Kingsbury Primary School

Address: Bromage Avenue, Kingsbury, Tamworth, Staffordshire, B78 2HW

Unique reference number (URN): 134924

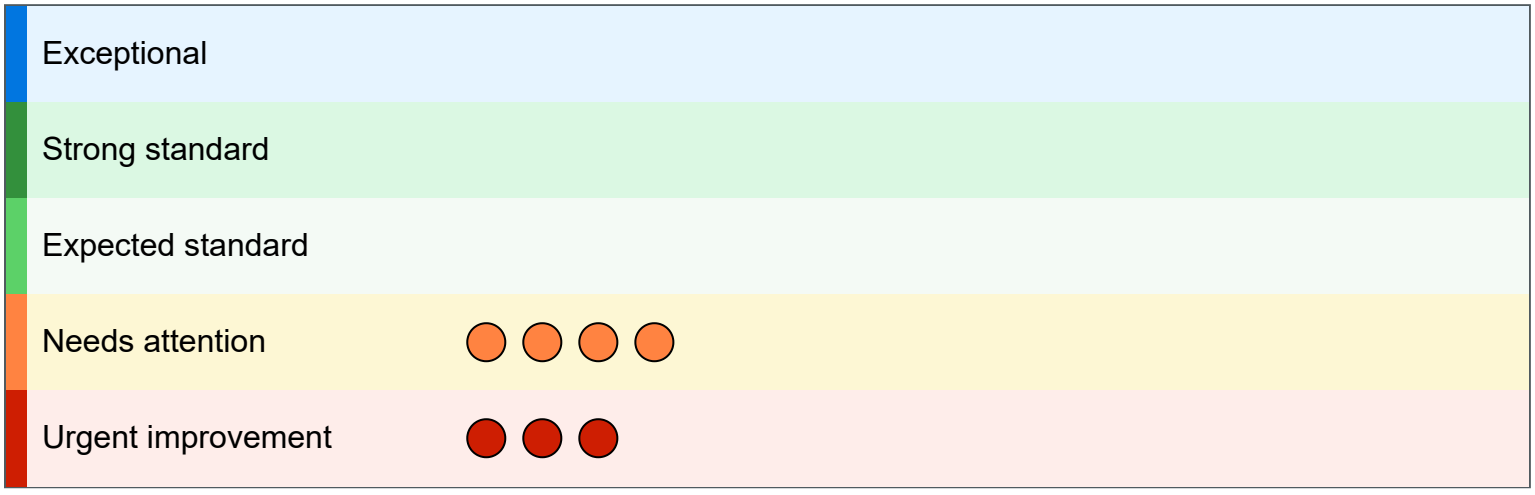
Monitoring inspection: 6 October 2026

This school had a full inspection on 10 February 2026. We graded some areas as 'urgent improvement' and 'needs attention' from the full inspection. We carried out a monitoring inspection on 6 October 2026.

Inspectors only considered the areas marked as updated.

Inspectors focused on the following areas: Attendance and behaviour, Curriculum and teaching, Inclusion, Leadership and governance.

To find out more read our monitoring inspection guidance.



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.

This school requires special measures

His Majesty's Chief Inspector is of the opinion that this school requires **special measures** because it is failing to provide an acceptable standard of education, and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Needs attention

Early years **Needs attention**

Leaders have shaped a curriculum that reflects the areas of learning within the early years foundation stage. However, the delivery of this curriculum is still developing. Staff do not use children's starting points consistently to guide teaching or to plan purposeful learning experiences. Opportunities to develop vocabulary, deepen understanding or reinforce key learning are sometimes missed.

Leaders recognise the importance of reading. They have introduced phonics sessions from the beginning of Reception. However, further work is needed to ensure that these sessions consistently support children to practise sounds confidently. As a result, children are not fully prepared for early reading and writing. Support for children who fall behind does not happen consistently. This means children who need extra help to catch up do not always receive it. Leaders are taking steps to strengthen these routines and expectations. However, these improvements are at an early stage and have not resulted in consistent improvement.

Children in the early years benefit from warm, positive relationships with staff. As a result, they feel welcomed and safe in school. Parents and carers receive helpful updates about

their children’s experiences in school. This equips them to help with learning at home. These effective partnerships provide a positive foundation for reinforcing children’s development.

