

# Regents Park Community Primary School

**Address:** Arthur Street, Small Heath, Birmingham, West Midlands, B10 0NJ

**Unique reference number (URN):** 103193

## Inspection report: 14 April 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 

Typically, pupils achieve well and are well prepared for their next stage of education. Over time, leaders ensure that any gaps in achievement close, including for pupils with special educational needs and/or disabilities. Pupils' attainment in national tests at the end of key stage 2 is broadly in line with their peers nationally.

Pupils' foundational knowledge is improving, particularly in key stage 1. At times, however, pupils' handwriting and spelling are not in line with leaders' expectations. Across a range of subjects, pupils develop appropriate knowledge and skills and typically produce work that meets expected standards.

In the early years, children receive meaningful opportunities to talk and play every day. Children progress well in Reception, which prepares them effectively for Year 1. This is reflected in the proportion of pupils who meet the expected standard in the phonics screening check in Year 1.

### Attendance and behaviour

Expected standard 

Leaders have worked hard to create a culture where pupils want to come to school. Attendance information for all pupils, including those who face barriers to learning, is consistently close to national averages. Leaders regularly monitor attendance, which helps them identify patterns as they emerge and support pupils to attend school more regularly. Leaders remind parents and carers about the importance of regular attendance so that they understand the risks of missing school. Leaders' work to improve persistent absence, particularly for disadvantaged pupils, is having an impact.

Leaders have created a positive culture in school and this is reflected in pupils' behaviour. Pupils are polite, welcoming and confident. Their learning is typically uninterrupted because pupils behave well in lessons. Leaders' approach to managing behaviour is appropriate for everyone, including pupils who may find managing their behaviour difficult. Positive relationships, reliable routines and clear rules support everyone. This includes pupils with special educational needs and/or disabilities, who are often supported proactively rather than reactively. Pupils say that they feel safe and that, while bullying is rare, if it occurs, it is dealt with effectively by staff. They know their trusted adults when they have a problem. Leaders closely monitor incidents of poor behaviour and support pupils so that they do not repeat their mistakes.

### Curriculum and teaching

Expected standard 

Leaders ensure that the curriculum is well sequenced and generally taught well. Staff regularly review pupils' learning. They make changes to ensure that pupils can access the curriculum. Leaders understand pupils' needs well and teachers adapt lessons so that all pupils can learn successfully.

Leaders have prioritised laying secure foundations for learning. They hold phonics and reading in high regard. They know how important it is for pupils to be able to read for future success and support pupils to develop their reading knowledge for as long as they need it.

Pupils learn and enjoy a range of subjects at this school, and these lessons are typically delivered in engaging ways. For example, pupils learn to debate and understand the reliability of online sources of information. In all areas of the curriculum, pupils with additional needs are well supported to take part and make progress. Teachers engage pupils in learning and help them to develop resilience as learners.

Teachers generally adapt teaching appropriately for pupils with special educational needs and/or disabilities, and the support they provide is usually well targeted. However, pupils are not always told clearly how to improve their work, which limits the progress they make.

## Early years

Expected standard 

Leaders have made significant improvements to the early years curriculum. As a result, children are increasingly well prepared for Year 1. Leaders know their children well and provide a language-rich environment, with activities that support children's learning effectively.

Most children, including disadvantaged children and those with special educational needs and/or disabilities (SEND), achieve well from their starting points. Staff build positive relationships with children; interactions support children to recall their curriculum learning. For children with SEND, support is carefully considered so that their needs are appropriately met.

The curriculum is well designed and appealing to children. It is sequenced and gives children experiences they might not have outside school. In forest school, children are taught to use tools safely. They know how to stay safe around the fire. Children benefit greatly from the clearly established routines.

As with the rest of the school, reading is highly valued in the early years. Phonics lessons are fun, while ensuring that children gain the necessary knowledge to learn the phonics code and read words and simple sentences. Staff are well trained to teach the early reading programme. Leaders keep close oversight of how well children are learning to read and ensure that, where necessary, extra help is put in place for those who need it.

## Inclusion

Expected standard 

Leaders place inclusion at the heart of the school's work. They want every pupil to belong and take part fully in school life. Staff provide timely support from the moment pupils join the school. Leaders prioritise speaking and listening so that children in the early years and those new to the English language achieve well and develop the necessary communication skills.

The school's pupil premium strategy for the use of additional funding considers the needs and barriers to learning pupils face in their community. Leaders use these funds appropriately and check on the impact of their interventions. For example, caring for chicks

and visits to forest school provide pupils with nature-based experiences they may not otherwise have. This timely support contributes well to pupils' achievement; pupils who are disadvantaged achieve well by the end of Year 6.

