

Lordswood Boys' School

Address: Hagley Road, Harborne, Birmingham, West Midlands, B17 8BJ

Unique reference number (URN): 145120

Inspection report: 3 February 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 

Across the curriculum, pupils, including those who may face barriers to learning, develop the knowledge and skills they need to succeed in the qualifications they take. Disadvantaged pupils achieve very well. Their outcomes have been above national averages for several years. Over time, the attainment of disadvantaged pupils is moving closer to that of their non-disadvantaged peers nationally.

In a small number of subjects, achievement is less secure. For example, in languages and the arts, pupils do not consistently achieve as well as pupils nationally. Leaders are taking appropriate steps to improve outcomes in these areas and to reduce these gaps.

By the end of Year 11, pupils make sound progress from their starting points and are well prepared for their next stage of education.

Attendance and behaviour

Expected standard 

Leaders have rigorous and highly effective systems in place that allow them to maintain a vigilant focus on pupils' attendance. They work diligently to understand the barriers to pupils' attendance, often pre-empting challenges that pupils may face and intervening before a pupil's attendance becomes an issue. Consequently, pupils, including those with special educational needs and/or disabilities attend frequently. The targeted support that leaders provide to those who need it is highly effective, which is leading to a reduction in persistence absence over recent years.

Typically, staff are fair and consistent when dealing with any behaviour issues and applying the school's policy. Consequently, and on the whole, pupils behave well and build positive relationships with staff. Across lessons, pupils typically focus on their learning and respond well to staff requests. However, occasionally pupils silently opt out of learning, and this is not always identified or challenged by staff.

Incidents of bullying are rare, and when they do happen, the school takes effective action. In the main, pupils are confident that leaders will resolve any issues they may have. However, a small number of pupils do not feel confident to raise concerns about the behaviour of others.

Despite the improvements in pupils' behaviour, and the sharp reduction in suspensions, a small number of pupils still find it difficult to meet the school's high expectations. Leaders are working effectively with pupils, their families and wider agencies to support pupils to better manage their emotions and embed positive behaviour habits.

Curriculum and teaching

Expected standard 

Recently, leaders have redesigned the school's curriculum. They have carefully considered the precise knowledge that pupils should learn, and when they should learn it. Knowledge is ordered sensibly so new learning builds securely on what pupils already know.

In most subjects, the curriculum is delivered well by skilled and knowledgeable staff. Where this is the case, teachers check pupils' learning routinely, identify gaps or misconceptions quickly and adapt their teaching to address these. However, this is not always the case. As a result, gaps in pupils' understanding can sometimes go unnoticed, which slows pupils' progress. Leaders are working to ensure that all staff have the subject expertise needed to make effective choices about what to check and when.

The curriculum meets the needs of all pupils, including those who speak English as an additional language. Typically, staff adapt learning appropriately so that these pupils, and those with special educational needs and/or disabilities, can succeed. Leaders' clear understanding of pupils' starting points enables them to identify quickly those who have not yet secured the reading, writing, mathematical or language skills needed to access the curriculum. These pupils receive appropriate support and, when needed, study bespoke pathways to help them catch up with their peers.

Inclusion

Expected standard 

Leaders work with families, the local authority and other external agencies to build a clear and comprehensive understanding of pupils' needs, including those known to social care, those with special educational needs and/or disabilities, and those who are new to the country.

Some pupils join the school having experienced minimal formal education in their past and some have recently arrived into the country. Some of these pupils arrive without family support. Leaders are acutely aware of the risk this poses to these pupils and provide bespoke support to enable them to successfully integrate into all aspects of school life. Leaders make sound and appropriate use of their pupil premium funding, for example through the commissioning of alternative provision placements for pupils where necessary. This work is having a positive impact on those pupils who need it. The school makes appropriate use of alternative provision.

Through training, leaders communicate support approaches effectively to staff. Staff generally use this information well to make sure that these needs are met. In the main, pupils who need extra support benefit from a range of highly targeted and impactful interventions which support pupils to overcome any barriers to learning they may have. Despite this work, the quality and impact of some of these interventions are limited. Leaders are acutely aware of this through their monitoring and are taking appropriate steps to enhance this aspect of their provision.

Leadership and governance

Expected standard 

Leaders, including governors and trustees, know the school extremely well. They have been invested in its improvement over time and have a deep understanding of the school's context. Their moral purpose is evident in the decisions they make. Leaders act in pupils' best interests and work proactively to remove any barriers they encounter.

Leaders, including governors, have an accurate view of the school's strengths and the areas that need further attention. They monitor and evaluate the work of the school effectively and use this information to provide appropriate challenge and support for leaders and staff. For

example, leaders have introduced additional training to help staff adapt the curriculum to meet the needs of all pupils.

Staff, including early career teachers, are largely positive about the support they receive to manage their workload and to promote their wellbeing. Recently, the school has faced challenges in recruiting staff to key roles. As a result, some staff are teaching outside their specialist subject. Leaders have responded by refocusing professional development on strengthening subject expertise. However, the support in place does not consistently develop staff subject knowledge suitably well.

Personal development and wellbeing

Expected standard 

The school places tolerance and respect at the heart of its work. This helps to create a harmonious school community where differences are recognised and valued.