Inclusion Updated

Needs attention

First monitoring inspection: 6 and 7 October 2026

Since the last inspection, leaders have developed systems to quickly identify pupils' additional needs. This information helps staff to recognise the range of pupils' needs in the classroom. Leaders have started to deliver a programme of training for staff to enable them to adapt teaching to better support pupils with special educational needs and/or disabilities (SEND). This means that barriers to learning are being addressed and reduced for pupils with SEND, those who are disadvantaged and those known to social care. Leaders have also started to check that the support for these pupils is effective. However, these checks are at an early stage, so it is too soon to see the impact of this work.

Disadvantaged pupils do not attend school regularly or learn as well as they should. Leaders have set relevant priorities for enhancing the achievement of these pupils and have started to implement their plans. However, leaders do not know precisely what difference additional funding makes to pupils' learning because monitoring of these pupils' progress has only just started.

Full inspection: 10 February 2026

Leaders have not reduced key barriers to pupils' learning or wellbeing successfully enough. Furthermore, leaders do not identify pupils’ needs accurately. This sometimes prevents staff from adapting teaching in ways that help pupils to make progress through the curriculum. Leaders and governors have not had enough strategic oversight of the provision for disadvantaged pupils, those with special educational needs and/or disabilities or those known to children’s social care. Leaders do not have reliable ways to check that support for these pupils is effective. Too often, it is not.

Leaders have set relevant priorities for enhancing the achievement of disadvantaged pupils. However, their strategy is not having the intended impact. This is because monitoring of the progress that these pupils make is weak. Leaders do not know what difference pupil premium funding is making. As a result, disadvantaged pupils continue to miss too much of their education through absence. Gaps in their learning remain wide.

Although some staff training has taken place, leaders have not checked whether it is making a difference to pupils. This means that many well-intentioned strategies to reduce pupils' barriers to learning do not consistently happen. This leaves a majority of pupils' additional needs unmet.

Leadership and governance Updated

Needs attention

First monitoring inspection: 6 and 7 October 2026

There have been some changes to leadership and governance following the last full inspection. Leaders, governors and staff have a shared ambition to improve the school. Leaders are clear about the school's strengths and areas which need improving. Their evaluation of the quality of the school's provision is accurate. Leaders have identified the correct priorities and have appropriate plans to address long-standing issues. However, leaders' actions to bring about improvement have not had time to make a difference to curriculum and teaching, pupils' attendance and their achievement. Leaders have plans for a programme of professional development for staff, which is at an early stage. They are mindful of the need to improve at a fast pace without negatively affecting staff workload or wellbeing.

Leaders have strengthened governance. Governors have had additional training and understand how to fulfil their roles well, including their statutory duties. For example, they are clear about the need to ask relevant questions and increase the level of challenge they provide leaders, particularly around areas that need urgent improvement.

Parents and carers are generally positive about the school, including about leaders' recent improvements. Parents appreciate the committed, approachable staff and the caring support that their families receive.

Full inspection: 10 February 2026

Leaders do not have a clear or accurate understanding of the school's strengths and weaknesses. Their evaluation of the quality of the school's provision is too generous. It does not match pupils' daily experiences. As a result, leaders have not identified the right priorities or taken timely action to tackle long-standing problems. This includes ineffective teaching and pupils' persistently poor attainment.

Governance is weak. They rely too heavily on leaders' reports instead of checking information for themselves. This means they do not challenge leaders effectively or ensure that resources are used efficiently. In addition, governors lack understanding of important responsibilities, such as their duty about equality and their role in raising attendance. This limits their ability to drive the sustained improvements that the school urgently needs.

The school's provision for disadvantaged pupils and those with special educational needs and/or disabilities lacks precision. Leaders' actions have not led to better outcomes for these pupils.

Leaders have not established a coherent, high-quality training programme that builds staff expertise. Staff value leaders' efforts to support wellbeing and manage their workload, however, leaders have not identified what training would help to ensure that teaching improves. This means that leaders have not secured the conditions required to improve pupils' achievement.

Parents are generally positive about the school. They appreciate the support provided to pupils and families.

Personal development and wellbeing

Needs attention

The school provides a personal development programme that reflects its values. It aims to promote pupils' spiritual, moral, social and cultural development. Leaders have chosen a suitable curriculum to help children learn about relationships, health and keeping themselves safe. However, this curriculum does not build knowledge in a clear, step-by-step way across year groups. Some staff lack clarity about what pupils should learn each week. As a result, pupils' understanding across different strands varies. Pupils sometimes struggle to recall key ideas, including important beliefs in different religions.