Typically, pupils with barriers to their learning achieve well, both in school and in the specially resourced provision for pupils with special educational needs and/or disabilities (SEND). However, for some pupils, teachers' assessment does not identify precisely enough what they can do, which limits how well support is tailored. Staff have the necessary expertise to support pupils with SEND. They work with families and external agencies to ensure that pupils receive timely intervention to overcome barriers to learning and development.

## **Leadership and governance**

**Expected standard** 

Leaders are committed to this school and want it to be the best it can be for all its pupils. They understand the school's context, strengths and areas for development. They have a clear strategy, which is supported by governors, to make the school even better. Although leaders are beginning to see the effects of this work, changes are not always evaluated as precisely as they could be. As a result, staff do not always have sufficient time to reflect, refine their practice and celebrate their successes. The school is continuing to strengthen how leaders at all levels evaluate their work so that improvement is sustained for all pupils.

Governors fulfil their statutory responsibilities and provide appropriate support and challenge. They are fully involved in school life and actively contribute to strategic decisions. They understand the important role they have within the community, are welcoming to families and want all pupils to thrive.

The community is at the heart of the school's work. Leaders foster a culture where everyone is valued and welcomed. Parents and carers are grateful to leaders for the improvements to safety, including efforts to improve road safety.

Leaders are role models and their high standards are clearly understood by everyone. They ensure staff receive the professional expertise to fulfil their roles. Staff say they feel well supported and generally welcome the improvements that have been made, feeling that their views are heard. Leaders consider workload when implementing change and adapt plans to ensure staff are well supported.

## **Personal development and wellbeing**

**Expected standard** 

Leaders prioritise preparing pupils to play a positive role in their community and in wider society. They provide a range of activities to help them to thrive, both in and out of lessons. Events, such as the community Iftar and the Christmas fair, are specifically chosen to teach pupils to embrace the traditions and cultures of others. Pupils are knowledgeable about other faiths.

Leaders have created a supportive and well-considered personal development programme. It is carefully planned to meet the school's context and helps pupils learn how to keep themselves safe, including online, be inclusive and act responsibly with money. Pupils learn about healthy relationships in an age-appropriate way. They talk confidently about what they

have learned and explain how this learning guides their choices and behaviour. Pupils are well prepared for the physical and emotional changes they experience as they grow up.

Pupils benefit from a range of activities that develop their physical and creative talents. Leaders track pupils' participation closely to ensure that all, including those who are disadvantaged or who have special educational needs and/or disabilities, can benefit from the school's offer. Pupils value opportunities to do charity work and help others.

Pupils have an in-depth knowledge of fundamental British values and can confidently talk about why they are important to society. They value fairness and respect. They enjoy the range of visits they take part in, which help them to deepen their understanding of the planned curriculum. They are keen to earn the rewards that leaders offer and are motivated to do their best.

Pastoral support is available to all. Leaders ensure that this is closely reviewed so that the right support is put in place for pupils and their families. Robust systems ensure that no child is forgotten about.

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

Pupils enjoy coming to Regents Park Community Primary School each day. Staff are ready to welcome them with a smile. They feel valued and respected by the adults who care for them. Dedicated staff carefully consider pupils' experiences at the school. They ensure that pupils access the experiences they need to flourish and prepare well for the next stages of their education.

Pupils behave extremely well at this school. They know how important learning and positive behaviour are. Expectations for behaviour are clear and consistent; pupils know what staff expect from them. Disruptions to lessons are rare. When they do occur, calm staff help pupils effectively. Kindness and trust underpin relationships across the school. Pupils say staff recognise when something is wrong and offer support. Bullying happens infrequently. When it does occur, staff deal with it well so that it does not continue.

Across the school, pupils focus well on learning tasks. They develop positive attitudes to learning and make meaningful progress from their starting points. Pupils say that they like revisiting previous learning because it helps them learn more. Pupils talk about what they learn with excitement. They say they like the way learning is presented and are supported by teachers to improve. They value that teachers take time to speak to them in every lesson.

Pupils benefit from interesting lessons in many subjects. Pupils, including those with special educational needs and/or disabilities, disadvantaged pupils, and those known or previously known to social care, receive effective support to grow and learn. Pupils understand fundamental British values and apply them through respectful behaviour and positive relationships with others.

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## Next steps

- Leaders should strengthen the use of assessment to identify gaps in learning, including for pupils with special educational needs and/or disabilities, so that teaching is adapted effectively and all pupils are supported to achieve highly.
  - Leaders should strengthen the development of pupils' foundational skills, including handwriting, so that consistent practice and precise modelling help pupils build fluency and accuracy over time.
  - Leaders should ensure that all staff have the expertise to reflect on and evaluate the impact of their actions so that school improvement is sustained over time.
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## About this inspection

The chair of the board of governors in this school is Junaid Zaman.

