

# Inspection of Kinson Academy

School Lane, Kinson, Bournemouth, Dorset BH11 9DG

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Inspection dates: 4 and 5 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

Pupils are happy and feel safe at Kinson Academy, where relationships are respectful and caring. All are welcome at this school. Pupils show understanding and support for others who have different needs.

Leaders have high ambitions for all pupils. The school's motto, 'High expectations lead to high achievers', captures their aims well. Pupils almost always meet these high expectations.

The school is calm and orderly. Pupils work hard in lessons and there is very little disruption to learning. On the occasions when this does occur, it is because the curriculum is not yet well enough matched to the needs of the pupils. Pupils, staff and parents and carers say that bullying is rare. Pupils say that adults deal with this quickly if it does occur.

Parents are very positive about communication with the school. They know what their children are learning and appreciate the good relationships they have with staff. Many of them take up the valuable opportunities available to support them to play a part in their children's early education.

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

Leaders ensure that reading is a priority for all pupils. Pupils enjoy reading from a wide range of texts. They are excited and motivated by initiatives to encourage them to read. Parents actively support their children with reading. The programme used to teach phonics and reading is well embedded. Teachers receive high-quality training that ensures that they teach phonics and reading well. New books and resources support pupils to develop fluency in their reading. Sometimes, these books are too hard for the youngest children to read with fluency.

The curriculum is designed well from early years to Year 6. Leaders ensure that pupils learn a broad and balanced curriculum. Knowledge in some subjects is carefully broken down into small steps. This helps pupils to know more and remember it more easily. In mathematics, pupils' fluency with number means that they are able to solve problems and reason with confidence. In other subjects, knowledge is not broken down enough. In these subjects, pupils cannot build knowledge as effectively as they struggle to recall prior learning.

Leaders provide high-quality training and resources so that teachers are confident to teach all subjects. Teachers deliver the curriculum in a consistent way, which enables pupils to make links across their learning. However, this is less secure in key stage 1.

Teachers use assessment well in reading and mathematics and use this to support pupils, including for children in early years, to quickly secure knowledge that they may have missed due to the pandemic.

Pupils with special educational needs and/or disabilities have their needs clearly identified. Teachers plan appropriate support and adapt the curriculum well, which means that these pupils make good progress. Leaders provide bespoke support for those with the most complex needs.

Staff enrich the curriculum with lots of wider opportunities and experiences for pupils. Pupils enjoy theatre and library trips, as well as a wide range of extra-curricular clubs. Pupils make the most of these clubs. There are also plenty of opportunities to learn about different cultures, religions and relationships. Pupils value experiencing a range of leadership roles that develop their sense of responsibility and independence.

The initiative to develop pupils' character and attitudes to learning is popular with pupils. They are proud of their achievements and wear their character badges with pride. Teachers and pupils have a shared understanding and language of what it means to be a good learner.

Trust leaders know the school well. They accurately evaluate the work of the school. They secure improvements by supporting and challenging leaders. There are many opportunities for staff to work in professional networks across the trust. Staff are proud to work at the school. They appreciate leaders' support with their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that the safeguarding of pupils is central to their work. They have recently undertaken additional training. This is to make sure that they understand some of the new needs of families that have been brought about by the pandemic.

Staff understand the systems for recording and reporting concerns. They know the signs of abuse and are vigilant in their duties. Regular training means that all staff are confident to fulfil their responsibility to help keep children safe.

Pupils learn about staying safe. They can talk about the risks that they may encounter when using the internet. Pupils are clear about how to report any worries they have. They trust adults to help them.

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

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

- In some subjects, leaders have not identified the important knowledge they want pupils to learn clearly enough. This means that, at times, the implementation and sequencing of the intended curriculum are not as effective as they could be.

Leaders need to ensure that the specific knowledge they want pupils to learn is identified, so that pupils learn more and remember more over time.

- The agreed pedagogy for delivering the curriculum is not secure across the school, particularly in key stage 1. This means that learning is not always well matched to pupils' needs. Leaders must secure consistency in the delivery of the curriculum, so that all pupils learn well.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	146796
<b>Local authority</b>	Bournemouth, Christchurch and Poole
<b>Inspection number</b>	10214418
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	223
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Caroline Sard
<b>Headteacher</b>	Michele Lawson
<b>Website</b>	<a href="http://www.kinson-academy.co.uk">www.kinson-academy.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school joined Ambitions Academies Trust in January 2019.
- The headteacher was appointed in March 2019.
- The school has a breakfast club on site and uses a trust-run after-school club at a neighbouring school.
- The school uses one unregistered alternative provider.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading; mathematics; computing and history. 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.

- The inspectors held meetings with the headteacher, vice-principals, special educational needs coordinator, curriculum leaders, and teaching and support staff.
- The lead inspector met with members of the trust, including the vice-chair of the trust board, the director of primary provision and the chair of Ambitions Academies Trust.
- The lead inspector met with the designated safeguarding leads to discuss how they keep pupils safe in school. They considered the school's recruitment procedures, staff induction and training, records of concerns and the school's engagement with external agencies. The inspectors also spoke with staff and pupils throughout the inspection.
- The lead inspector listened to 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, 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 self-evaluation document, other evaluation reports and documentation relating to safeguarding.

### **Inspection team**

Angela Folland, lead inspector

Her Majesty's Inspector

Paula Marsh

Ofsted Inspector

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