Pupils are encouraged to think about their own beliefs and values and to respect those of others. Assemblies and class activities help pupils to understand right and wrong and introduce ideas, such as fairness and responsibility. Children also experience age-appropriate democracy through voting for school councillors, eco-leaders and learning ambassadors. This gives them an early insight into how decision-making works in modern Britain.

The school provides opportunities for pupils to develop teamwork and leadership skills through enterprise projects, such as the Pudsey Market. Other activities provide pupils with treasured memories, such as experiences at a local water park and the Year 6 residential trip. Despite this, the range and types of opportunities to enrich pupils' learning are limited. They do not provide well enough for pupils' varied needs and interests. Added to this, the information leaders gather about pupils' participation is not used well enough. As a result, disadvantaged pupils and those with special educational needs and/or disabilities often attend by chance rather than by design.

Urgent improvement

Achievement

Urgent improvement

Pupils do not make the progress they should through the curriculum. Many struggle with the foundations of communication, reading, writing and number. These gaps are not identified or addressed quickly enough. As a result, pupils fall further behind and do not build knowledge securely over time.

Disadvantaged pupils are particularly affected. Their attainment is typically well below that of other pupils nationally. This has not improved over time. Pupils' outcomes in national tests are considerably below expectations. This means that too many pupils leave this school without having secured the skills that they will need at secondary school.

Weaknesses in the curriculum, coupled with ineffective checks on learning, mean that pupils often complete tasks without truly understanding what they are learning. As a result, they are not well prepared for future study. They lack the confidence required to succeed in the next phase of their education.

Attendance and behaviour Updated

Urgent improvement

First monitoring inspection: 6 and 7 October 2026

Since the last full inspection, leaders have raised and shared their expectations for attendance. They have appropriate strategies in place to improve pupils' levels of attendance. This is beginning to have a positive impact, but this is not sustained over time. As a result, attendance rates are still low for all groups of pupils, including those with special educational needs and/or disabilities and those who are disadvantaged. A number of these pupils still miss school on a regular basis. Leaders closely analyse attendance information and follow this up. They have an accurate view of reasons for persistent absence. This enables leaders and staff to work with families and pupils when problems arise, to reduce barriers to coming to school.

Leaders have strengthened behaviour expectations and routines. This has had a positive impact on how well pupils typically behave. Staff feel supported by leaders when dealing with occasional behaviour incidents. Typically, pupils report that school is calm. Social times are harmonious, and pupils socialise happily together. The recent introduction of early morning work helps pupils to settle into lessons and provides a calm start to the day.

Full inspection: 10 February 2026

Leaders’ work to improve attendance has not had enough impact. Attendance rates are low for all groups of pupils, including disadvantaged pupils and those with special educational needs and/or disabilities. A considerable number of these pupils miss school on a regular basis.

Leaders do not analyse attendance information precisely enough to understand the barriers that pupils face. This means they cannot deploy support effectively. In addition, the school's expectations for attendance are not high enough. Leaders do not work well enough with parents and carers, when problems arise. As a result, attendance has not improved as quickly as it needs to.

Pupils' behaviour and attitudes to learning are uneven across the school. Typically, pupils are kind and bullying is rare. However, while many pupils have positive relationships with adults in school, routines to support positive conduct are not firmly embedded. This is especially the case in the early years. This means that low-level disruption sometimes interrupts learning.

Leaders lack a coherent strategy to improve pupils' behaviour. Although they have introduced some positive elements, such as restorative practice, staff’s understanding and use of behaviour procedures vary. As a result, pupils do not experience a consistently calm, orderly and respectful environment. As a result, many pupils lose focus on their learning.

Curriculum and teaching Updated

Urgent improvement

First monitoring inspection: 6 and 7 October 2026

The curriculum is not engaging or well structured. Pupils and staff are not enthused by classroom learning. While leaders have appropriate plans to make changes, these have not started. In some subjects, teachers do not have information about what pupils should learn or the order in which they should teach it. This means that pupils cannot build knowledge securely over time.

Leaders do not have an accurate understanding of how well the curriculum is working because there have been limited opportunities to check. This prevents leaders from taking the right actions to improve teaching.

Leaders have plans to introduce a useful programme of professional development for staff. This is at an early stage of implementation, and as a result, some staff do not have the necessary knowledge that they need to deliver the curriculum well. As a result, teaching does not consistently prepare pupils well for their next steps in learning. This hinders pupils' progress.

