majesty's Inspector

Team inspectors:

Ben O'Connell, Ofsted Inspector

Anita Denman, Ofsted 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 24 March 2026

School and pupil context

Total pupils

213

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: 272

School capacity

249

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)

45.69%

Well above 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

0.47%

Well below 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

11.27%

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 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	66%	61%	Close to average
2024/25 (revised)	76%	62%	Above
2023/24 (final)	62%	61%	Close to average
2022/23 (final)	62%	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	71%	74%	Close to average
2024/25 (revised)	84%	75%	Above
2023/24 (final)	62%	74%	Below
2022/23 (final)	69%	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	73%	72%	Close to average
2024/25 (revised)	76%	72%	Close to average
2023/24 (final)	69%	72%	Close to average
2022/23 (final)	73%	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	79%	73%	Close to average
2024/25 (revised)	80%	74%	Close to average
2023/24 (final)	76%	73%	Close to average
2022/23 (final)	81%	73%	Above

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	58%	46%	Above
2024/25 (revised)	67%	47%	Above
2023/24 (final)	56%	46%	Close to average
2022/23 (final)	53%	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 (revised)	75%	63%	Above
2023/24 (final)	56%	62%	Close to average
2022/23 (final)	60%	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	67%	59%	Above
2024/25 (revised)	67%	59%	Close to average
2023/24 (final)	63%	58%	Close to average
2022/23 (final)	73%	58%	Above

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 (revised)	75%	61%	Above
2023/24 (final)	69%	59%	Close to average
2022/23 (final)	80%	59%	Above

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	58%	68%	-9 pp
2024/25 (revised)	67%	69%	-3 pp
2023/24 (final)	56%	67%	-11 pp
2022/23 (final)	53%	66%	-13 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 (revised)	75%	81%	-6 pp
2023/24 (final)	56%	80%	-23 pp
2022/23 (final)	60%	78%	-18 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	67%	78%	-10 pp
2024/25 (revised)	67%	78%	-12 pp
2023/24 (final)	63%	78%	-15 pp
2022/23 (final)	73%	77%	-4 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%	-5 pp
2024/25 (revised)	75%	81%	-6 pp
2023/24 (final)	69%	79%	-11 pp
2022/23 (final)	80%	79%	1 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 (2 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	7.1%	5.5%	Above
2022/23 (3 term)	7.5%	5.9%	Above

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 (2 term)	14.2%	13.3%	Close to average
2023/24 (3 term)	23.8%	14.6%	Above
2022/23 (3 term)	24.4%	16.2%	Above

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.

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