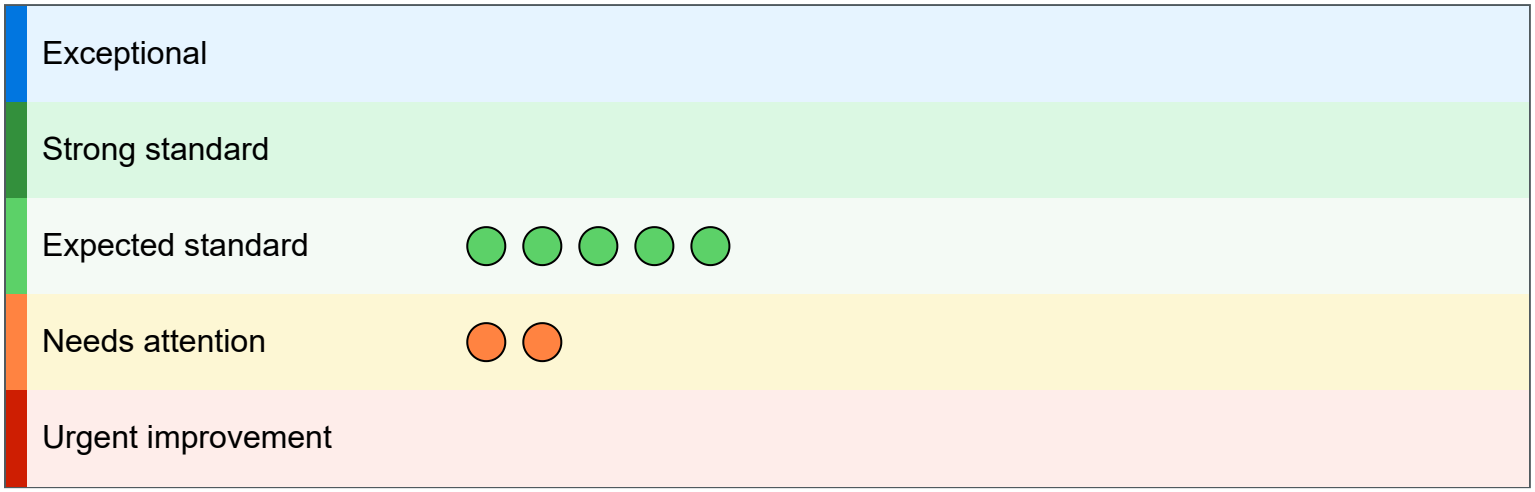
Kingsbury Green Academy

Address: White Horse Way, Calne, Wiltshire, SN11 8YH

Unique reference number (URN): 137650

Inspection report: 14 April 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

Curriculum and teaching

Expected standard

Leaders have a secure understanding of the quality of the curriculum and of how it is taught. They use these insights to prioritise areas for improvements, such as developing teachers' expertise in key areas.

The curriculum is broad and ambitious for all pupils. Leaders have identified exactly what they expect pupils to learn at each stage. They have considered the typical starting points and the most prevalent special educational needs and/or disabilities of pupils when designing the curriculum.

Teachers understand how best to teach the curriculum so that pupils can learn well. They typically plan activities that help pupils to learn but do not always ensure that they build securely on what they have learned before. Teachers check that pupils have understood new learning. However, they do not consistently identify and correct errors and misconceptions promptly and so these persist.

Leaders identify those pupils who need help to become accurate and fluent readers. Staff provide appropriate support, including phonics interventions, where required, to help fill gaps in knowledge for those pupils who most need to catch up. The support provided for pupils who have gaps in key mathematical knowledge or handwriting is not as well developed. This limits how well some pupils achieve and impacts on their learning across the wider curriculum.

Inclusion

Expected standard

Leaders and staff identify additional barriers which impact on pupils' learning or their wellbeing. Typically, the school provides effective support to reduce these barriers. Leaders use alternative provision when appropriate to best meet the needs of pupils. Some of this work is fairly recent but is already showing signs of positive impact.

