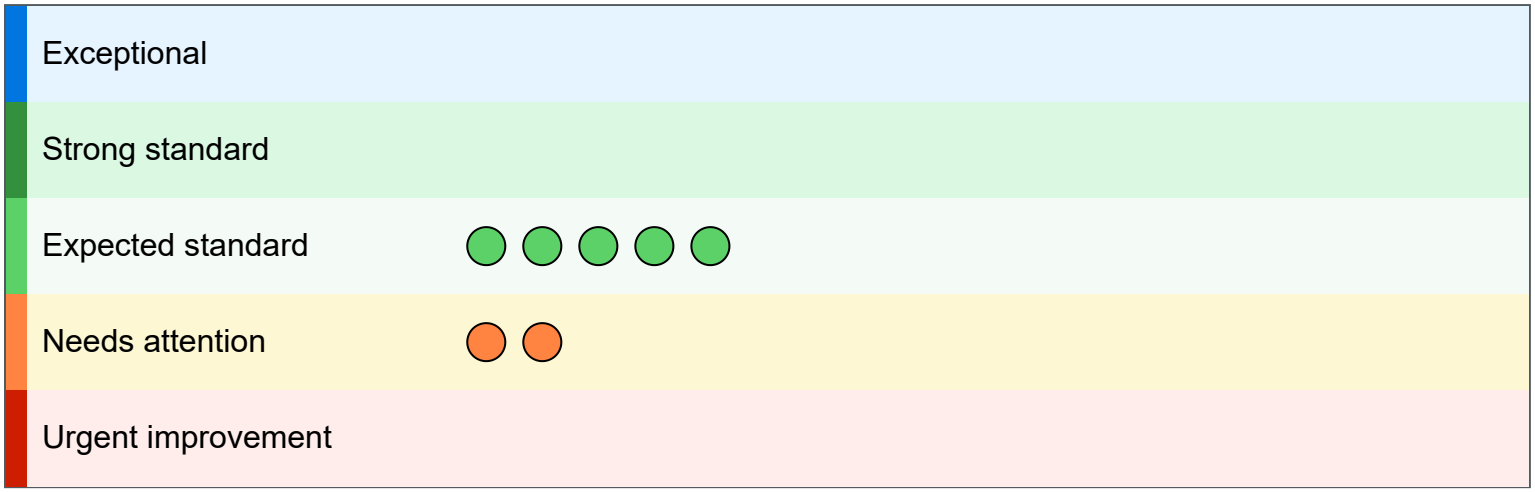
Kinson Academy

Address: School Lane, Kinson, Bournemouth, Dorset, BH11 9DG

Unique reference number (URN): 146796

Inspection report: 22 September 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

Attendance and behaviour

Expected standard

Leaders prioritise making sure that pupils attend school regularly. They track how often pupils attend and quickly spot any patterns. Leaders work alongside parents and carers as soon as any concerns arise. Staff maintain positive relationships and sensitively help when pupils find it difficult to come into school. Leaders design exciting and creative ways to encourage pupils to attend. For example, 'morning ball-drop' and 'be in to win' games create excitement and make morning routines fun. In turn, more pupils attend every day. The proportion of pupils who are absent on a regular basis has decreased.

Leaders have a clear oversight of pupils' behaviour. They record and follow up incidents carefully. Leaders set high expectations for how pupils should behave. They establish clear rules and routines. Consequently, pupils are calm and orderly around school. Leaders make sure that staff understand how to positively manage pupils' behaviour. Staff recognise when pupils need extra help to behave well and swiftly put support in place. Pupils understand what bullying means. They feel confident that staff help to sort things out. At times, some pupils lose focus and become distracted during lessons. Leaders' work to improve this is underway.

Early years

Expected standard

Leaders prioritise the early years. Supported by trust experts, they make well-considered improvements to the early years provision and curriculum. This has raised the ambition of what children have the potential to achieve.

Leaders ensure that children gain a positive start to school life. They create a learning environment that is inviting and engaging. Staff care for children well. They work closely with parents and carers to understand their individual needs. They establish clear routines and form positive relationships with children quickly. This helps children to feel safe and confident to try new things. Staff check what children know and can do. This shapes what children learn next. Staff prioritise children's communication and language development. They typically model new vocabulary well. Staff use a range of communication tools, such as visual aids. These help children, including those with special educational needs and/or disabilities, to communicate effectively. As a result, most children are ready for Year 1.

Children listen to stories with concentration and wonder. They enjoy a wide selection of interesting and high-quality books. They develop a love of reading from the beginning. Staff weave children's personal development into their learning. For example, activities such as 'big brush club' and 'healthy movers' contribute positively to children's health and wellbeing.

Inclusion

Expected standard

Leaders create an environment where pupils feel they belong. They identify pupils' barriers to learning, their vulnerabilities and special educational needs and/or disabilities (SEND) early. Leaders quickly get the right help in place and link positively with a range of external agencies. In turn, pupils, including those with the most complex needs, receive well-

matched support. Leaders provide professional learning opportunities to staff so that they understand pupils' social and emotional needs. They ensure that pupils who sometimes learn outside of the classroom feel part of their class. Leaders and staff achieve this through well-balanced timetables and shared curriculum planning. Leaders work in partnership with specialist and alternative provision to ensure it makes a positive difference to pupils who attend there.

