

# Grangehurst Primary School

**Address:** Anderton Road, Longford, Coventry, West Midlands, CV6 6JN

**Unique reference number (URN):** 103663

## Inspection report: 21 January 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.

## Strong standard ●

### Personal development and wellbeing

Strong standard ●

The personal development of pupils is a strength of the school. Pupils take part in a broad and ambitious enrichment programme that builds confidence, character and independence. The '11 Before 11' experiences help pupils to try new activities, work with others and develop resilience.

Pupils benefit from trips, clubs and leadership roles such as reading ambassadors, librarians and sports leaders. These roles help pupils contribute to school life and develop responsibility. Workshops on money, relationships and online safety broaden pupils' understanding of the wider world and help pupils to make safe, informed choices. Wellbeing is promoted through regular opportunities to be active, including sports clubs and daily movement. Lunchtimes are welcoming and well organised. Pupils feel a strong sense of belonging and pride in their school.

The school's values shape how pupils treat others. Pupils learn about respect, equality and inclusion in assemblies, lessons and everyday interactions. Older pupils show a secure understanding of difference and fairness and apply this to how they act. Pupils learn about how their school's values complement the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance. They practise these values through class votes, playground roles and constructive discussion.

Leaders make sure pupils who are vulnerable or face additional challenges have equal access to enrichment activities. Extra support enables disadvantaged pupils to attend clubs and educational visits. Provision for pupils with special educational needs and/or disabilities is planned so that activities are adapted carefully without lowering ambition. This helps all pupils develop talents, interests and confidence, and it prepares them well for life beyond school. Pupils learn how to keep themselves physically and mentally healthy, including eating well and staying active.

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## Expected standard ●

### Attendance and behaviour

Expected standard ●

Attendance has improved over time and is now broadly in line with that seen nationally. Leaders act promptly when pupils are absent, using first-day contact, home visits and targeted family support to improve attendance. Work with parents and carers and support agencies helps remove barriers to regular attendance. Leaders analyse patterns closely and intervene early when attendance drops. Attendance for disadvantaged pupils is rising, though it remains a focus to ensure that improvement keeps pace with that of other pupils. Reintegration following absence or suspension is planned carefully so pupils re-engage with learning quickly.

Pupils form positive friendships and build warm relationships with staff. Lessons are calm and purposeful. Clear routines help pupils settle quickly and focus on learning. The school's

values and rules encourage pupils to make good choices. Pupils show kindness and courtesy, including welcoming visitors and taking care of their friends. Pupils understand what bullying is and trust staff to act promptly and appropriately if concerns arise. Where behaviour slips, adults respond quickly and consistently so that learning is not disrupted. Leaders make reasonable adjustments for pupils with additional needs and provide targeted support to improve behaviour. Consequences are proportionate, and pupils are guided by staff to rebuild relationships through restorative conversations where appropriate.

## **Curriculum and teaching**

**Expected standard** ●

The curriculum is coherent and carefully planned so that learning builds over time. English lessons are guided by high-quality stories and texts. These support pupils to engage with their learning. Once pupils have mastered phonics, they are supported to become fluent readers. This, in turn, is beginning to improve the quality of their writing. In mathematics, teaching follows a well-sequenced structure that develops knowledge of number, shape and calculation.

Teaching is most effective where expectations are clear and modelling is precise. Staff check understanding during lessons and give swift support when pupils have misunderstood something. In these lessons, pupils keep up and learning flows smoothly. In some places, there are inconsistencies in teachers' delivery of the curriculum, resulting in gaps in some pupils' understanding not being picked up or addressed. This negatively impacts the progress some pupils make and the work they produce.

Leaders monitor teaching routinely and act to improve it. Professional development is suitably focused on developing teachers' subject knowledge and adapting the curriculum to meet pupils' needs. Through leaders' accurate understanding about how well the curriculum is delivered, their priority of improving pupils' basic knowledge in reading, writing and mathematics is helping more pupils to progress well.

## **Early years**

**Expected standard** ●

Children make a happy and settled start to school. Clear routines help children feel safe and confident. Classrooms are language-rich, and phonics begins as soon as children start school. Early reading is a priority, and speech and language support is responsive to need. Children enjoy exploring the world and have regular chances to build their vocabulary. Most adults interact skilfully, asking thoughtful questions and modelling language clearly.

Reading is promoted through daily story time and frequent rereading of high-quality texts. Children learn new words and retell familiar stories with enjoyment. Parents and carers are key partners in their children's education. They feel confident seeking advice and sharing concerns because staff communicate well and offer consistent support. Transition to Year 1 is managed carefully, with clear sharing of information about each child's learning, interests and next steps too.