The needs of pupils with special educational needs and/or disabilities (SEND) are understood by leaders. The support provided to pupils with SEND typically enables them to make suitable progress through the curriculum and to participate in the wider life of the school. For instance, some pupils maintain a garden within the school for their peers to enjoy. Pupils with the most complex SEND needs follow an individualised curriculum which is well suited to them.

Leaders understand the most prevalent needs of disadvantaged pupils. They use the additional funding they receive to provide well-targeted support to these pupils. For instance, pupils receive additional support to catch up with reading when necessary. Pupils who have additional vulnerabilities, for instance social care involvement or challenges with their own mental health, typically get additional support to help them. As a result, they continue to thrive at school, despite the difficulties they face.

Leadership and governance

Expected standard

Leaders have suitable systems in place which help them to understand the quality of provision throughout all areas of the school. They have identified areas that could improve further and have a coherent approach which has brought about some positive change. For instance, they have appointed additional staff to support the continued development of post-16 provision and improve attendance. Those responsible for governance have the knowledge and skills they need to fulfil their statutory duties. For example, those with particular responsibility for inclusion and safeguarding have extensive relevant experience.

Typically, staff feel positive about working at the school. Leaders take into account the impact on staff workload and wellbeing when introducing changes. They have acted to reduce workload where possible. For instance, they have made changes to the homework policy.

Staff benefit from a well-structured programme of professional learning. This develops their expertise, particularly in those aspects that leaders have identified as needing to improve. Staff who are new to the school or who take on additional responsibility receive bespoke training and coaching to support them in their role.

Parents are typically positive about the school. They appreciate the ways in which the school nurtures their children, particularly as they move into Year 7 and in the run up to national examinations. Leaders actively seek the views of parents, staff, pupils and the wider community. They consider these views in their decision making. For example, a recent 'Big Listen' has led to changes which most feel are beneficial to pupils, such as the school uniform changing to be more practical and affordable.

Personal development and wellbeing

Expected standard

A coherent programme of personal development enables pupils to develop in many ways beyond the subjects that they learn, including socially. Pupils learn about healthy relationships, including friendship and within their families, in an age-appropriate way. They understand how to stay safe in a variety of situations, including when online.

Pupils are typically well prepared for life in modern Britain. However, some pupils do not understand fundamental British values well enough. This is reflected in the discriminatory language which a minority of pupils use. The school does not tolerate this language. Nevertheless, it persists.

The school helps pupils to develop their talents and interests through a range of clubs and events. Pupils enjoy taking part in a wide range of sports, choir, dance activities and Dungeons and Dragons clubs, for example. A very high proportion of pupils complete the Duke of Edinburgh's Award, including up to gold level. Leaders monitor who takes part in these activities. They know that pupils, including those with special educational needs and/or disabilities or who are disadvantaged, are getting a wide, rich set of experiences.

The school develops pupils' knowledge of how they can keep themselves physically and mentally healthy. Most pupils are extremely positive about the physical education curriculum and know how physical activity contributes to their overall wellbeing and health.

The school provides extensive pastoral support which enables many pupils to reduce their challenges and thrive at school. Pupils have trusted adults they can go to if they have any worries. Pupils and parents are confident that staff will help them with any difficulties they face.

Pupils receive high-quality careers information and education. For example, the school's careers fair helps pupils learn about potential future employment in the local area and beyond. Leaders work with a local university, for example, to help raise pupils' aspirations. The individual advice and guidance pupils receive helps them to make suitable choices about education, training and employment beyond school.

Post 16 provision

Expected standard

Leaders have a secure understanding of the strengths and areas for further development within the post-16 provision.

Students' achievement in national examinations is below average. However, the majority of students gain qualifications that are of value for their future aspirations. Students achieve well in vocational qualifications. Those who need to re-sit English and mathematics GCSEs usually gain these qualifications, which is important for their next steps. Students' responses in lessons show that they have a good understanding of the subjects they have chosen.

