

Kitts Green Academy

Address: Hallmoor Road, Birmingham, West Midlands, B33 9QY

Unique reference number (URN): 148722

Inspection report: 12 May 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.

Needs attention

Achievement

Needs attention 

The focus on ensuring pupils have foundational knowledge in English and mathematics is effective and is helping pupils access the breadth of curriculum on offer. However, achievement across the curriculum is not consistently secure. Inconsistencies and weaknesses in the way the curriculum is delivered, including adaptations to address pupils' special educational needs and/or disabilities mean pupils are not achieving as well as they could. As a result, they are not as well prepared for future learning as they should be.

When pupils first arrive at the school, they have often missed considerable chunks of education and are disengaged from learning. Leaders recognise that what is fundamental to success here is for pupils to re-engage in education by first feeling safe, happy and that they belong. Considering pupils' experiences and poor achievement prior to joining the school, they are achieving reasonably well, becoming more confident and beginning to enjoy their learning.

Attendance and behaviour

Needs attention 

Leaders understand why pupils are absent and track this carefully on an individual basis. No absence is tolerated and staff make timely checks when pupils are absent to ensure they are safe. Leaders recognise patterns in absence and use this information to adapt provision. The school has seen some individual improvements as a result of working closely with pupils and their families. This is due to a personalised approach to addressing the barriers to attendance. Before joining the school, many pupils have missed long periods of education, often years. Although the school has been successful in integrating pupils back into education to some extent, leaders recognise that pupils are still absent too often, which affects their learning and sense of wellbeing.

Pupils report that behaviour has improved in recent months. However, some still feel anxious when peers become distressed or behave in ways that unsettle them. There have been tangible improvements in behaviour since the beginning of the school year. The strategic whole-school introduction of a relational approach has seen a significant reduction in the regularity with which staff have needed to use restrictive physical interventions. They have reduced by more than 75% when compared to the same period last year. There has also been a reduction in the number of pupils being suspended, although leaders recognise that suspensions still happen too often.

Curriculum and teaching

Needs attention 

The school has set out an ambitious, broad curriculum defined through pathways and underpinned by detailed schemes of work and assessment processes. Curriculum choices, including an increasing focus on programmes designed to help pupils understand themselves, have been carefully considered in light of pupils' special educational needs and/or disabilities.

Leaders demonstrate a clear and accurate understanding of the strengths and weaknesses in curriculum delivery. Along with leaders from the trust, they have been proactive in providing targeted training to address weaknesses. However, difficulty in appointing specialist teachers and past weaknesses in supporting staff has meant that the quality of curriculum delivery is currently inconsistent. For example, in some lessons, the activities pupils are asked to complete are not well matched to intended learning.

Teachers help pupils to secure the foundations of reading and mathematics as these are rightly prioritised. For instance, staff are trained to deliver a synthetic phonics programme. In non-core subjects, key concepts are less secure and prior learning is not consistently revisited. When pupils have missed learning, some teachers provide effective catch-up support. There is not, at present, a systematic approach to ensure pupils secure the essential knowledge they need to enable them to catch up.

Inclusion

Needs attention 

Leaders and staff know and understand pupils' needs well. They recognise that many pupils face profound challenges to learning because of their special educational needs and/or disabilities (SEND), financial deprivation and adverse lived experiences and trauma. School leaders and the trust provide increasingly regular training and support for staff. This is helping staff to become knowledgeable about social, emotional and mental health difficulties. While identification is secure and timely, this does not yet translate into consistently effective classroom practice due to staffing changes and weaknesses in previous training.

Leaders articulate a clear, morally driven vision for inclusion, centred on belonging, safety and trust. Inclusion is underpinned by a developing relational approach and a strong commitment to supporting pupils with social, emotional and mental health (SEMH) needs. Leaders recognise that pupils must feel safe and secure in order to learn effectively. The school demonstrates flexibility in meeting pupils' individual needs, including personalised transition arrangements that support reintegration into education.

Leaders are working to develop a more cohesive inclusion model through collaboration across pastoral, therapeutic and curriculum elements. However, inclusion remains inconsistent. Although adaptations for SEMH needs are mostly effective, adaptations for other SEND needs, including autism, are not always of the same quality and some pupils remain overly reliant on adult support rather than tackling learning independently when adaptations are made.

Leadership and governance

Needs attention 

School leaders and those across the trust have instilled a shared, compelling vision for the school moving forward. They have an accurate understanding of the school's strengths and weaknesses and have prioritised short- and long-term actions. These are driving rapid improvement to stabilise the school and a clear strategic vision for the future. For instance, the extension of the upper age limit of the school to Year 11 has set a clearly defined route for future development. Many recent changes, including the impact of embedding a relational approach, are already showing impact. However, with the relatively recent

introduction of some strategies, impact is not yet evident across all aspects of the school's work.

The trust has provided the school with considerable support and oversight since it joined in September 2025 and has ensured that the school meets all statutory duties. A recently established local governing board is beginning to add another level of assurance and accountability.

Placing pupils' needs at the centre of all developments has been key to successes so far. Leaders have focused considerable resources to training and developing staff. For example, staff have worked with a clinical psychotherapist to gain a deep understanding of social, emotional and mental health needs. All staff who spoke with inspectors report that they appreciate this targeted training and understand why changes are being made. They feel valued now and feel their wellbeing and workload are considered by leaders.