Leaders recognise that staff do not teach phonics and early reading as effectively as they could. However, since the last inspection, leaders have focused on developing pupils' transcription skills. This is having a positive effect on the quality of pupils' writing.

Full inspection: 10 February 2026

Leaders do not have an accurate understanding of how well the curriculum is working. This prevents them from taking the right actions to improve teaching. The curriculum is not ambitious or well structured. Leaders have not planned what pupils should learn or the order in which they should learn it. This means that pupils cannot build knowledge securely over time.

Leaders have not ensured that staff have the necessary subject knowledge. Many teachers do not introduce new ideas clearly or explain things in a helpful way. This means that tasks often do not help pupils learn important content. This affects pupils' progress through the curriculum in a wide range of subjects.

Younger pupils do not get the help they need to build strong foundations in reading, writing and mathematics. This limits their ability to practise essential skills. This slows progress for all pupils, especially those who have already fallen behind.

Staff do not adapt learning well enough for pupils with special educational needs and/or disabilities. Activities are often mismatched to pupils' needs. Adults focus more on managing tasks than supporting learning. As a result, too many pupils struggle to access the curriculum successfully.

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

Monitoring inspection : 6 October 2026

Pupils recognise the difference that recent changes at the school have made to their day-to-day experiences. They are enthusiastic about school. Pupils, including those with special educational needs and/or disabilities, are typically more positive about their learning. They

feel safe and they are kept safe. Pupils know who to go to with any worries. They are not concerned about bullying because they know that adults deal with it quickly.

Pupils do not learn as well as they should. Leaders have taken appropriate action, and staff work together to improve pupils' experiences and achievement. However, these actions are at an early stage and have not had an impact on pupils' learning. As a result, pupils do not secure the knowledge that they need for the next stages of education. This especially affects disadvantaged pupils who, like many of their peers, achieve below national expectations. Younger pupils, including children in the early years, are not taught phonics well enough. This slows down their early reading skills and holds them back from future success.

Leaders' expectations for pupils' behaviour have risen. Pupils know how they are expected to behave and generally follow these expectations. They feel that the school is calmer. Leaders' recent work to remove barriers to attendance and provide support for pupils has started to make a difference. However, pupils still do not attend school as often as they should.

Since the last inspection, leaders have put plans in place to provide more opportunities for pupils to learn beyond the classroom, such as through trips and a wider choice of clubs. Pupils also enjoy regular assemblies, where they learn about aspects of life in modern Britain, such as tolerance and respect.

Full inspection : 10 February 2026

Pupils come to Kingsbury wanting to do well. However, too many do not get the teaching or support that they need to succeed. When pupils struggle with the basics of speaking, reading, writing or number, staff do not pick this up quickly enough. Staff are not clear about what pupils should learn and the order they should learn it. Pupils, including those with special educational needs and/or disabilities (SEND), often struggle to access the curriculum because teachers do not explain or adapt learning in helpful ways. As a result, pupils often fall further behind. They do not secure the knowledge they need for the next stage of education. This especially affects disadvantaged pupils who, like many of their peers, achieve far below national expectations. Younger pupils, including children in the early years, are not taught phonics well enough. This slows down their early reading skills and holds them back from future success.

Day-to-day routines and expectations for pupils' behaviour vary widely. This leads to a loss of focus on learning. Pupils do not attend school as often as they should, and many are frequently absent. Leaders' support for these pupils has not been successful in helping them to come to school more often. Despite this, when they do attend, most pupils feel safe. They say that bullying is rare. Pupils know that trusted adults will help them if worries arise.

Pupils enjoy taking part in trips and clubs. Some hold responsibilities such as school councillors. However, the range of opportunities is narrow. Furthermore, disadvantaged pupils and those with SEND often miss out. This hinders their readiness to experience all that modern society has to offer.

