

Kingfisher CE Academy

Address: Peglars Way, Wichelstowe, Swindon, SN1 7DA

Unique reference number (URN): 143673

Inspection report: 23 June 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.

Expected standard

Achievement

Expected standard 

Pupils are well prepared for the next stage of their education. Children in Reception Year develop the important skills and knowledge they need in phonics and early mathematics. At the end of Year 1, outcomes in the phonics screening check have improved and are now in line with national averages. Most pupils with special educational needs and/or disabilities, learn alongside their peers and achieve well.

Pupils, including those who are disadvantaged, build their knowledge and vocabulary securely across the curriculum. For example, in history, older pupils speak confidently about Greek and Roman legacy, society and beliefs. In geography, pupils compare different climates zones and biomes. Pupils use words such as 'absorbent' and 'transparent' and 'natural resource' when comparing different insulation materials in science. Work in pupils' books reflects the progress that pupils make through the curriculum. However, in a small number of cases, the quality of pupils' handwriting, letter formation and presentation varies.

Attendance and behaviour

Expected standard 

Leaders prioritise pupils' attendance at school. They are determined that all pupils should attend school regularly. Leaders have established effective systems to rigorously check on pupils' rates of absence. They use this information, working closely with parents and carers, to build a holistic view of the barriers that prevent pupils from attending well. Effective work with other professionals strengthens this further. Leaders' work to reduce rates of absence means that most pupils, particularly those who are disadvantaged, typically attend school well. Current attendance data shows an improving picture.

Pupils' behaviour fully reflects the school rules. They know that any form of discrimination is unacceptable. Pupils are keen to share their ideas and contribute during class discussion. Across the school, pupils respond well to the clear routines that are in place. This starts in Nursery Year where children listen carefully to adults, share and play well alongside their peers. Pupils, including those with special educational needs and/or disabilities, who need help to manage their emotions, are sensitively supported by adults who know them well. While historic rates of suspensions have been high, leaders are taking effective action to reduce this. Learning is now rarely disrupted and there is a calm and purposeful atmosphere across the school.

Curriculum and teaching

Expected standard 

Leaders have an accurate view of the quality of the curriculum and teaching. With the support of the trust, they have significantly improved the curriculum since the last inspection. The curriculum is more ambitious. It is coherently sequenced from the early years through to the end of key stage 2, identifying the important knowledge and skills pupils need to learn and remember over time.

Teachers typically deliver the curriculum well. They use their understanding of the subjects they teach to design imaginative learning activities which build pupils' knowledge. For

example, pupils accurately use prepositions such as ‘underneath’ when describing the locations of dragons. Staff carefully adapt learning activities for pupils with special educational needs and/or disabilities, which enable them to progress well through the curriculum. Most staff check pupils’ understanding with rigor, swiftly addressing any errors that arise. However, for a minority of staff, this is not the case. The checks they make lack precision and do not address misconceptions well enough. This hinders the progress that some pupils make across the curriculum.

Leaders have strengthened the teaching of phonics, mathematics and writing. For example, in phonics, staff model new sounds well. They act quickly if any pupil falls behind the pace of the school’s reading programme, providing them with the support they need to catch up.

Early years

Expected standard 

Children get off to a great start in the early years. As soon as they join Nursery Year, staff build positive relationships with parents and carers. This helps children to settle well and feel safe.

The curriculum is well designed and sequenced. Leaders check what children know when they join and adapt the curriculum to address any gaps in their development. The learning environment inside and outside the classroom is vibrant. It supports all areas of the early years curriculum and develops children’s sense of curiosity and independence. Children, including those with special educational needs and/or disabilities, achieve well from their starting points because the curriculum is suitably adapted.

Leaders prioritise communication, language and vocabulary. Staff generally interact well with children. They encourage children to use ambitious vocabulary such as ‘magnetic’ and ‘destinations’ when describing their learning. At times, however, interactions do not maximise opportunities for learning for all children in the early years.