The school and trust enjoy a positive partnership with the local authority and other agencies. Parents and carers have mixed views about the school in terms of pupils' behaviour and aspects of the suitability of the school site. The trust and leaders are aware of these concerns and appreciate the importance of addressing them, along with building stronger relationships with parents.

Personal development and wellbeing

Needs attention 

The school provides a range of valuable experiences and opportunities to pupils to support their wider development. However, this is not currently in a structured framework which allows leaders to track participation and outcomes as well as they could. There is no doubt that staff are creative and responsive to how they provide these opportunities and absolutely have the best interests of pupils at heart.

Opportunities include judo lessons which lead to external competitions at which several pupils are very successful. Pupils also take responsibility for a nearby community garden as well as growing plants on the school site. A school council gives pupils a voice and increasingly a role in decision-making.

Through a structured personal, social and health education curriculum, pupils learn about healthy relationships and how to play an active part in society and make healthy and safe choices in life. A focus on understanding one's own mental health and wellbeing threads through the curriculum and everyday interactions with staff. Pupils experience cultural and faith events through a programme of assemblies. A range of visitors, including the police, work with pupils to help them understand the world around them and to make them aware of issues such as knife crime.

A structured programme of impartial careers guidance is in place. The school is keen to foster an increasing number of links to places of work to build on the current offer of work-based experiences. As the school expands into key stage 4, there are plans to open an on-site construction centre to provide pupils with a strengthened vocational offer and help prepare them for adulthood and the world of work.

An effective pastoral team provides pupils with regular help and support. The school's focus on pupils' mental health and wellbeing, along with the relational approach, is already having

a positive impact on the school atmosphere and environment.

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

Kitts Green Academy is a caring environment where adults understand pupils and welcome them with a smile. Leaders and staff alike recognise how vulnerable pupils are due to their special educational needs and/or disabilities and understand the importance of positive relationships in helping pupils feel safe. This is an aspect that has been carefully developed and both pupils and staff recognise it as a significant improvement.

Pupils generally feel safe and say that behaviour has improved. They value the role of trusted adults when they have worries. Adults are vigilant and supervise pupils carefully. As a result, bullying is rare, but leaders respond promptly when it occurs. There are times when pupils still feel concerned when others become anxious or unsettled, but the school is becoming increasingly calm, particularly in the classes where pupils have been at the school longer.

Most pupils have had negative experiences of education prior to joining the school and many have missed considerable periods of learning. Leaders and staff know pupils well, understanding their lived experiences and their social, emotional and mental health needs. They provide increasingly effective pastoral support that helps pupils to engage in learning. Staff are skilled at recognising when pupils are struggling and at de-escalating situations that might lead to them becoming anxious. As a result, pupils are beginning to engage in and enjoy their learning more fully.

Leaders know there is more to do to improve the curriculum and its delivery to maximise pupils' engagement and achievement. Pupils benefit from a detailed curriculum that has been planned to meet their needs effectively. However, there is inconsistency in how well the curriculum is taught and the processes for helping pupils catch up when they miss learning. This means that pupils do not achieve as well as they could.

Next steps

- Leaders should ensure they provide staff with suitable training and support to equip them with the necessary knowledge and skills to deliver the curriculum effectively. This should include how well staff match activities to the intended learning and the precision with which they make adaptations to address pupils' needs.
- Leaders should ensure that levels of absence are reduced so that pupils miss less time at school.
- Leaders should ensure that when pupils miss learning, an effective strategy to help them to catch up on key learning is in place across the curriculum.

- Leaders should ensure that the personal development and wellbeing programme is well structured and monitored to ensure all pupils consistently access, and benefit from, the valuable opportunities the school provides.
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About this inspection

This school is part of Thrive Education Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Richard Chapman, and overseen by a board of trustees, chaired by Lucy Bennett.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the interim headteacher and other leaders from the school. They also spoke with the CEO and other senior leaders across the trust central team. The lead inspector spoke with the chair of the board of trustees and with a representative from the local authority.

Inspectors visited lessons, spoke with pupils and looked at samples of work. They also took account of the responses from parents and staff to Ofsted's surveys.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

In accordance with section 13(4) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The inspectors confirmed the following information about the school:

The school provides for boys with social, emotional and mental health needs. All pupils have an education, health and care plan.

The school currently uses no alternative provision.

The school formally joined the Thrive Education Partnership in September 2025. The interim headteacher was appointed in April 2026.

The school currently admits pupils from Year 2 to Year 9. This age range is changing so that in the future the school will admit pupils from Year 5 to Year 11.

Interim headteacher : Kate Fischer

Lead inspector:

Gareth Morgan, His Majesty's Inspector

Team inspectors:

Darren Lennon, Ofsted Inspector

Nazya Ghalib, 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 12 May 2026

School and pupil context

Total pupils

58

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.

School capacity

90

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.

Pupils eligible for free school meals (FSM)

96.55%

What does this mean?

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

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

100.00%

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.

Pupils with special educational needs (SEN) support

0.00%

What does this mean?

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

Location deprivation

Well 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).

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
2024/25 (3 term)	21.7%
2023/24 (3 term)	24.3%
2022/23 (3 term)	21.6%

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school
2024/25 (3 term)	70.0%
2023/24 (3 term)	63.0%
2022/23 (3 term)	62.2%

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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