Teachers have the subject expertise they need to support students to learn. In lessons, students build on what they already know and deepen their knowledge. This is reflected in the quality of students' written work.

Students feel well prepared for their next steps in education, training or employment and in the wider world. They gain the knowledge they need to prepare them for the greater independence of adulthood. For instance, they gain confidence in managing personal finances and appreciate the input they get on road safety as a driver or passenger.

The school provides a range of wider opportunities that enable students to develop skills beyond their curriculum learning and to thrive. Student leaders work closely with school leaders to improve the school for all. Many students complete the Duke of Edinburgh's Gold Award. Year 12 students support Year 7 to read with confidence and feel welcome within the school.

Staff provide extra support for students who need it. This includes students with special educational needs and/or disabilities (SEND) and those facing additional challenges. Consequently, such students thrive and achieve as well as their peers.

Needs attention

Achievement

Needs attention

In national examinations, pupils' achievement is significantly below what is typical nationally, both in outcomes and the progress that they make from their starting points. Disadvantaged

pupils’ achievement in national examinations is generally in line with their peers nationally.

In some subjects, such as physical education and mathematics, current pupils demonstrate a secure understanding of what they have learned. However, in other subjects there continues to be significant gaps in pupils' knowledge. Crucially, too many pupils have gaps in reading and mathematical knowledge which limit their ability to achieve well across the curriculum. Overall, pupils' written work is not of a consistently high quality due to weaknesses in handwriting, spelling and grammar.

Leaders have identified the key barriers to pupils achieving well. However, their work to remove them has not had time to have a sustained impact.

Attendance and behaviour

Needs attention

A significant minority of pupils do not attend often enough. This stops them from achieving well. Leaders have a clear understanding of the patterns and trends in pupils’ attendance. Staff work closely with pupils and families to reduce the barriers which some face. This has had a positive impact for some individuals, but has not improved the rate of attendance overall. Leaders have recently employed additional staff to more precisely support pupils who struggle to attend.

Pupils behave well and follow school rules and routines. The relationships that exist between pupils are positive. The atmosphere is calm and this enables pupils to focus on their learning. The rare instances of bullying are dealt with promptly and effectively. Consequently, bullying typically stops once reported. This includes instances that have occurred online. The curriculum and the school's values promote tolerance and respect for others. Pupils' behaviour generally reflects this. However, some pupils use discriminatory language, meaning that those from different backgrounds do not always feel welcome in school.

Pupils usually demonstrate positive attitudes to their learning. Where teaching is most effective, pupils show determination to improve their work and deepen their knowledge. Pupils who struggle to meet the high expectations the school has of their conduct typically get the additional support they need to improve. Over time, this has resulted in fewer pupils missing learning because they have been removed from lessons as a result of poor behaviour.

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

Pupils feel welcome and included at this school. The day gets off to a positive start as leaders meet and greet pupils as they enter the school. Pupils treat one another and the school environment with respect. They form positive relationships with their peers and with staff. Year 7 pupils settle in quickly because key school staff take time to get to know them as part of the transition from primary school. Pupils have many opportunities to visit new places, develop their interests and experience different cultures.

Most pupils enjoy learning and actively participate in lessons. Many enthusiastically share their answers with teachers because they want to improve their learning further. However, sometimes gaps in pupils' learning persist and so too many pupils do not achieve well enough. Despite this, pupils are typically well prepared for their next steps in education, training or employment whether they leave in Year 11, or stay on to post-16 education. Pupils who need additional support to reduce barriers to learning or to support their wellbeing typically get it. They are appreciative of the ways in which staff help them.

Pupils generally have positive attitudes to their learning. This is evident in their responses in lessons and in the quality of work they produce. Bullying is rare. Most pupils feel that any instances of bullying are dealt with promptly by school staff and so do not persist. Pupils feel safe at school. They have trusted adults who they know will help them if they are experiencing any difficulties.