Next steps Updated

- Governors must equip themselves with the knowledge and skills required to fulfil their statutory duties and to hold leaders to account for the quality of education across the school. (Progress made)
- Leaders and governors should strengthen their mechanisms to evaluate the impact of their work, including their work around inclusion, so that they can take timely and effective action to address the school's urgent weaknesses. (Progress made)
- Leaders should implement effective systems to identify and assess any barriers to pupils' learning, including any special educational needs and/or disabilities (SEND), so that staff receive the information that they need to support them appropriately. (Fully addressed)
- Leaders should ensure that staff have the subject knowledge, expertise and guidance needed to deliver the curriculum effectively so pupils, including those with SEND, learn successfully and achieve well. (Progress made)
- Leaders should develop a strategic approach to analysing patterns of absence, in order to take consistent, effective action that rapidly reduces persistent absenteeism.(Progress made)
- Leaders should ensure the curriculum for personal, social, health and economic education is coherently sequenced so that knowledge builds progressively across year groups, helping pupils to develop secure understanding over time.
- Leaders should ensure that staff in the early years use information about children’s starting points to plan purposeful interactions that develop vocabulary, deepen understanding and strengthen early language and communication.

About this inspection

First monitoring inspection: 6 and 7 October 2026

The inspectors conducted this monitoring inspection under section 8(2) of the Education Act 2005. It was carried out to evaluate the progress leaders have made in improving the evaluation areas graded as ‘Urgent improvement’ at the previous full inspection.

Where a school is in a category of concern, we carry out a number of monitoring inspections, and each may be focused on different evaluation areas. This was the first monitoring inspection since the school was judged to require special measures following the full inspection that took place in February 2026.

This monitoring inspection has focused on the following evaluation areas:

Inclusion which had green graded 'Urgent improvement'
Curriculum and teaching which had been graded 'Urgent improvement'
Achievement which had been graded 'Urgent improvement'
Attendance and behaviour which had been graded 'Urgent improvement'
Leadership and governance which had been graded 'Urgent improvement'

The following evaluation areas have been regraded from 'Urgent improvement' to 'Needs attention' following this monitoring inspection:

Inclusion
Leadership and governance

The purpose of this monitoring inspection was to identify and report on the school's progress in addressing the priorities for improvement set out in the report card from the full inspection. Inspectors may change a grade for one or more evaluation area determined at the full inspection based on evidence gathered during the monitoring inspection.

Headteacher: Patrick Luke

Lead inspector:
Corinne Biddell, His Majesty's Inspector

Team inspector:
Susan Ray, 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 10 February 2026

School and pupil context

Total pupils

226
Close to 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

315
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)

25.66%
Close to average

What does this mean?

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

National average: 26.3%

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

2.21%
Close to 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

16.37%
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

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)

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	48%	61%	Below
2024/25 (revised)	54%	62%	Close to average
2023/24 (final)	47%	61%	Below
2022/23 (final)	44%	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	61%	74%	Below
2024/25 (revised)	63%	75%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	59%	74%	Below
2022/23 (final)	60%	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	73%	72%	Close to average
2024/25 (revised)	72%	72%	Close to average
2023/24 (final)	82%	72%	Above
2022/23 (final)	68%	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	65%	73%	Below
2024/25 (revised)	59%	74%	Below
2023/24 (final)	76%	73%	Close to average
2022/23 (final)	62%	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	25%	46%	Below
2024/25 (revised)	14%	47%	Below
2023/24 (final)	33%	46%	Close to average
2022/23 (final)	29%	44%	Below

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	38%	62%	Below
2024/25 (revised)	21%	63%	Below
2023/24 (final)	56%	62%	Close to average
2022/23 (final)	41%	60%	Below

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	55%	59%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	36%	59%	Below
2023/24 (final)	89%	58%	Above
2022/23 (final)	53%	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	38%	60%	Below
2024/25 (revised)	21%	61%	Below
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	35%	59%	Below

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	25%	68%	-43 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	14%	69%	-55 pp
2023/24 (final)	33%	67%	-34 pp
2022/23 (final)	29%	66%	-37 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	38%	80%	-42 pp
2024/25 (revised)	21%	81%	-59 pp
2023/24 (final)	56%	80%	-24 pp
2022/23 (final)	41%	78%	-37 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	55%	78%	-23 pp
2024/25 (revised)	36%	78%	-43 pp
2023/24 (final)	89%	78%	11 pp
2022/23 (final)	53%	77%	-24 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	38%	80%	-42 pp
2024/25 (revised)	21%	81%	-59 pp
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	35%	79%	-44 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 (2 term)	7.2%	5.2%	Above
2023/24 (3 term)	7.1%	5.5%	Above
2022/23 (3 term)	7.3%	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 (2 term)	19.5%	13.3%	Above
2023/24 (3 term)	21.0%	14.6%	Above
2022/23 (3 term)	24.1%	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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Piccadilly Gate
Store Street
Manchester

M1 2WD

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Textphone: 0161 618 8524
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