Leaders check that teaching meets the needs of pupils with SEND. Leaders have made recent improvements to the support they provide for staff, which means that pupils' targets are more precise. However, this is not fully in place across the school. Leaders use the additional funding they receive for disadvantaged pupils effectively. They consider carefully what will make the greatest difference. For example, leaders successfully remove barriers to how frequently pupils attend overnight residential trips and educational visits. As a result, more pupils benefit from opportunities that develop their resilience and independence.

Leadership and governance

Expected standard

Leaders know the school and pupils well. They identify the right areas of focus to bring about improvement. For example, Year 1 pupils achieve well in the phonics screening check because leaders have improved the quality of resources and staff expertise. Leaders put pupils at the heart of their decisions and act in their best interests. They model high expectations for pastoral care and prioritise pupils' welfare. Leaders set the tone for staff and uphold the school's ethos through times of change. They act swiftly whenever a wellbeing concern arises. Leaders' detailed record keeping helps to keep pupils safe and well. They develop positive relationships with parents and carers. Parents are broadly positive about the school. They feel well informed and agree that pupils are happy and safe. The school contributes to the wider community through links with several charities. Staff offer extra help to families when needed.

Leaders provide professional learning to develop staff knowledge and skills. They recognise that recent and significant staff changes mean some staff do not yet fully understand or consistently carry out their expectations. Despite this, staff support leaders and are committed to their vision. They value being part of the team and describe a supportive culture. Staff appreciate that leaders consider their workload and wellbeing.

Trust leaders and governors understand their statutory duties and carry them out effectively. They communicate well and provide suitable support and challenge. Leaders understand what the school does well and what they need to do next. They share an ambition to improve pupils' lives.

Personal development and wellbeing

Expected standard

Pupils' personal development and wellbeing are a cornerstone of Kinson Academy. The school's 'character traits' of respect, tolerance, resilience, teamwork, confidence and self-regulation underpin pupils' time in school. Leaders intentionally link these with pupils' learning about the values important for life in modern Britain. Pupils receive praise when they show these values and broadly understand their importance. Leaders, including a dedicated inclusion team, skilfully support pupils to manage their emotions. Therefore,

pupils typically develop personal qualities that help them to succeed in later education and life. They feel well cared for and are confident to ask for help when they need it.

The personal, social and health education (PSHE) curriculum is well organised, detailed and builds pupils' understanding in an age-appropriate way. For example, pupils understand the importance of physical and mental health. They learn about consent and healthy relationships and understand how they grow and change over time. Most pupils build an appropriate understanding of different beliefs and world views.

Pupils know how to keep themselves safe when in and out of school. For example, due to the school's proximity to the beach, they learn how to keep safe near water. They generally understand how to stay safe online. Visitors who come into the school, such as from the local lifeboat station, help to bring pupils' learning to life.

Pupils enjoy a wide range of after-school activities that develop their interests and talents. These include sports, chess and sign language club. Leaders track which pupils attend and how often, and they encourage all to take part. As a result, more pupils, including those who are disadvantaged, benefit from the clubs that are on offer. Leaders help pupils to broaden their horizons. For example, they learn about the world of work and meet inspirational people, such as women who have gone into engineering careers. This helps to raise pupils' aspirations.

Needs attention

Achievement

Needs attention

By the end of key stage 2, pupils typically achieve in line with national averages. Pupils' outcomes in the Year 1 phonics screening check have been above the national average over time. However, pupils do not always grasp the basic knowledge and skills they need in English, and particularly mathematics. This is due to weaknesses in spelling, punctuation, handwriting and an understanding of number. In addition, some pupils produce poor quality work. Leaders recognise this and have taken some action. For example, their focus on multiplication tables is starting to pay off as more pupils develop accuracy and speed when making calculations. Nonetheless, some pupils are not ready for their next stage in education.

Pupils with special educational needs and/or disabilities (SEND) generally receive the help they need. Most pupils with SEND and those who are disadvantaged make progress from their starting points. The school's 'hub' provision effectively supports pupils with more complex needs.

Curriculum and teaching

Needs attention

Leaders have put in place a broad and well-sequenced curriculum. They understand the quality of teaching across the school and have begun work to improve it. However, leaders' work is in its early stages, so it is too soon to see the full effect of their actions. For example, while in some subjects, such as geography, pupils learn more ambitious vocabulary, this is

not the case in other subjects. Furthermore, staff do not check precisely enough what pupils already know and can do. Therefore, they do not routinely adapt learning activities accordingly. As such, too many pupils do not master the essential learning they need to build on. They struggle to remember important aspects of the curriculum and take longer to catch up as a result.

Staff typically demonstrate sound subject knowledge and explain this to pupils. Where the curriculum is more successful, leaders make sure that pupils develop their knowledge and skills over time. For example, in design and technology, they develop cooking skills year on year. Leaders' focus on supporting pupils with special educational needs and/or disabilities and those with barriers to learning is generally effective.

