

Inspection of Kings Bournemouth

58 Braidley Road, Bournemouth, Dorset BH2 6LD

Inspection dates: 17 to 19 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Pupils are proud of their school. They value the quality of education they receive as well as the support for their social and emotional well-being. They enjoy learning and are highly motivated. They have many opportunities to enrich their understanding of the world around them. For example, they discuss topical issues in the debating club, play chess and act in plays such as 'The Thirty-Nine Steps'. They can also explore different artistic mediums such as painting.

Pupils and sixth-form students develop strong leadership skills through the student council. They learn about the importance of democracy and free speech. School leaders listen to the views of pupils and sixth-form students. Their views inform the development of the school. For example, the school council organised a winter ball for pupils and sixth-form students.

Pupils and sixth-form students state that the school is safe and harmonious. Many different nationalities learn and interact very well together. Pupils and sixth-form students are kind and friendly. They state that bullying is extremely rare but that if it occurs, it is resolved immediately by staff. Pupils and sixth-forms students with special educational needs and/or disabilities (SEND) receive effective support.

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

Leaders have created a well-structured curriculum that enables pupils to learn a range of subjects well. Leaders and staff have high expectations and ambitions for pupils. Assessment is used effectively to gauge both pupils' English language skills and their knowledge of other subjects. This informs the curriculum that pupils learn and how they learn. For example, pupils continuously revise their knowledge of scientific terms to enable them to articulate their understanding accurately. In computer science, for instance, they review what they have learned to consider algorithms in more depth. Teaching enables most pupils to learn complex ideas well and to remember what they have learned.

Most pupils with SEND thrive in the school. Through accurate identification of pupils' SEND, leaders and staff ensure that these pupils receive effective support. Staff receive training in specific areas to enable them to help pupils learn well. For example, the speech and language therapist trains staff to support pupils' language needs. The overwhelming majority of pupils speak English as an additional language (EAL). Consequently, teachers of all subjects support pupils with learning grammar and vocabulary well. Pupils receive additional support where required.

Students in the sixth form study an ambitious curriculum. They are well prepared for university study. For example, students learn how to talk and write about their knowledge using complex vocabulary and grammar. They receive helpful guidance regarding university options. Leaders and staff also provide effective support in helping students to apply. Students who intend to study medical sciences at university receive particularly strong support. For example, doctors, paramedics and

others who work in the medical sector provide useful information about their work. Students learn about the world around them through trips and visitors. However, they do not learn a comprehensive personal, social and health education (PSHE) and relationships and sex education (RSE) programme. Students do not develop a strong enough understanding about healthy relationships and the importance of consent.

Pupils in Years 9, 10 and 11 study a well-structured PSHE curriculum. They learn about relationships and the wider world. However, they do not study an effective careers programme. Leaders acknowledge this and are currently implementing a more robust programme to ensure that pupils make informed decisions about their next steps.

Pupils and sixth-form students are highly motivated to learn. There is no low-level disruption in lessons. Pupils learn to be welcoming of everyone regardless of gender, ethnicity or sexual orientation. This is a warm and friendly school where pupils flourish. Pupils and students in the sixth form learn about democracy, equality and the importance of discussing viewpoints. This prepares them well to become citizens of Britain and the wider world. Pupils enjoy strong relationships with staff, which further supports the development of their character.

Governance is effective. Governors have robust procedures by which they are able to hold school leaders to account. Staff are overwhelmingly positive about the support they receive. They state that leaders support their well-being and workload very well. They are exceptionally proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are vigilant about the physical and emotional safeguarding of pupils at the school. They ensure that staff are trained to identify when a pupil may be at risk and how to record their concerns. Leaders are well trained to ensure that the most appropriate support is provided. Leaders work closely with external agencies. Pupils and students in the sixth form state that they have many trusted adults with whom they can share concerns. They feel well cared for and protected. Leaders ensure that pupils know how to keep safe when online.

Leaders carry out background checks on all adults employed at the school.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders have not ensured that students in the sixth form study a well-structured PSHE and RSE programme. As a result, students are not prepared well enough for the wider world. Leaders must embed an effective PSHE and RSE curriculum that

teaches students about the issues they may encounter at university, work and the wider world.

- Leaders have not established an effective careers programme for pupils. Pupils do not learn effectively about the world of work. Consequently, they are not well prepared to make informed decisions about their next steps. Leaders must ensure that a well-structured careers programme is embedded.

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.

School details

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| Unique reference number | 138333 |
| DfE registration number | 839/6009 |
| Local authority | Bournemouth, Christchurch & Poole |
| Inspection number | 10254665 |
| Type of school | Other independent school |
| School category | Independent boarding school |
| Age range of pupils | 14 to 25 |
| Gender of pupils | Mixed |
| Gender of pupils in the sixth form | Mixed |
| Number of pupils on the school roll | 137 |
| Of which, number on roll in the sixth form | 100 |
| Number of part-time pupils | 0 |
| Proprietor | Prime Education and Training |
| Chair | Nigel Pamplin |
| Headteacher | Andrew Roper |
| Annual fees (day pupils) | £16,000 to £29,000 and £339 to £4,048 |
| Telephone number | 01202 293535 |
| Website | www.kingseducation.com |
| Email address | andrew.roper@kingseducation.com |
| Date of previous inspection | 9 to 11 October 2018 |

Information about this school

- The majority of pupils speak EAL.
- Kings Bournemouth is one of a group of schools owned and operated by Prime Education and Training under the Kings Education brand. It offers international students general and linguistic education and preparation for university entrance in the UK and the United States of America.
- The proprietor provides challenge and support to Kings Bournemouth through an operations team that also supports the other centres in the UK.
- The school has two departments. The academic department provides qualifications including GCSEs, iGCSEs, A levels, and international business foundation and advanced-level foundation programmes. The English as a foreign language department provides a range of language programmes.
- The number and age of students on roll vary throughout the year because the number, type and length of courses on offer differ throughout the year.
- Students are from a wide range of countries around the world.
- The school uses one alternative provider.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspectors held discussions with the headteacher, the director of academic studies, the special educational needs coordinator and two governors, including the chair of governors.
- The lead inspector held an online discussion with the proprietor.
- Inspectors carried out deep dives in English, mathematics, science and computer science. This meant that, in each subject, inspectors met with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' books.
- Inspectors looked at a range of documentation, including development plans, analysis of students' progress, attendance and behaviour logs, safeguarding documents and the school's review of its own performance. Inspectors reviewed safeguarding records, including the single central record of recruitment checks on staff.

- Inspectors considered the views of parents and carers who had responded to the confidential questionnaire, Ofsted Parent View. They evaluated the views of staff and pupils from their respective Ofsted online questionnaires.

Inspection team

Susan Aykin, lead inspector

His Majesty's Inspector

Steve Smith

Ofsted Inspector

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