Mathematical understanding is developed through talk, practical tasks and purposeful play. Children practise number, pattern and early calculation, and they use mathematical words in context. These experiences build independence, confidence and enthusiasm for learning across the provision.

Most children develop well across all areas of learning. Those children who start Reception with significant barriers to learning are well supported to improve their progress during their first year in school.

## **Inclusion**

**Expected standard** 

Grangehurst Primary School is an inclusive school. Staff help every pupil to feel they belong and participate fully in school life. Leaders identify pupils' needs quickly and put appropriate support in place. In lessons, clear routines, visual prompts and timely adult help enable pupils to stay focused and learn alongside their peers. Staff work closely with families and specialists to agree targets and reduce barriers to learning.

The school's additional inclusion area offers a caring and structured environment for pupils with higher levels of need. All pupils who attend have education, health and care plans. Leaders use the provision to build confidence, independence and readiness to rejoin mainstream lessons. This supports pupils' learning, social development and a stronger sense of belonging in their school community. Leaders carefully refine small-step targets to support pupils' development and independence.

Pastoral support is well established for pupils who need additional help. Support for young carers is thoughtful and effective. Provision for pupils with special educational needs and/or disabilities is coordinated well so pupils access the curriculum and make steady gains. Leaders evaluate the impact of pupil premium funding carefully and adjust support for individual pupils when strategies do not work as intended, for example to improve attendance and engagement.

## **Leadership and governance**

**Expected standard** 

Leaders promote a caring ethos that staff, pupils, parents and carers value.

Leaders' self-evaluation and reflection are accurate and evidence-based. They have developed a 'no excuses' culture, where no ceiling is placed on what can be achieved. Leaders keep priorities under review and focus improvement on pupils' needs and outcomes. They check the effect of initiatives and act when the impact is not strong enough. Partnership work with local schools and external advisers is supporting development.

Leaders have strengthened the curriculum and provided sustained professional development for staff. This has improved classroom practice and is beginning to improve outcomes. Leaders consider workload and staff wellbeing when planning change and take reasonable steps to reduce unnecessary tasks. Staff feel supported and understand leaders' expectations.

Governors have an appropriate understanding of the school's strengths and priorities. They support leaders to develop the school's inclusive culture and wider practice. Governors identify and benefit from training to strengthen their oversight of finance, safeguarding and statutory duties. They look beyond the school to review and strengthen their effectiveness.

Leaders use additional funding to support disadvantaged pupils and widen opportunities. This is increasingly targeted at supporting them to make greater progress across the

## Needs attention

### Achievement

Needs attention 

Some pupils do not achieve well enough in key aspects of mathematics and English. Outcomes at the end of their time in school are lower than that seen nationally, which impacts on how well pupils are prepared for the next stage of their education. Gaps remain in pupils' knowledge of mathematics, including the number facts and accuracy in calculation. In writing, some pupils are still developing spelling, letter formation and sentence construction, which slows how quickly and independently some pupils can complete learning.

Where learning routines, modelling and expectations are strongest, pupils' learning is secure and improving. Where practice is less consistent, progress slows. Leaders are strengthening teaching and supporting staff to identify and address these gaps in pupils' knowledge.

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

Grangehurst Primary School is a warm, friendly and caring school. Pupils feel known, safe and well looked after. Adults understand pupils' needs and ambitions, and they provide support that helps pupils feel settled. Pupils are happy at school. Parents and carers trust staff to support their children. Pupils know who to speak to if they are worried. They say adults listen, explain decisions and keep them informed about changes.

Classrooms are calm and welcoming. Pupils feel proud of their teachers, friendships and learning. The school values of growth, pride and safety shape daily life. Pupils look out for each other, behave responsibly and feel part of a supportive community. Families value how well their children are nurtured and the wide range of trips, clubs and new experiences they are provided. These build confidence and a strong sense of belonging. Playtimes are friendly and organised, with plenty of equipment and fair turn-taking. Pupils take pride in themselves, their school and the community they serve, with growing confidence and responsibility.

The school's well-loved extra-curricular experiences help pupils try new activities, work with others and develop independence. Pupils enjoy school life, especially when routines are clear and teachers are ambitious for pupils. Adults help pupils make positive choices about their behaviour. When pupils raise small concerns about friendships or welfare, adults act quickly to address them. Pupils feel that bullying is uncommon and that staff deal firmly with unkind behaviour.