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

Pupils feel part of Kinson Academy's welcoming and inclusive community and develop a keen sense of belonging. They like coming to school and enjoy learning. Pupils benefit from positive relationships, which start from their earliest moments in school. They typically behave well and enjoy spending time with their friends. Pupils know that staff help to deal with any incidents of poor behaviour or bullying. This helps them to feel safe. Over time, pupils learn a range of strategies that help them to manage their feelings and emotions. They understand that everyone has different needs and help to support each other. Pupils, including those who are disadvantaged and pupils with special educational needs and/or disabilities, receive support that helps them to fully take part in school life.

Pupils' achievement is improving, but over time there is a mixed picture. Younger pupils do well in the early years and in key stage 1. However, some pupils do not learn essential knowledge and skills as they progress through the curriculum. Consequently, some pupils do not achieve as they should.

Pupils talk proudly about their contributions to school life. They hold a range of roles and responsibilities, which develop meaningful leadership skills, empathy and an understanding of how they can be a good citizen. For example, older pupils support younger children sensitively as play leaders and lunchtime buddies. Pupils play an active part in the wider community. They volunteer in local eco projects and raise funds for different charities, including the nearby food bank. Pupils enjoy learning opportunities beyond the school. They connect with the local university to take part in science, technology, engineering and mathematics projects. Pupils develop an understanding of money through making and selling products at the school fair.

Next steps

- Leaders should ensure that teachers use the checks they make on pupils' learning to identify any gaps that exist in pupils' basic skills and knowledge in reading, writing and mathematics and close these gaps rapidly.

- Leaders should ensure that teachers adapt the curriculum and subsequent learning activities so that pupils build on what they know and can do.
- Leaders should support all staff to set precise learning targets for pupils with barriers to their learning, including those with special educational needs and/or disabilities and pupils who are disadvantaged, so that pupils achieve successfully and are well prepared for the next stage.

About this inspection

This school is part of Authentic Education Group Limited, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer, Sir Jon Coles, and overseen by a board of trustees, chaired by Alison Beane.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 22 and 23 September 2026.

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 spoke with the principal and other school leaders during the inspection. The lead inspector also spoke with members of the trust board, members of the governing body and trust leaders.

Inspectors confirmed the following information about the school:

The school currently makes use of 4 alternative provisions, including 3 that are unregistered.

Principal: Michele Lawson

Lead inspector:
Lizzie Lethbridge, His Majesty's Inspector

Team inspectors:
Claire Mirams, Ofsted Inspector
Louise Moretta, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 22 September 2026

School and pupil context

Total pupils

179
Below 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: 268

School capacity

240
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)

41.90%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

8.94%
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: 4.1%

Pupils with special educational needs (SEN) support

13.97%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Above 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	55%	61%	Close to average
2024/25 (final)	65%	62%	Close to average
2023/24 (final)	52%	61%	Below
2022/23 (final)	50%	60%	Below

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	67%	74%	Below
2024/25 (final)	74%	75%	Close to average
2023/24 (final)	65%	74%	Below
2022/23 (final)	64%	73%	Below

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	69%	72%	Close to average
2024/25 (final)	71%	72%	Close to average
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	67%	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	62%	73%	Below
2024/25 (final)	68%	74%	Close to average
2023/24 (final)	59%	73%	Below
2022/23 (final)	61%	73%	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 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	45%	46%	Close to average
2024/25 (final)	56%	47%	Close to average
2023/24 (final)	46%	46%	Close to average
2022/23 (final)	35%	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	60%	62%	Close to average
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	63%	62%	Close to average
2022/23 (final)	50%	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	65%	59%	Close to average
2024/25 (final)	61%	59%	Close to average
2023/24 (final)	71%	58%	Above
2022/23 (final)	60%	58%	Close to average

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	50%	60%	Below
2024/25 (final)	56%	61%	Close to average
2023/24 (final)	46%	59%	Below
2022/23 (final)	50%	59%	Close to average

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	45%	68%	-22 pp
2024/25 (final)	56%	69%	-14 pp
2023/24 (final)	46%	67%	-22 pp
2022/23 (final)	35%	66%	-31 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	60%	80%	-20 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	63%	80%	-17 pp
2022/23 (final)	50%	78%	-28 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	65%	78%	-13 pp
2024/25 (final)	61%	78%	-17 pp
2023/24 (final)	71%	78%	-7 pp
2022/23 (final)	60%	77%	-17 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	50%	80%	-30 pp
2024/25 (final)	56%	81%	-25 pp
2023/24 (final)	46%	79%	-34 pp
2022/23 (final)	50%	79%	-29 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 (3 term)	5.1%	5.2%	Close to average

Year	This school	National average	Compared with national average
2023/24 (3 term)	6.5%	5.5%	Above
2022/23 (3 term)	8.0%	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 (3 term)	15.7%	13.0%	Close to average
2023/24 (3 term)	21.7%	14.6%	Above
2022/23 (3 term)	28.9%	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.

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