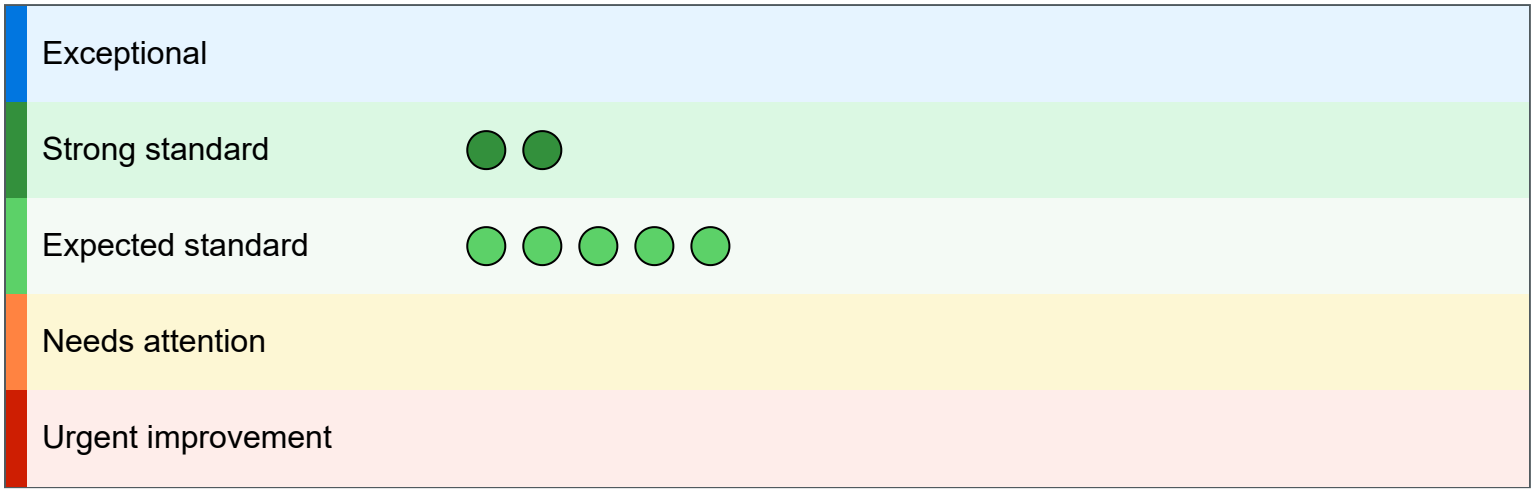
Stivichall Primary School

Address: Coat of Arms Bridge Road, Coventry, West Midlands, CV3 6PY

Unique reference number (URN): 103686

Inspection report: 21 April 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard

Leaders have a detailed understanding of pupils' attendance and behaviour. They implement highly impactful systems to ensure that pupils attend regularly. They work with families to remove barriers to attending. As a result, attendance, including for disadvantaged pupils and those with special educational needs and/or disabilities (SEND), is above national averages. Leaders make reasonable adjustments to help pupils come to school more often. This helps pupils and families to overcome challenges to attendance. As a result, persistent absence is much lower than national levels, including for disadvantaged pupils and those with SEND.

Pupils' behaviour across the school is highly conducive to learning. Pupils show motivation, self-discipline and focus. They listen well and work hard. Older pupils are mature and responsible ambassadors for the school. Leaders have established clear rules and routines that pupils understand and follow. Leaders design personalised behaviour plans for pupils who find it harder to concentrate. This includes adaptations such as movement breaks. This planning and support helps pupils to consistently make positive behaviour choices.

Pupils play and interact well with each other during social times. Bullying is rare. Leaders take it seriously and address it robustly. They deal with any form of discrimination decisively but supportively, so that it stops.

Personal development and wellbeing

Strong standard

Leaders have constructed a personal development programme tailored to pupils' interests and aspirations. It begins in the early years and builds progressively across school. Through the '100 pledge', leaders have identified specific opportunities that all pupils should experience during their time at school. This supplements in-class learning so that pupils have a well-rounded educational experience. Pupils access a wide range of clubs and trips. Leaders ensure that these are an entitlement for all. They work with individuals and families to remove any barriers to participation. As a result, disadvantaged pupils and those with special educational needs and/or disabilities fully access the whole-school offer.

Pupils develop detailed knowledge across the personal, social, health and economic curriculum. They understand the importance of sleep and exercise. Pupils know how to manage risks in the online world. They speak with maturity about how to tackle bullying. Pupils know how to maintain healthy, positive relationships. As a result, pupils are well prepared for life outside the classroom.

Pupils are considerate, reflective and resilient. They show respect for others and value difference. They have a genuine appreciation of other beliefs and cultures. Pupils learn about democracy when they vote for representatives in leadership positions. These leadership roles contribute meaningfully to school life. All this ensures that pupils know how to be active and informed citizens ready for life in modern Britain.