Pupils' achievement does not match the ambition of the new curriculum. Some pupils have gaps in key aspects of their learning, especially in mathematics and writing. The school

remains appropriately focused on ensuring that all pupils achieve as well as they should as they progress through the school.

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## Next steps

- Leaders should secure greater consistency in teaching so that gaps in pupils' knowledge are identified and addressed quickly, maximising learning time and improving pupils' progress across the curriculum.
  - Leaders should strengthen fluency and foundational knowledge in writing and mathematics so pupils cope with the increasing demands of the curriculum and are well prepared for the next stage of their education.
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## About this inspection

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, staff, members of the governing body and a representative from the local authority during this inspection.

The inspectors confirmed the following information about the school:

This school uses one registered alternative provider.

Darren Clews: Headteacher

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### Lead inspector:

Antony Bradshaw, His Majesty's Inspector

### Team inspectors:

Emma Titchener, His Majesty's Inspector

Rob Hackfath, His Majesty's Inspector

Corinne Biddell, His Majesty's Inspector

Zoe Jackson, Ofsted Inspector

Emma Gater, 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 21 January 2026

## School and pupil context

### Total pupils

**415**

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

**420**

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)

**28.19%**

Close to 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**

**2.65%**

Close to 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**

**19.04%**

Above average

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

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

National average: 15%

## **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).

## **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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	49%	61%	Below
<b>2024/25 (revised)</b>	54%	62%	Below
<b>2023/24 (final)</b>	57%	61%	Close to average
<b>2022/23 (final)</b>	36%	60%	Below

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	63%	74%	Below
<b>2024/25 (revised)</b>	61%	75%	Below
<b>2023/24 (final)</b>	71%	74%	Close to average
<b>2022/23 (final)</b>	59%	73%	Below

### **Pupils reaching the expected standard in teacher-assessed writing**

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	64%	72%	Below
<b>2024/25 (revised)</b>	70%	72%	Close to average
<b>2023/24 (final)</b>	74%	72%	Close to average
<b>2022/23 (final)</b>	48%	71%	Below

## Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	65%	73%	Below
<b>2024/25 (revised)</b>	61%	74%	Below
<b>2023/24 (final)</b>	76%	73%	Close to average
<b>2022/23 (final)</b>	57%	73%	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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	34%	46%	Below
<b>2024/25 (revised)</b>	38%	47%	Close to average
<b>2023/24 (final)</b>	33%	46%	Close to average
<b>2022/23 (final)</b>	29%	44%	Below

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	54%	62%	Below
<b>2024/25 (revised)</b>	43%	63%	Below
<b>2023/24 (final)</b>	62%	62%	Close to average
<b>2022/23 (final)</b>	59%	60%	Close to average

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	42%	59%	Below
<b>2024/25 (revised)</b>	48%	59%	Close to average
<b>2023/24 (final)</b>	48%	58%	Close to average
<b>2022/23 (final)</b>	29%	58%	Below

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	58%	60%	Close to average
<b>2024/25 (revised)</b>	48%	61%	Below
<b>2023/24 (final)</b>	67%	59%	Close to average
<b>2022/23 (final)</b>	59%	59%	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 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
<b>Latest 3 year average</b>	34%	68%	-34 pp
<b>2024/25 (revised)</b>	38%	69%	-31 pp
<b>2023/24 (final)</b>	33%	67%	-34 pp
<b>2022/23 (final)</b>	29%	66%	-37 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
<b>Latest 3 year average</b>	54%	80%	-25 pp
<b>2024/25 (revised)</b>	43%	81%	-38 pp
<b>2023/24 (final)</b>	62%	80%	-18 pp
<b>2022/23 (final)</b>	59%	78%	-19 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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	42%	78%	-35 pp
<b>2024/25 (revised)</b>	48%	78%	-31 pp
<b>2023/24 (final)</b>	48%	78%	-30 pp
<b>2022/23 (final)</b>	29%	77%	-48 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	58%	80%	-22 pp
<b>2024/25 (revised)</b>	48%	81%	-33 pp
<b>2023/24 (final)</b>	67%	79%	-13 pp
<b>2022/23 (final)</b>	59%	79%	-20 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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (2 term)</b>	5.2%	5.2%	Close to average
<b>2023/24 (3 term)</b>	6.4%	5.5%	Above
<b>2022/23 (3 term)</b>	7.2%	5.9%	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)	16.0%	13.3%	Close to average
2023/24 (3 term)	20.8%	14.6%	Above
2022/23 (3 term)	24.0%	16.2%	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.

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