

Colmers School and Sixth Form College

Address: Bristol Road South, Rednal, Birmingham, West Midlands, B45 9NY

Unique reference number (URN): 103563

Inspection report: 3 March 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, disadvantaged pupils achieve as well as other disadvantaged pupils nationally in key stage 4 examinations. Pupils with special educational needs and/or disabilities progress through the curriculum and achieve well. Attainment at key stage 4 is improving. Last year's published outcomes at key stage 4 do not reflect how well pupils achieved. A significant minority of pupils, for a variety of reasons, did not take external examinations in a number of subjects. This impacted negatively on results.

Sixth-form students produce high-quality work that demonstrates a secure understanding of what they have learned. They achieve well from their starting points in external examinations.

Current pupils are gaining secure knowledge and skills across subjects. Generally, they produce work that indicates suitable progress through the curriculum. At times, for some pupils, teaching does not support them to achieve well in external examinations. However, overall, pupils are prepared increasingly well for their next steps.

Attendance and behaviour

Expected standard 

Leaders have placed a high priority on improving pupils' attendance. They work well with parents and carers to address any barriers to regular attendance. Pupils who do not attend as well as they should receive individualised support. Pupils' attendance is below national averages. However, attendance rates continue to improve, including for disadvantaged pupils and those with special educational needs and/or disabilities. Furthermore, the number of pupils who are regularly absent from school has reduced. Leaders are aware they need to continue to improve attendance so more pupils attend school regularly.

Leaders have ensured that there is a clear process for staff to follow when dealing with any conduct issues. Staff typically use this well. Pupils understand the high expectations the school has for their behaviour. Most meet these expectations. There are harmonious and supportive relationships between staff and pupils. Most pupils have positive attitudes to learning, and lessons are typically calm and orderly. Sixth-form students approach their studies maturely. Pupils are cared for well. Bullying is rare, and the school deals with any issues effectively. At social times, pupils get along well. They are respectful towards each other.

Curriculum and teaching

Expected standard 

Leaders have designed a well-planned curriculum for pupils that is ambitious and meets their needs. They have an accurate understanding of the curriculum's effectiveness and how it is delivered. Leaders ensure that teachers receive regular professional learning opportunities that help them to implement the curriculum well. These are having a positive impact.

Typically, the curriculum is taught well. Teachers have secure subject knowledge and the necessary expertise. They explain new learning clearly and ensure that pupils have opportunities to revisit prior learning, which helps pupils to remember what they have learned. Mostly, teachers check pupils' understanding effectively, ensuring that any gaps in learning or misconceptions are addressed. Detailed, personalised feedback helps pupils improve their work.

Generally, teachers adapt their teaching well to address barriers that disadvantaged pupils and those with special educational needs and/or disabilities face. Reading and writing are prioritised. For example, pupils at the early stages of reading receive the support they need to develop their skills. Leaders ensure that pupils receive appropriate teaching to read and write fluently. For example, teachers model how to comprehend texts effectively and explain new vocabulary clearly.

Inclusion

Expected standard 

Leaders ensure that disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) are fully included in all aspects of school life. They identify the additional academic or pastoral needs that pupils may have quickly. Leaders work well with parents and carers, as well as other agencies, to ensure that pupils with SEND get the right support. Staff receive detailed information about pupils' additional needs and the strategies they can use to support them. Furthermore, staff benefit from regular, high-quality training on how to address barriers to learning. Typically, they use this information well to adapt the curriculum and to provide bespoke support for pupils.

Leaders deploy a range of extra support for pupils with additional needs relating to their wellbeing and learning. For example, some pupils have counselling sessions, while others receive help with reading. Leaders carefully monitor these interventions to ensure that they are effective.

Leaders use additional funding wisely to enable disadvantaged pupils to access the curriculum and wider school experiences. These pupils typically achieve well and progress through the curriculum from their starting points. Leaders' use of alternative provision to support a small number of pupils is appropriate and in their best interests.

