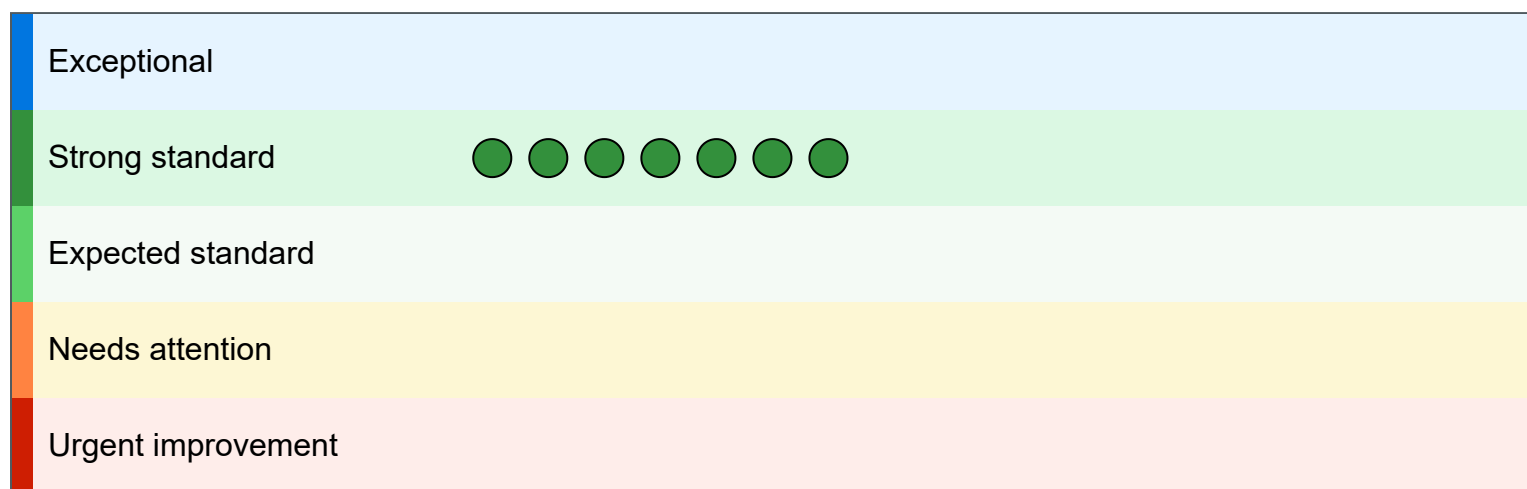


Kingfisher School

Address: Clifton Close, Matchborough, Redditch, Worcestershire, B98 0HF

Unique reference number (URN): 140404

Inspection report: 3 March 2026



✔ **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.

Strong standard ●

Achievement

Strong standard ●

Many pupils arrive at Kingfisher with disruption to their previous learning, significant gaps in knowledge or low confidence. Over time, they rebuild their skills and begin to take pride in their work. Pupils who previously struggled in mainstream settings feel more confident and engaged in learning, and their work shows increasing understanding across subjects.

Older pupils work towards a range of qualifications, including GCSEs, functional skills and vocational awards. Those who resit English and mathematics often improve their grades because they receive carefully targeted teaching that helps them address specific gaps.

Pupils who need extra help with reading, writing or mathematics receive timely support that helps them catch up securely. Leaders monitor progress closely and adjust interventions when pupils' needs change. Pupils taught off-site or in alternative provision study programmes that match their needs, interests and strengths. Across the school, pupils gain the knowledge, confidence and qualifications they need for college, training or employment.

Attendance and behaviour

Strong standard ●

Many pupils join Kingfisher having struggled to attend school regularly in the past. Staff understand these difficulties and work patiently with pupils and families to rebuild confidence. They check in with pupils each day, contact families promptly if a pupil is absent and set small, achievable steps to help pupils return to routine. As a result, many pupils who previously attended only rarely now attend far more consistently. Several pupils who barely came to school earlier in the year now attend most days, and others with very irregular patterns now have steady, reliable attendance. Staff apply the same level of oversight for pupils who learn off-site or through alternative provision, making sure they are safe, attending and remain part of the Kingfisher community.

Behaviour across the school is calm, respectful and improving over time. Staff know pupils well and respond with understanding when challenges arise, helping them regulate their emotions and repair relationships. Staff listen carefully and support pupils to resolve disagreements. Pupils say staff are fair. Bullying is rare and dealt with quickly when it occurs. Suspensions are sparingly used and followed by thoughtful support so that pupils can return successfully. Leaders are continuing to strengthen mental-health support for pupils educated away from the main site.

Curriculum and teaching

Strong standard ●

The school has designed an ambitious curriculum that reflects the needs and starting points of its pupils. Leaders think carefully about what pupils should learn and the order in which they learn it, so that new knowledge builds securely on what pupils already know. Staff understand and implement the curriculum well. Lessons are clear, calm and purposeful.

