

# Kings Bournemouth

**Address:** 58 Braidley Road, Bournemouth, Dorset, BH2 6LD

**Unique reference number (URN):** 138333

## Inspection report: 27 January 2026

|                    |                                                                                   |
|--------------------|-----------------------------------------------------------------------------------|
| Exceptional        |                                                                                   |
| Strong standard    |                                                                                   |
| Expected standard  |  |
| Needs attention    |                                                                                   |
| Urgent improvement |                                                                                   |

### **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.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

## Expected standard

### Achievement

Expected standard 

Most international students attend the college with clear aspirations of the higher education pathways and careers they want to pursue. Most students achieve the high grades they need to progress to their chosen university courses. Some pupils who join the college have different barriers to their learning, such as language development or time spent out of education. The school plans appropriate pathways of learning that generally prepare these pupils well for the next stages of their education. As a result, pupils typically achieve well in a range of national qualifications. However, in some subjects, the quality of the work that pupils produce is not as high as it could be. The school has recently raised expectations around the quality of pupils' work. This is especially focused on some parts of the key stage 4 curriculum and to support pupils further in their learning. This is still in the early stages of development.

### Attendance and behaviour

Expected standard 

The majority of students and pupils attend very well. Students and pupils arrive punctually for the start of the school day and ensure they are prompt to lessons. Over the last couple of years, the school dynamic has changed with more local pupils and students joining the school. Some join the school having been out of education previously. As a result, a minority of pupils with special educational needs and/or disabilities (SEND) have not yet increased their attendance well enough. This means the school attendance data for some groups of pupils sits below the national average. The school focuses closely on building the attendance of all. As a result of its work, the school has had significant success with many pupils, increasing their attendance significantly.

Students and pupils demonstrate very positive attitudes towards one another and to their learning. Most are highly motivated to study for higher education. They provide positive role models for the rest of the school. Pupils, especially those with SEND, benefit from the calm environment and routines. Incidents of unkindness are unusual and quickly acted on. The school uses the fundamental British values effectively as a frame for bringing together the different values and expectations of the pupils and students. Staff know them well and are consistent in their expectations. As a result, they feel well cared for.

### Curriculum and teaching

Expected standard 

The curriculum design offers different pathways that meet the needs and ambitions of the pupils and students. Alongside A-level subjects, a degree preparation course prepares students for the next steps to university. The GCSE subjects are well planned and sequenced so that pupils build their knowledge and skills over time. For example, in science, practical lessons deepen their understanding of generators operated by magnetic fields. Leaders check how well the curriculum design meets the needs of the students. They make changes when it is appropriate.

Teachers have thorough subject-specific knowledge. Teachers typically implement the curriculum well, although occasional teaching choices do not progress some learning as

clearly and concisely or as quickly as it might. Teachers consider the differing needs in their classes so that they generally plan well to address any barriers to learning. For example, many students speak English as an additional language. Through the planned curriculum, teachers focus firmly on key vocabulary and correct pronunciation. In some parts of the curriculum, teachers do not have enough expertise in adapting learning consistently well.

The school checks how well pupils and students can read when they join the school. When there are gaps in their reading skills, whether they speak English as an additional language, or have had time away from learning, the school acts effectively to progress their reading fluency and comprehension.

## **Inclusion**

**Expected standard** 

The school's systems for identifying the needs of pupils and students are well embedded. When those from different nationalities join the school with needs that have not been previously assessed, leaders and teachers check carefully how well they are accessing the curriculum and teaching. The school then puts appropriate effective support in place. Recently, more pupils with educational health and care plans have joined the school. The school shares clear pastoral and academic strategies with teachers to target support. Effective training helps staff to be well informed so that typically inclusive practices support pupils and students to positively progress through the curriculum.

The small class sizes and the quiet, calm nature of the school mean that if pupils or students struggle pastorally or with their learning, they quickly get help. The school works closely with families and external professionals to check how well strategies and interventions support those receiving them. If any strategies are not effective enough, they are revised. The school makes sure that pupils and students with with special educational needs and/or disabilities (SEND) commence their learning at the right starting points. However, in some parts of the curriculum, strategies to adapt learning for those with SEND are not enacted as well as they could be, thus limiting progress in learning in these areas.