Reading is a priority. Children learn to read letters and sounds. Within the provision, children use their phonic knowledge to write words and phrases. Opportunities for children to develop the important mathematics knowledge, such as recognising numbers and counting, are integral within the curriculum design. As a result, children are well prepared for the challenges of Year 1.

Inclusion

Expected standard 

Inclusion is a golden thread that runs across the school. From the moment pupils join, leaders and staff swiftly identify any barriers to learning and wellbeing that exist. They use this information well to put in place a range of tailored support that meets pupils’ individual needs. As a result, pupils with special educational needs and/or disabilities (SEND), those who are disadvantaged and those who are known or previously known to social care, access their learning with growing independence and confidence.

Leaders and staff work closely with families, a range of external agencies, trust professionals, such as the trust’s ‘school of solutions’ and mental health outreach teams. Staff benefit from the professional learning they receive. This is particularly the case for those who work in the SEND unit, known as the ‘complex needs provision’. Staff skilfully use

their training to provide effective support for pupils with complex communication needs, for example, by using visual symbols.

Leaders make effective use of additional funding to identify and remove any barriers that disadvantaged pupils and their families may face. Pupils benefit from targeted academic support which closes gaps in their learning and gives them access to the school's wider offer, for example, by taking part in clubs.

Leadership and governance

Expected standard 

Leaders and trustees have a clear and ambitious vision, which centres on achieving the best possible outcomes for every child. Decisions are taken in pupils' best interests, particularly those who have special educational needs and/or disabilities (SEND) and those who speak English as an additional language.

Leaders accurately understand what the school does well and what needs to improve. Since the last inspection, expectations for what the school can achieve have risen significantly. With the support of the trust, leaders have overhauled the curriculum. The quality of teaching and pupils' achievement is improving rapidly. The introduction of the specially resourced provision for pupils with SEND meets local needs and provides the most vulnerable pupils with access to education.

Members of the trust interim board have a detailed knowledge of the school's context, strengths and areas for improvement. They provide effective support and challenge to leaders and fulfil their statutory duties effectively.

Staff are proud to work at the school. They appreciate leaders' consideration of both their workload and wellbeing. Staff value the range of professional learning opportunities on offer to them, such as, collaborating with other schools or being part of leadership groups. These enable staff to share ideas, develop their practice and drive school improvement.

Parents and carers are universally positive about many aspects of the school's work. They talk about the school's family ethos, dedicated and approachable staff and the support and care the school shows to the most vulnerable pupils.

Personal development and wellbeing

Expected standard 

Pupils' personal development is an integral feature of the school's work. Leaders have put in place a comprehensive personal development programme. It provides pupils with a wealth of opportunities and experiences. As a result, pupils become responsible, respectful and active citizens, both in their school community and beyond.

The personal, social and health education curriculum is carefully designed from the early years onwards. This ensures that pupils develop the knowledge, understanding and personal attributes they need to succeed in modern Britain. Children in the early years develop their understanding of the importance of healthy eating. Older pupils talk with maturity about fundamental British values, such as the rule of law and democracy. They understand the role of rules in society and how democracy enables people to have their say. Pupils talk confidently about different holy books, such as the Quran, and eagerly share their

learning following a visit from a local Rabbi. They understand how to stay safe online, by not sharing personal information with strangers.

The relationships and sex education and health education curriculum builds pupils' understanding of important concepts in an age-appropriate manner. Younger pupils recognise the qualities of a good friend. Older pupils know that while families can be different, it is what is on the inside that matters.

Leaders have put in place a well-developed pastoral system that provides pupils and their families with timely support when they need it most. This is particularly the case for pupils who struggle to manage and understand their emotions.

Leaders make sure that vulnerable pupils have equal access to the personal development offer. For example, pupils, including those who are disadvantaged, develop their character by singing at a local care home and taking part in community projects. They also benefit from their participation in sporting activities and national music events.