Leaders work closely with external agencies, including the police, to develop a secure understanding of the risks pupils may face outside school. They use this knowledge well to shape the wider personal development curriculum, including pupils' relationships and sex education and health education. This ensures that the curriculum is responsive to the needs of pupils and the local context. This curriculum is generally taught well, and pupils develop a sound understanding of the important content they need to know, for example how to recognise risks online. The school supports vulnerable pupils well. For example, many pupils benefit from high-quality mentoring and guidance through a local police initiative. This is helping pupils to make safer choices in and out of school.

A wide range of extra-curricular opportunities is available for pupils. Pupils engage enthusiastically with these activities, which broaden their interests and experiences. For example, many pupils take part in the school orchestra, performing confidently both in school and at local events. Leaders ensure that these opportunities are accessible to all pupils, including those who are disadvantaged. Leaders are rightly proud of this aspect of their provision.

The school prepares pupils for their next steps. Pupils receive appropriate advice about further education, apprenticeships and employment. Careers events and visiting speakers are beginning to help support pupils to make well-informed decisions about their futures.

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

Pupils feel happy and safe at Lordswood Boys' School. A growing sense of belonging and community characterises the relationships here. Pupils increasingly see the school as a place where they are valued and want to be.

Pupils, including those who are disadvantaged or have additional barriers to their learning, achieve well. They enjoy their learning. This is contributing to their improved attendance, which has increased in recent years, particularly for those pupils who are most disadvantaged. Interactions between pupils and staff are warm and respectful.

In the main, pupils behave well in school. While bullying is rare, pupils are confident that leaders will act quickly to resolve any issues that may occur. However, a small number of pupils do not always feel fully comfortable raising concerns when they have them.

Pupils engage enthusiastically in a wide range of extra-curricular opportunities, including student leadership roles and the school's 'Elite Academies', that seek to harness and develop the successes and talents that pupils bring to the school. Pupils take pride in these activities.

Pupils benefit from guidance that helps them to develop as positive role models. For example, the school's involvement in initiatives help to educate pupils about respectful attitudes towards women and girls. Pupils are also developing a growing sense of their social and moral responsibilities through an increasing range of opportunities to engage in charitable events and fundraising throughout the year.

Next steps

- Leaders should ensure that staff receive appropriate training and development to support them to manage the behaviour of pupils effectively, and that they uphold the high expectations of the school.
 - Leaders should ensure they support pupils to further develop their confidence to raise concerns about bullying.
 - Leaders should ensure that teachers use assessment consistently well across the school to check on pupils' learning, and that they make reasonable adjustments to their teaching to bridge any gaps in pupils' knowledge.
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About this inspection

This school is part of The Central Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lee Williams, and overseen by a board of trustees, chaired by Peter Thomas.

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.

During the inspection, inspectors spoke with the headteacher, the executive headteacher who is also the CEO, other senior leaders, members of the local governing body, and the chair of trustees.

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 makes use of two alternative provisions.

Headteacher: Rajdip Kaur Kang

Lead inspector:

Alexander Laney, His Majesty's Inspector

Team inspectors:

Lois Kelly, Ofsted Inspector

Elaine Haskins, Ofsted Inspector

Gail Brindley, 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 February 2026

School and pupil context

Total pupils

654

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

750

Well below 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: 1,153

Pupils eligible for free school meals (FSM)

51.83%

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: 28.9%

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

0.46%

Well 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: 3.09%

Pupils with special educational needs (SEN) support

12.54%

Close to average

What does this mean?

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

National average: 13.4%

Location deprivation

Well below 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

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	45.4%	45.2%	Close to average
2023/24 (final)	41.0%	45.9%	Close to average
2022/23 (final)	43.5%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	43.2	45.9	Close to average
2023/24 (final)	42.7	45.9	Close to average
2022/23 (final)	42.8	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.19	-0.03	Close to average
2022/23 (final)	0.38	-0.03	Above

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	42.1%	25.6%	Above
2023/24 (final)	27.1%	25.8%	Close to average
2022/23 (final)	30.2%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	41.6	34.9	Above
2023/24 (final)	40.5	34.6	Above
2022/23 (final)	37.3	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.25	-0.57	Above
2022/23 (final)	0.23	-0.57	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	42.1%	52.8%	-10.7 pp
2023/24 (final)	27.1%	53.1%	-26.0 pp
2022/23 (final)	30.2%	52.4%	-22.2 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	41.6	50.3	-8.7
2023/24 (final)	40.5	50.0	-9.5
2022/23 (final)	37.3	50.3	-13.0

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.25	0.16	0.09
2022/23 (final)	0.23	0.17	0.06

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	National average	Compared with national average
2023 leavers (provisional)	80%	91%	Below
2022 leavers (revised)	81%	93%	Not available
2021 leavers (revised)	96%	94%	Not available

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)	7.4%	8.1%	Close to average
2023/24 (3 term)	7.4%	8.9%	Below
2022/23 (3 term)	7.7%	9.0%	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)	25.1%	21.9%	Close to average
2023/24 (3 term)	22.6%	25.6%	Close to average
2022/23 (3 term)	24.3%	26.5%	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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