Leadership and governance

Expected standard 

The school is well led and managed. Leaders and governors act in the best interests of pupils. They understand the community the school serves and the barriers that some pupils face in their engagement with school. Leaders are developing effective partnerships with parents and carers. They ensure parents are aware of and consulted on any changes at the school.

Leaders at all levels are committed to providing all pupils with a high-quality education. They have an accurate understanding of what still needs their attention and how they will make improvements. Leaders' actions have led to improvements in many areas, most notably in how well the curriculum is taught and in pupils' behaviour. Staff and pupils recognise these positive results.

Governors know the school well. They challenge and support leaders effectively. Governors carry out their statutory duties. For example, they ensure that additional funding such as the pupil premium grant is used well to support disadvantaged pupils. They oversee the school's safeguarding systems.

Leaders provide staff with high-quality professional learning that supports them to strengthen their expertise. This has ensured, for example, that the curriculum is taught more effectively. Staff are proud to work at the school. They appreciate how leaders support them in terms of their workload and wellbeing.

Personal development and wellbeing

Expected standard 

Leaders understand the school community and recognise that many pupils are disadvantaged. They have designed a programme for pupils' personal development that prepares these pupils and others well for their next steps. For example, pupils know how to be safe online and in the community. They learn about different religions and cultures. They discuss important issues such as gender equality sensibly. Pupils are taught about healthy relationships and consent. They are developing a secure understanding of equality and fundamental British values, such as democracy and the rule of law. In food technology, pupils learn about the importance of eating healthily.

Pupils have opportunities to develop their character through taking part in the Duke of Edinburgh's Award scheme. They are proud to take on leadership roles in school, such as form representatives, wellbeing leads, prefects and school councillors. Leaders ensure that all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, have equal access to these opportunities.

Sixth-form students learn how to study independently. They receive opportunities to develop as active citizens. For example, some students support younger pupils with their reading and help out in the library.

The pastoral support the school offers pupils is effective. Pupils receive help with their social skills, wellbeing and how to manage their emotions.

Pupils engage with creative opportunities. They enjoy taking part in the school production and participating in dance and music showcases. A range of extra-curricular clubs enables pupils to develop new talents and interests.

Leaders have ensured that an effective careers programme is in place. Pupils learn about different employment and education pathways. They visit careers fairs and have practice interviews with employers. Sixth-form students visit different universities and learn about apprenticeships. As a result, pupils develop a secure understanding of the options available to them when they leave the school.

Post 16 provision

Expected standard 

Leaders have created an ambitious and well-designed curriculum for sixth-form students. They have ensured that it meets students' needs and aspirations. Students generally

achieve well in external examinations. The work they produce shows a secure understanding of the curriculum.

Teachers have impressive subject knowledge and typically deliver the curriculum effectively. They give students regular, personalised feedback that helps them improve their work. Students engage positively in learning activities. Students with special educational needs and/or disabilities are supported by teachers so they can access the curriculum and achieve well.

Leaders provide a range of opportunities for students to give back to the community and develop their leadership skills. For example, students support younger pupils with a reading programme. All students have an entitlement to be involved in the 'young enterprise' scheme and the sports leaders award.

Students are very well supported by staff in preparing for the next stage in their lives, through access to careers education and guidance, and the development of broader life skills. Students have opportunities to learn about different university courses, apprenticeships and employment. As a result, they have the information they need to make informed choices about their next steps.

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

Pupils enjoy attending and learning at this school. Leaders promote the school values of 'achieving excellence, belonging together and challenging mindsets' so that pupils know what is expected of them. Pupils benefit from a well-structured curriculum that prepares them suitably for their next steps. Staff know the barriers to learning that pupils face, including disadvantaged pupils and those with special educational needs and/or disabilities. They address these effectively so that pupils can access the curriculum and achieve success. Sixth-form students are taught well and receive personalised support from teachers. This helps them to make appropriate progress from their starting points.