Teachers use approaches that help pupils learn securely. They break ideas into smaller steps and model examples, so pupils can see what success looks like. Teachers revisit key

knowledge regularly to strengthen pupils' memory and understanding. When pupils find learning difficult, particularly those who have gaps from disrupted previous schooling, staff adapt tasks and explanations so that pupils can keep up. These adaptations are thoughtful and do not lower expectations.

Leaders prioritise reading across the school. Staff support pupils who need help with decoding, fluency or confidence, and pupils have frequent opportunities to read aloud. Leaders ensure that anyone who needs to catch up in reading, writing or mathematics receives well-targeted support as soon as possible.

Classrooms are orderly and well organised. Staff make sensible adjustments, such as visual prompts, quieter working areas or clearer instructions, so that all pupils can access the curriculum and participate confidently in their learning.

Inclusion

Strong standard ●

Kingfisher School places strong emphasis on understanding each pupil as an individual. Staff identify pupils' needs quickly, whether these arise from special educational needs and/or disabilities, difficulties at home, social-care involvement or disrupted previous schooling. Staff listen carefully to parents and carers. They respond promptly to any concerns. Staff adapt their practice so that pupils can take part in lessons with confidence. This includes short mentoring sessions that help pupils regulate their emotions, sensory equipment that supports focus and simple routines that make learning predictable and manageable. Leaders tailor these approaches to each pupil's circumstances carefully.

Leaders maintain close oversight of the support pupils receive. They check regularly whether interventions are having the intended effect and adjust them when needed. Leaders work closely with families, social care, therapists and the virtual school at the local authority. Pupils with multiple needs benefit from joined-up support. Where pupils learn off-site or attend alternative provision, leaders monitor their attendance, safety and progress with the same level of rigour as for pupils on the main site.

Because of this coordinated and responsive approach, pupils feel understood, included and able to access the curriculum more successfully. These actions help pupils overcome barriers to learning and to make steady progress over time.

Leadership and governance

Strong standard ●

Leaders and staff share a clear purpose: to provide pupils with the care, education and stability they need to succeed. Leadership at Kingfisher is thoughtful, strategic and rooted in a vision that places pupils' welfare, learning and inclusion at the centre of the school's work. Leaders have an accurate understanding of the school's strengths and priorities. They act with determination to maintain consistent, high-quality provision across all phases, making decisions that reflect pupils' best interests. Leaders communicate these decisions clearly to staff, families and external partners.

Curriculum leadership is well organised. Leaders support staff to develop secure subject knowledge, prioritise reading effectively and make adaptations that remove barriers, so pupils can access an ambitious, coherent curriculum. Staff say they feel valued, trusted and

well supported. Leaders pay close attention to workload and wellbeing, helping staff focus on what matters most for pupils.

Governors and trustees know the school well and provide effective challenge and support. They scrutinise safeguarding, attendance, behaviour, curriculum implementation and alternative provision. Records show leaders responding openly to probing questions and governors following up on key priorities. Governance is strategic and ensures that the school meets its statutory duties.

Leaders maintain strong partnerships with parents, carers, external professionals and local agencies. These relationships enable timely support when pupils face challenges and strengthen the coherence of provision across the school. Together, leadership and governance contribute to a culture in which pupils feel safe, respected and able to thrive.

Personal development and wellbeing

Strong standard ●

At Kingfisher School, leaders support pupils' personal growth with the same care and precision as their academic learning. Leaders have designed a coherent personal development and wellbeing programme that helps pupils to understand themselves. They build confidence and learn how to stay physically and emotionally healthy. The programme is sequenced so that pupils deepen their understanding of emotions, relationships and decision-making as they move through the school. Teachers carefully deliver relationships and sex education and health education in an accessible and relevant way.

A particular strength of the school's provision is its mentoring programme. Leaders have created a highly personalised system that adapts to pupils' needs over time. In-school mentors use a range of approaches, such as structured conversations, reflective activities and creative tasks. This helps pupils to express their feelings and make sense of their experiences. Mentoring helps pupils to feel calmer, more understood and better able to manage their emotions.

Where pupils need more specialist support, leaders work with external partners. They provide targeted mentoring and therapeutic services, including music therapy. Detailed feedback after each session allows leaders to respond quickly and ensure that support remains effective. This strong pastoral oversight helps pupils learn strategies to stay safe, manage risks and make positive choices.

Pupils benefit from a wide range of enrichment opportunities that build confidence, independence and a sense of belonging. These include outdoor learning, physical activities, creative clubs and wider community experiences. The school's work to promote pupils' moral, social and cultural development weaves throughout daily routines, helping them reflect on values, respect difference and contribute positively to the school community.

Older pupils receive personalised careers information, education, advice and guidance that prepares them well for future pathways. Leaders are continuing to broaden vocational experiences so that pupils can explore a wider range of interests, talents and ambitions as they grow.