## **Leadership and governance**

**Expected standard** 

The school has been through a period of some changes to student and pupil numbers. Leaders have a clear rationale for their responses to meet the changing demography and for their planned actions for improvement. Throughout, leaders make decisions that place pupils and students first, such as the flexibility of the curriculum.

Leaders carefully consider the wellbeing and workload of staff, especially at a time when there have been changes to roles. Leaders recognise staff may currently be doing more. Professional development supports staff to build their expertise and knowledge, particularly with regard to safeguarding and special educational needs. A cycle of development has commenced that focuses more precisely on teaching practices. A wider programme of subject specialism and training is well embedded.

The proprietor and the governing body have an informed oversight of how well the school performs and areas for development. As a school within a group, leaders network and collaborate together. Governors have rethought the work they do to deepen their knowledge of the school. This equips them with the knowledge to support and challenge school leaders.

As a result of this work, leaders continually ensure the independent standards are fully met. They track the progress of pupils and staff carefully and are especially ambitious to know the experiences for them from their initial start through to their future studies. The school has highly regarded relationships with parents and carers, both nationally and domestically. Leaders work effectively with the families of pupils who join the school through commissioned places.

## **Personal development and wellbeing**

**Expected standard** 

The school is successful in its work to bring together pupils and students from different cultural backgrounds. Leaders and staff have created a respectful and understanding environment. Pupils share their beliefs, celebrations and ethical views through the personal development programme. The school further develops their knowledge of the fundamental British Values and cultural beliefs through these discussions.

The personal, social, health education (PSHE) programme is appropriately planned and considers the context of the pupils and students, such as personal safety in a country that is new to them, managing finance and healthy relationships. The relationships curriculum is age-appropriate and sensitively taught. Teachers adapt the PSHE content for pupils with special educational needs and/or disabilities (SEND), or for pupils who speak English as an additional language. This helps them to better understand the content.

The student leadership group has a democratic role in representing the views of all. The school's work to develop this further has led to the appointment of other student and pupil-led roles across the school. Wider enrichment happens within the school day and this ensures all learners engage in a diverse programme of clubs and groups. There is a broad choice including sport, music or the arts. A detailed careers programme threads throughout the curriculum. University fairs, speakers and work experience, where it is possible to arrange around visa restrictions, means students are very well informed when making their next choices. The careers work is extending even more for younger pupils as they commence through the school to ensure they have experience of the many routes available to them. Staff know the learners very well and there are many layers of support and education to help manage their wellbeing. Given the diverse background of pupils and students, this support effectively helps those, especially those with SEND, who may need additional support at times.

## **Post 16 provision**

**Expected standard** 

The school offers a suitable and ambitious programme of study for students, of which leaders maintain careful oversight. Many international students choose to study subjects, such as mathematics, economics, the sciences, psychology or art. The international admissions process and the school supports students to identify the most appropriate pathway. Students from England are similarly supported with their A-level choices.

Teachers have detailed subject knowledge, which prepares students successfully for their next steps. Subjects are generally taught well although when learning approaches are less thoughtfully implemented, there is a reliance on the ability of the students. The school track the students' progress carefully. Students achieve well with many obtaining the high grades

required for their planned future professional studies. Many students on the degree preparation programme are well prepared for their next steps.

A well-designed wider curriculum ensures students extend their experiences, so that they are ready and well informed when making their next choices. For example, students complete the extended project qualification. Detailed career guidance, including preparation for medical or law degrees, helps students to make successful applications to universities of their choice. Around this, the wider involvement in school life through leadership or clubs means students all participate in a broad programme of enrichment. Students are well prepared for life after their time at the college.

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

Kings College provides a curriculum and qualifications for pupils aged 14 to 16 and post-16 students up to age 25. They follow the most appropriate curriculum for their stage of learning. Most students who attend Kings College are international students. They come from a wide array of countries and join courses for varying lengths of time. Alongside, there are also pupils and students from the local area who join the GCSE or A-level courses. The school works with the local authority to offer places for pupils with special educational needs and/or disabilities (SEND). It creates a respectful environment. It successfully brings together the different cultural values and experiences of everyone so all feel that they belong.