Pastoral support is highly effective. Staff anticipate potential barriers to learning as well as responding to them. This ensures that pupils access timely support for their wellbeing or

mental health. Leaders work with families to support pupils experiencing difficulties such as bereavement. Pupils work together to navigate their challenges and learn how to overcome them.

Expected standard

Achievement

Expected standard

By the time pupils leave school, their attainment in national tests in reading, writing and mathematics is considerably above national averages. In these assessments, disadvantaged pupils attain in line with their peers nationally, and they progress particularly well in reading and writing. Over time, published outcomes in phonics are above national averages, and Year 4 multiplication tables check scores are in line with national averages.

Pupils, including those who may face barriers to learning or wellbeing, develop secure knowledge across the wider curriculum. As a result, they gain the knowledge they need to be well prepared for their next steps in education. Although pupils secure important writing knowledge, they do not always apply this effectively in a range of subjects. Some pupils' written work across the wider curriculum, including that of disadvantaged pupils and those with special educational needs and/or disabilities, does not reflect the standard they are capable of.

Curriculum and teaching

Expected standard

Leaders have developed a curriculum that builds knowledge and skills over time. It is ambitious and well sequenced, with clear end points. It provides the content that pupils need to be ready for the next stage of their learning. Staff have the expertise needed to deliver this well.

Leaders ensure that there is a focus on building important knowledge in reading, writing and mathematics. Staff teach phonics effectively. Oracy is a key feature of teaching across the school. Teachers use effective strategies to develop pupils' language. They provide regular opportunities for pupils to verbally practise different sentence structures. As a result, pupils speak articulately and clearly.

Teachers design tasks well to help pupils learn. They typically provide well-considered resources to help pupils with barriers to learning, such as visual prompts and concrete resources. These help most pupils to access the curriculum successfully. However, while staff generally use assessment effectively to check pupils' understanding and address misconceptions, there is some variation in how systematically this is done. As a result, adaptations to the curriculum for pupils with specific barriers to learning are not always precise enough.

Early years

Expected standard

Children join from many different nurseries. This means that they start with a range of different experiences and prior knowledge. Leaders establish systems to ensure that there is a positive transition into school. As a result, children settle quickly and confidently. Leaders have designed an effective curriculum with vocabulary and language at its heart. This provides children with the experiences they need to develop important knowledge around communication, reading, writing and number facts. Staff typically teach phonics well. As a result, children secure the knowledge they need to be ready for Year 1.

Staff interact warmly with children. Their interactions often move learning on and typically help to develop language. At times, opportunities for these high-quality interactions are not identified and are missed. Consequently, children could develop their communication and language still further.

Staff create exciting and imaginative learning opportunities, particularly in the outdoor provision. For example, children create pens for pretend sheep. Children are highly engaged in these activities and build physical, creative, social and emotional skills as they play.

Staff establish effective routines and care for children. These help children to feel safe and to understand staff's expectations. Children understand how to manage their emotions. This helps them to interact positively with one another. There is a warm, inclusive climate across the provision.

Inclusion

Expected standard

Leaders effectively identify pupils' needs when they join the school. They ensure support is in place at the earliest possibility by working with families before children start in the early years. They have designed appropriate systems to identify pupils' emerging needs across the school. Leaders ensure staff have the expertise needed to support pupils with special educational needs and/or disabilities. They deliver a comprehensive training programme that is responsive to pupils' changing needs within the school. This ensures staff know how to implement support in line with plans for pupils. Leaders know individual pupils very well. They set precise targets for pupils with barriers to their learning or wellbeing. They review these regularly, adjusting support as needed. This means these barriers generally reduce over time.

Pupils access appropriate interventions. Leaders check the impact of these interventions and change them as needed. This ensures that pupils catch up with their learning. They build social skills and resilience over time. Pupils known to social care or those experiencing barriers to their wellbeing access effective support from learning mentors and external agencies. This helps them to feel safe and ready to learn.

Leaders allocate funding for disadvantaged pupils appropriately. While teachers typically implement the strategy well, sometimes they do not expect as much of these pupils as they could. At times, this limits how successfully some pupils achieve across the curriculum.

Leadership and governance **Expected standard**

Leaders know the community well and are proud of the school's achievements. They have established a warm, positive ethos. They care about pupils and ensure that everyone can take part in school life. This means that pupils, including those who may be disadvantaged, those with special educational needs and/or disabilities and those known to social care, feel they belong. Most pupils achieve and attend very well.

Governors support and challenge leaders well. They use their understanding of the school's performance to provide astute insights. Governors fulfil their statutory duties effectively. They are passionate and highly ambitious for pupils.