Students in Kingfisher's post-16 provision receive a curriculum that is ambitious, personalised and closely matched to their aspirations. Staff design study programmes that reflect students' interests, strengths and long-term goals. As a result, students access GCSE resits, functional skills qualifications, vocational subjects and tailored accreditation routes that support their next steps. Teaching is calm, structured and responsive. Clear routines and well-sequenced learning help students build knowledge securely, while regular checks for understanding ensure that misconceptions are identified early and addressed promptly. Students who have experienced disrupted learning receive targeted support that helps them re-engage confidently with their courses.

Leaders maintain strong oversight of students educated off-site or in alternative provision. They monitor attendance, safety and curriculum progress closely, ensuring that expectations for these students match those for learners on the main site. Wider experiences are a strength of the provision. Students take part in community activities, volunteering and opportunities that develop independence, social confidence and readiness for adulthood. Many act as positive role models for younger pupils, supporting them in lessons or enrichment.

Careers education is well planned and personalised. Students receive meaningful guidance, employer encounters and practical support with applications and interviews. They speak confidently about their next steps in education, training or employment.

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

Woven into every corner at Kingfisher is a genuine sense of belonging and ambition. Pupils say that staff notice the small changes in how they feel, offering reassurance that helps them stay calm when emotions rise. For many who have faced uncertainty or difficult experiences elsewhere, this consistent care helps them settle, rebuild trust and arrive each morning with increasing confidence. Relationships with staff are kind, steady and respectful. Familiar routines help the school feel predictable and safe, giving pupils the structure they need to focus and take part in learning.

Pupils enjoy their lessons and talk enthusiastically about practical subjects, such as physical education, cooking and vocational workshops, where they learn new skills through meaningful hands-on tasks. They value trips, residential visits and wider activities, including the Duke of Edinburgh's Award, which help them discover new interests and feel proud of what they achieve. Many say staff encourage them to 'try things they never thought they could'.

Pupils describe the school as calm and fair. Staff help them resolve disagreements quickly and repair friendships when things go wrong. Pupils know who to talk to if they feel unsure or worried, and they feel safe in lessons, around the site and during social times. Bullying is dealt with promptly and taken seriously. Because expectations are clear and staff respond consistently, behaviour has improved over time.

Pupils who find attending school difficult receive patient, personalised support. Many who previously attended only occasionally now come far more regularly. Students in post-16 provision, and those taught away from the main site, receive the same care and attention, helping them stay connected and continue learning.

Across the school, pupils are proud of the progress they make. They know that the knowledge, confidence and skills they are developing will help them in the future. Most importantly, they say they feel accepted, encouraged and believed in.

Next steps

- Leaders should further develop the vocational curriculum on the main site so that pupils can access a wider range of pathways that reflect their interests, strengths and future ambitions.
 - Leaders should strengthen mental-health support for pupils educated off-site so that the quality, oversight and impact of provision match the consistency of support available on the main site.
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About this inspection

This school is part of the Central Learning Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Georgetta Holloway OBE, and overseen by a board of trustees, chaired by Rob Turton.

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 HMIs. The lead inspector was an His Majesty's Inspector. Three additional inspectors joined the team during the inspection.

Inspectors spoke with senior leaders, including the headteacher, deputy and assistant headteachers, and other staff with responsibilities for safeguarding, inclusion, curriculum, attendance and behaviour. They met with members of the trust, including the chief executive officer and the chair of the trust board, as well as representatives of the local governance body.

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.

The inspectors confirmed the following information about the school:

The school is a specialist setting for pupils with a range of social, emotional and mental health needs. All pupils have an education, health and care plan. A high number of pupils have been excluded from previous schools or faced long periods of time out of school prior to attending Kingfisher. A number of pupils had additional special educational needs and/or disabilities, such as autistic spectrum conditions and learning and cognition needs.

As well as the main school site in Redditch, the school also operates an home education outreach service and a remote learning service for those pupils with highly complex SEMH needs.

The school makes use of 12 alternative provisions, including 10 that are unregistered.

Executive Headteacher: Jay Hart

Lead inspector:

Chris Pollitt, His Majesty's Inspector

Team inspectors:


Pamela Matty, Ofsted Inspector

Dawn White, Ofsted Inspector

Steph Withington, 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 3 March 2026

School and pupil context

Total pupils

143

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

140

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)

66.67%

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

98.60%

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

1.40%

What does this mean?

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

Location deprivation

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).

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school
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2023 leavers (provisional)	78%
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2022 leavers (revised)	79%
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2021 leavers (revised)	87%
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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
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2024/25 (2 term)	44.8%
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2023/24 (3 term)	45.5%
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2022/23 (3 term)	40.6%
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Persistent absence

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

Year	This school
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2024/25 (2 term)	79.7%
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2023/24 (3 term)	79.8%
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2022/23 (3 term)	74.6%
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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.

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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