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 HMIs.

Inspectors spoke with the interim headteacher, assistant headteachers, special educational needs and/or disabilities coordinator, staff members, a local authority representative, governors and pupils during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school has undergone a significant change since the last inspection. There have been changes to leadership roles within the governing body, and the school is currently being led by an interim headteacher.

Shahista Zamir: Headteacher

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### Lead inspector:

Tess Sharman, His Majesty's Inspector

### Team inspectors:

Gary Richards, Ofsted Inspector

Elaine Williams, Ofsted Inspector

Rob Matthews, His Majesty's 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 14 April 2026

## School and pupil context

### Total pupils

**411**

Above 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

**450**

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)

**69.45%**

Well above 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**

**1.22%**

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**

**20.68%**

Above average

### **What does this mean?**

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

National average: 15%

## **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).

## **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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 67%         | 61%              | Close to average               |
| <b>2024/25 (revised)</b>     | 69%         | 62%              | Close to average               |
| <b>2023/24 (final)</b>       | 66%         | 61%              | Close to average               |
| <b>2022/23 (final)</b>       | 66%         | 60%              | Close to average               |

### **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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 77%         | 74%              | Close to average               |
| <b>2024/25 (revised)</b>     | 79%         | 75%              | Close to average               |
| <b>2023/24 (final)</b>       | 77%         | 74%              | Close to average               |
| <b>2022/23 (final)</b>       | 75%         | 73%              | Close to average               |

### **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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 71%         | 72%              | Close to average               |
| <b>2024/25 (revised)</b>     | 70%         | 72%              | Close to average               |
| <b>2023/24 (final)</b>       | 73%         | 72%              | Close to average               |
| <b>2022/23 (final)</b>       | 69%         | 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 | 80%         | 73%              | Above                          |
| 2024/25 (revised)     | 84%         | 74%              | Above                          |
| 2023/24 (final)       | 76%         | 73%              | Close to average               |
| 2022/23 (final)       | 81%         | 73%              | Close to average               |

**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 | 67%         | 46%              | Above                          |
| 2024/25 (revised)     | 74%         | 47%              | Above                          |
| 2023/24 (final)       | 63%         | 46%              | Above                          |
| 2022/23 (final)       | 63%         | 44%              | Above                          |

**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 | 77%         | 62%              | Above                          |
| 2024/25 (revised)     | 80%         | 63%              | Above                          |
| 2023/24 (final)       | 76%         | 62%              | Above                          |
| 2022/23 (final)       | 75%         | 60%              | Above                          |

### 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 | 71%         | 59%              | Above                          |
| 2024/25 (revised)     | 76%         | 59%              | Above                          |
| 2023/24 (final)       | 69%         | 58%              | Close to average               |
| 2022/23 (final)       | 68%         | 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 | 79%         | 60%              | Above                          |
| 2024/25 (revised)     | 87%         | 61%              | Above                          |
| 2023/24 (final)       | 70%         | 59%              | Close to average               |
| 2022/23 (final)       | 83%         | 59%              | Above                          |

### 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 | 67%         | 68%                              | -1 pp                   |
| 2024/25 (revised)     | 74%         | 69%                              | 5 pp                    |
| 2023/24 (final)       | 63%         | 67%                              | -4 pp                   |
| 2022/23 (final)       | 63%         | 66%                              | -4 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 | 77%         | 80%                              | -2 pp                   |
| 2024/25 (revised)     | 80%         | 81%                              | 0 pp                    |
| 2023/24 (final)       | 76%         | 80%                              | -4 pp                   |
| 2022/23 (final)       | 75%         | 78%                              | -3 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 | 71%         | 78%                              | -7 pp                   |
| 2024/25 (revised)     | 76%         | 78%                              | -2 pp                   |
| 2023/24 (final)       | 69%         | 78%                              | -8 pp                   |
| 2022/23 (final)       | 68%         | 77%                              | -10 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 | 79%         | 80%                              | 0 pp                    |
| 2024/25 (revised)     | 87%         | 81%                              | 6 pp                    |
| 2023/24 (final)       | 70%         | 79%                              | -9 pp                   |
| 2022/23 (final)       | 83%         | 79%                              | 3 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) | 5.3%        | 5.2%             | Close to average               |
| 2023/24 (3 term) | 5.7%        | 5.5%             | Close to average               |
| 2022/23 (3 term) | 6.3%        | 5.9%             | Close to average               |

## 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) | 14.2%       | 13.3%            | Close to average               |
| 2023/24 (3 term) | 15.8%       | 14.6%            | Close to average               |
| 2022/23 (3 term) | 18.1%       | 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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