Most pupils behave well in lessons and at social times. There are positive and caring relationships between staff and pupils. Leaders have established clear routines that pupils understand and follow. As a result, the school is typically calm and orderly. Pupils feel safe at school and know that they have staff they can talk to if they are worried about anything. Bullying is rare. Pupils are confident that if bullying does happen, then staff will deal with it effectively. Pupils' attendance is improving, and more pupils are now attending school regularly.

Pupils are well prepared for life in modern Britain. They learn about different cultures and religions and show respect to others. Leaders provide many opportunities for pupils to develop their talents and interests. Most pupils make good use of these. For example, they enjoy attending football, art, computing, dance and adventure clubs. Pupils enjoy outdoor adventurous activities and visits to museums. Sixth-form students have opportunities to contribute to the school. They help younger pupils with reading and take part in the sports leader award and the 'young enterprise' scheme.

Next steps

- Leaders should continue to work to remove barriers to regular attendance for some pupils so that the number of pupils attending regularly continues to increase.
 - Leaders should ensure that the curriculum is delivered to a consistently high standard so that pupils are equipped to achieve consistently well, including in national examinations.
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About this inspection

The chair of the board of governors in this school is Mark Eaves-Seeley.

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.

Inspection activities:

Inspectors spoke with the headteacher, other senior leaders and governors during the inspection.

The school makes use of 2 registered and 1 unregistered alternative provisions.

The school has undergone significant change since the last inspection. The headteacher was appointed in September 2024 and a deputy headteacher was appointed in September 2025.

Headteacher: Peter White

Lead inspector:

Paul Halcro, His Majesty's Inspector

Team inspectors:

Thomas Walton, Ofsted Inspector

Ed Leighton, Ofsted Inspector

Mark Fenton, 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 3 March 2026

School and pupil context

Total pupils

1,184

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: 1,067

School capacity

1,400

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: 1,153

Pupils eligible for free school meals (FSM)

54.13%

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

0.68%

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

19.51%

Well above average

What does this mean?

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

National average: 13.4%

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

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 (revised)	30.8%	45.4%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	28.0%	45.9%	Below
2022/23 (final)	27.0%	45.3%	Below

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 (revised)	41.7	46.0	Close to average
2023/24 (final)	40.6	45.9	Below
2022/23 (final)	37.3	46.3	Below

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)	-0.32	-0.03	Below
2022/23 (final)	-0.38	-0.03	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' 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 (revised)	18.7%	25.8%	Close to average
2023/24 (final)	19.6%	25.8%	Close to average
2022/23 (final)	17.7%	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 (revised)	35.0	34.9	Close to average
2023/24 (final)	34.7	34.6	Close to average
2022/23 (final)	31.3	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)	-0.71	-0.57	Close to average
2022/23 (final)	-0.56	-0.57	Close to average

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 (revised)	18.7%	53.1%	-34.4 pp
2023/24 (final)	19.6%	53.1%	-33.5 pp
2022/23 (final)	17.7%	52.4%	-34.7 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 (revised)	35.0	50.4	-15.4
2023/24 (final)	34.7	50.0	-15.3
2022/23 (final)	31.3	50.3	-19.0

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)	-0.71	0.16	-0.87
2022/23 (final)	-0.56	0.17	-0.73

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)	86%	91%	Below
2022 leavers (revised)	92%	93%	Average
2021 leavers (revised)	94%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	30.00	34.99	Below
2023/24 (final)	25.22	34.38	Below
2022/23 (final)	25.84	34.16	Below

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	0.0	0.0	Close to average
2023/24 (revised)	-0.2	0.0	Close to average

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)	11.7%	8.1%	Above
2023/24 (3 term)	11.4%	8.9%	Above
2022/23 (3 term)	12.6%	9.0%	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)	33.7%	21.9%	Above
2023/24 (3 term)	34.0%	25.6%	Above
2022/23 (3 term)	35.4%	26.5%	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.

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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