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

Pupils enjoy coming to Kingfisher CE Academy. They describe the school as a fun place to learn. Pupils understand how the school's values of 'resilience, service, wisdom and hope' enable them to help others and to not give up when they face challenges.

Pupils achieve well across the curriculum. They demonstrate positive attitudes to learning and share their knowledge with enthusiasm. Pupil achievement in national curriculum tests has improved overtime and is now in line with national averages. Staff ensure that pupils with special education needs and/or disabilities and those who speak English as an additional language receive the support they need to achieve. Pupils make positive progress from their starting points and are well prepared for their next stage.

Leaders and staff foster positive relationships with pupils. They take time to get to know pupils for the individuals they are. As a result, pupils develop a clear sense of belonging, feel safe and attend well. They trust adults to listen and help them with any problems that might arise. Pupils who arrive from different countries receive a warm welcome which helps them to settle quickly.

Leaders and staff have high expectations for pupils' behaviour. They consistently follow the school's behaviour policy, making effective use of the 'connect before correct' approach. Pupils benefit from this. They follow the school rules, show high levels of respect and understand the importance of acting as role models to others. Pupils are clear that bullying is rare. They know that if it did occur, adults would deal with it quickly.

Pupils enjoy a range of clubs and trips, such as art, football, martial arts, as well as visits to a living rainforest. They talk with pride about their leadership roles on the learning, eco, worship and e-safety councils. They know how these responsibilities help them to grow in confidence and improve their school environment.

Next steps

- Leaders should continue to ensure that teachers check pupils' understanding consistently well and use this information to inform future learning.
 - Leaders should continue their work to develop pupils' handwriting and letter formation so that pupils develop increasing fluency and accuracy in writing.
 - Leaders should continue to ensure that staff consistently maximise opportunities for high-quality interactions with children across all areas of the early years' provision.
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About this inspection

This school is part of The Park Academies Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gemma Piper, and overseen by a board of trustees, chaired by Mike Taylor.

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 HMI.

Inspectors spoke with the headteacher, deputy headteacher, special educational needs and disabilities coordinator, a group of staff and pupils. The lead inspector met with the chief executive officer, the chair of the trustees, other representatives from the trust board and members of the trust interim board who are responsible for governance at the school. They also held telephone conversations with representatives from the local authority and diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England/Christian religious character. It is in the Diocese of Bristol. Its last section 48 inspection was April 2026.

The school has specially resourced provision for pupils with special educational needs and/or disabilities (SEND), that is known as 'the complex needs provision'. This includes provision for 12 pupils with a range of SEND needs, including speech, language and communication, autism, moderate learning difficulty and severe learning difficulty.

The school does not make use of any alternative provision.

The school runs provision for 2-year-olds.

The school has undergone a significant change since the last inspection. The school moved from the Diocese of Bristol Academy Trust and joined The Park Academies Trust in September 2024. The complex needs provision opened in September 2025.

Headteacher: Sharon Bishop

Lead inspector:

Ben Jordan, His Majesty's Inspector

Team inspectors:

Claire Mirams, Ofsted Inspector

Donna Simpson, 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 23 June 2026

School and pupil context**Total pupils**

113

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: 272

School capacity

444

Above 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)

32.50%

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: 26.3%

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

1.77%

Below 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: 3.5%

Pupils with special educational needs (SEN) support

23.89%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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)

SEN unit

What does this mean?

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

Type of specialist provision (if applicable)

SpLD - Specific Learning Difficulty, VI - Visual Impairment, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, SEMH - Social, Emotional and Mental Health, PD - Physical Disability, MLD - Moderate Learning Difficulty

What does this mean?

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

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)	4.5%	5.2%	Close to average
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	6.8%	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)	9.3%	13.0%	Below
2023/24 (3 term)	10.0%	14.6%	Below
2022/23 (3 term)	17.6%	16.2%	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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