Leaders' plans for improvement and their checks on teaching generally identify appropriate priorities. They analyse data and use it to intervene as needed. Leaders have designed a professional learning curriculum that revisits learning across the year. This helps ensure staff have the expertise needed to perform their roles well. Leaders provide effective support and development for early career teachers. Staff say that workload is manageable and that leaders take careful measures to support wellbeing.

Leaders have forged close partnerships with the community. Parents and carers are highly positive about the school's work. Leaders engage with external professionals to ensure that pupils and families access timely support. This helps to make sure that leaders' decisions are always in pupils' best interests.

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

Pupils at Stivichall Primary School are proud to be a part of this caring community. They treat one another with kindness and respect. Everyone is welcome and valued. Pupils enjoy coming to school and have positive relationships with the adults that work with them, and with one another. Pupils attend very well, demonstrating their enthusiasm for learning and for school life. Persistent absence is rare. The caring and respectful ethos of the school means that bullying does not happen often. Pupils feel safe. Pupils feel they belong. This starts in the early years, where children quickly become part of the school family. This sense of community grows as pupils move through school.

Pupils work hard and behave extremely well. Their behaviour in lessons is exemplary. This means that they learn in an environment free from disruption. This helps pupils to progress across the curriculum. They achieve very highly in national tests and learn well across a range of subjects. Many pupils produce excellent work. However, the work of some pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, is not always as high quality as that of their peers. However, by the time they leave school, pupils, including those who may face barriers to their learning, are well prepared to be successful in the next stage of their education. Pupils are confident, resilient and independent.

Pupils appreciate the many opportunities and experiences that the school provides. Leaders ensure that there are no barriers to accessing these, so participation is very high. Pupils

enjoy engaging in leadership positions, clubs and trips. Leaders have planned these carefully to provide a broad, joined-up experience that nurtures their talents and interests. This strengthens pupils' sense of community. They learn to appreciate their own and others' cultures.

Next steps

- Leaders should embed highly effective teaching across the school and across subjects so that all pupil groups, including those who are disadvantaged and those with special educational needs and/or disabilities, achieve consistently highly and produce high-quality work.
- Leaders should ensure that staff maximise opportunities for the high-quality interactions in early years across the school day to further support the development of children's communication and language skills.

About this inspection

The chair of the board of governors in this school is Miss Kirstie Wren.

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 school leaders, including the headteacher, deputy headteachers, the special educational needs coordinator and other leaders. They also spoke with representatives of the governing body.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Karen Ferguson

Lead inspector:
Matthew Seex, His Majesty's Inspector

Team inspectors:
Janice Wood, Ofsted Inspector
Marilyn Mottram, Ofsted Inspector
Mark Gilbert, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 21 April 2026

School and pupil context

Total pupils

533
Well 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

525
Well 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)

5.44%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

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

3.19%
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

13.51%
Close to average

What does this mean?

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

National average: 15%

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

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
Latest 3 year average	78%	61%	Above
2024/25 (revised)	80%	62%	Above
2023/24 (final)	73%	61%	Above
2022/23 (final)	81%	60%	Above

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
Latest 3 year average	88%	74%	Above
2024/25 (revised)	89%	75%	Above
2023/24 (final)	86%	74%	Above
2022/23 (final)	90%	73%	Above

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
Latest 3 year average	85%	72%	Above
2024/25 (revised)	88%	72%	Above
2023/24 (final)	81%	72%	Above
2022/23 (final)	87%	71%	Above

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	86%	73%	Above
2024/25 (revised)	87%	74%	Above
2023/24 (final)	82%	73%	Above
2022/23 (final)	88%	73%	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 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	47%	46%	Close to average
2024/25 (revised)	S	47%	S
2023/24 (final)	25%	46%	Below
2022/23 (final)	50%	44%	Close to average

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	63%	62%	Close to average
2024/25 (revised)	S	63%	S
2023/24 (final)	50%	62%	Below
2022/23 (final)	67%	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.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	59%	Close to average
2024/25 (revised)	S	59%	S
2023/24 (final)	25%	58%	Below
2022/23 (final)	83%	58%	Above

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	53%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	38%	59%	Below
2022/23 (final)	50%	59%	Close to average

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	47%	68%	-20 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	25%	67%	-42 pp
2022/23 (final)	50%	66%	-16 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	63%	80%	-16 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	50%	80%	-30 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	67%	78%	-12 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	58%	78%	-20 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	25%	78%	-53 pp
2022/23 (final)	83%	77%	6 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	53%	80%	-27 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	38%	79%	-42 pp
2022/23 (final)	50%	79%	-29 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

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)	3.8%	5.2%	Below
2023/24 (3 term)	4.1%	5.5%	Below
2022/23 (3 term)	3.9%	5.9%	Below

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)	6.0%	13.3%	Below
2023/24 (3 term)	6.0%	14.6%	Below
2022/23 (3 term)	7.1%	16.2%	Below

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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