Leaders provide considerate pastoral care, recognising the diverse backgrounds of those who attend this school. Incidents of bullying are unusual and the school acts promptly to address any issues. Pupils and students have many ways in which they can confidently raise their concerns or seek support. They also have positive relationships with staff. Consequently, they feel safe. Clear expectations and routines help them to settle quickly into school life, when they join the school and attend regularly. They behave considerately around school and lessons are calm. Those with SEND find the school environment supportive in meeting their needs.

The school offers many different ambitious curriculum options that are taught effectively. The school adapts curriculum pathways appropriately suited for those with different needs and interests. Pupils and students enjoy learning and are well prepared for the next stages of their education.

Beyond lessons, the school plans a wide programme of clubs and trips. The school designs the personal development programme so that pupils and students widen their experiences or build on their interests with clubs, such as photography or the AI club. They build their skills and confidence, for example, through drama productions or debating. Alongside the academic learning, this provides a breadth of experiences so that pupils and students are well prepared for life in modern Britain or beyond.

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## Next steps

- Leaders should ensure staff further develop their expertise to adapt learning securely across the curriculum for all pupils so that it is consistently well implemented.
  - Leaders should make sure that teachers consistently have the expertise to enable pupils to routinely produce a high standard of work, particularly in key stage 4, so that they achieve as well as they could.
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## About this inspection

The name of the proprietor is Prime Education and Training Limited.

The chair of the proprietary body is Andrew Green.

The fees currently charged are £21,132 to £54,264.

The school website is [www.kingseducation.com](http://www.kingseducation.com).

The school email is [bourne-mouth@kingseducation.com](mailto:bourne-mouth@kingseducation.com).

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

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.

During the inspection, inspectors met and spoke with the principal, senior leaders, the chair of the proprietary body and members of the governing body. They also met with teachers, staff, students and pupils.

Inspectors only inspected the education provision at this school.

The school is an international college for 14-25 year-olds.

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 education and preparation for university entrance in the UK and the United States of America. A number of students from the UK attend to study GCSE or A-Level courses.

Kings Bournemouth also runs a language college situated at:

Kings Bournemouth  
51 Braidley Road  
Bournemouth  
BH2 6JY  
UK

The local authority commissions some school places for pupils with an education, health and care plan.

The number and age of students on roll vary throughout the year because the type and length of courses on offer differ throughout the year.

The school uses no alternative provision.

The school also runs residential provision for international students located at:

Kings Charminster Residence (for 14-18 year olds)  
4 St Leonard’s Road  
Charminster  
Bournemouth  
BH8 8PR

Principal: Mr Andrew Roper

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## Independent school standards

Independent school standards are either met or not met for each category.

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|                                         |                      |
|-----------------------------------------|----------------------|
| <b>1. Quality of education provided</b> | <b>Standards met</b> |
|-----------------------------------------|----------------------|

All standards have been met.

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|-----------------------------------------------------------------------|----------------------|
| <b>2. Spiritual, moral, social and cultural development of pupils</b> | <b>Standards met</b> |
|-----------------------------------------------------------------------|----------------------|

All standards have been met.

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|                                                |                      |
|------------------------------------------------|----------------------|
| <b>3. Welfare, health and safety of pupils</b> | <b>Standards met</b> |
|------------------------------------------------|----------------------|

All standards have been met.

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|                                                               |                      |
|---------------------------------------------------------------|----------------------|
| <b>4. Suitability of staff, supply staff, and proprietors</b> | <b>Standards met</b> |
|---------------------------------------------------------------|----------------------|

All standards have been met.

## 5. Premises of and accommodation at schools

Standards met

All standards have been met.

## 6. Provision of information

Standards met

All standards have been met.

## 7. Manner in which complaints are handled

Standards met

All standards have been met.

## 8. Quality of leadership in and management of schools

Standards met

All standards have been met.

### Lead inspector:

Rachel Hesketh, His Majesty's Inspector

### Team inspector:

Mark Burgess, Ofsted Inspector

## Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 27 January 2026

### Total pupils

74

### School capacity

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

11

**Pupils with special educational needs (SEN) support**

5

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## 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.

### Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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