Too many pupils do not attend school well enough. Consequently, some pupils are not able to learn well and make the most of the additional opportunities which the school offers them. This contributes to below average outcomes in national examinations.

Next steps

- Leaders should continue to work with families to improve pupils' attendance so they can achieve more and benefit from the wider personal development that the school provides.
- Leaders should support teachers to know how to consistently identify and close gaps in pupils' knowledge and skills so they can achieve more in all areas of the curriculum.
- Leaders should further develop the curriculum so that all pupils have a secure understanding of the importance of diversity and tolerance of those of all backgrounds in modern Britain.

About this inspection

This school is part of Ascend Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jane Coley, and overseen by a board of trustees, chaired by Nick McAdams-Nel .

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with senior and middle leaders, trustees and a member of the local governing body. They also took into account the views of parents, pupils and staff. Inspectors visited lessons, including those in the Enhanced Learning Package and post-16 classes. A selection of pupils' work was also viewed by the inspection team.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school includes provision for pupils within a specially-resourced provision, called the Enhanced Learning Package. This provision caters for pupils with communication and interaction needs.

The school has a significant proportion of pupils with education, health and care plans for communication and interaction needs.

The school makes use of 11 alternative provisions, all of which are unregistered.

The school has undergone a significant change since the previous inspection. The headteacher took up her post in September 2024. Several other leaders are new in post. There have also been significant changes to those responsible for governance.

Headteacher: Nicola Bull

Lead inspector:
Sarah Favager-Dalton, His Majesty's Inspector

Team inspectors:
Paul Nicholson, Ofsted Inspector
Mike Foley, Ofsted Inspector
Javinia Harris, Ofsted Inspector
Parin Gohil, 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 14 April 2026

School and pupil context

Total pupils

1,059
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: 1,067

School capacity

1,340
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: 1,153

Pupils eligible for free school meals (FSM)

24.97%
Close to average

What does this mean?

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

National average: 28.9%

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

5.67%
Well 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: 3.09%

Pupils with special educational needs (SEN) support

13.60%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

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)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SpLD - Specific Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	29.6%	45.4%	Below
2023/24 (final)	40.8%	45.9%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	36.0%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	39.6	46.0	Below
2023/24 (final)	41.4	45.9	Close to average
2022/23 (final)	41.0	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.24	-0.03	Close to average
2022/23 (final)	-0.33	-0.03	Below

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	10.0%	25.8%	Below
2023/24 (final)	18.2%	25.8%	Close to average
2022/23 (final)	12.5%	25.2%	Below

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	22.7	34.9	Below
2023/24 (final)	31.3	34.6	Close to average
2022/23 (final)	24.7	35.0	Below

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.87	-0.57	Close to average
2022/23 (final)	-1.17	-0.57	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	10.0%	53.1%	-43.1 pp
2023/24 (final)	18.2%	53.1%	-34.9 pp
2022/23 (final)	12.5%	52.4%	-39.9 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	22.7	50.4	-27.7
2023/24 (final)	31.3	50.0	-18.7
2022/23 (final)	24.7	50.3	-25.6

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.87	0.16	-1.03
2022/23 (final)	-1.17	0.17	-1.34

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	90%	91%	Average
2022 leavers (revised)	92%	93%	Average
2021 leavers (revised)	88%	94%	Below

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	27.68	34.99	Below
2023/24 (final)	30.05	34.38	Below
2022/23 (final)	27.38	34.16	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	-0.3	0.0	Below
2023/24 (revised)	0.1	0.0	Close to average

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)	10.1%	8.1%	Above
2023/24 (3 term)	10.1%	8.9%	Close to average
2022/23 (3 term)	11.2%	9.0%	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)	25.9%	21.9%	Above
2023/24 (3 term)	27.4%	25.6%	Close to average
2022/23 (3 term)	27.7%	26.5%	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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