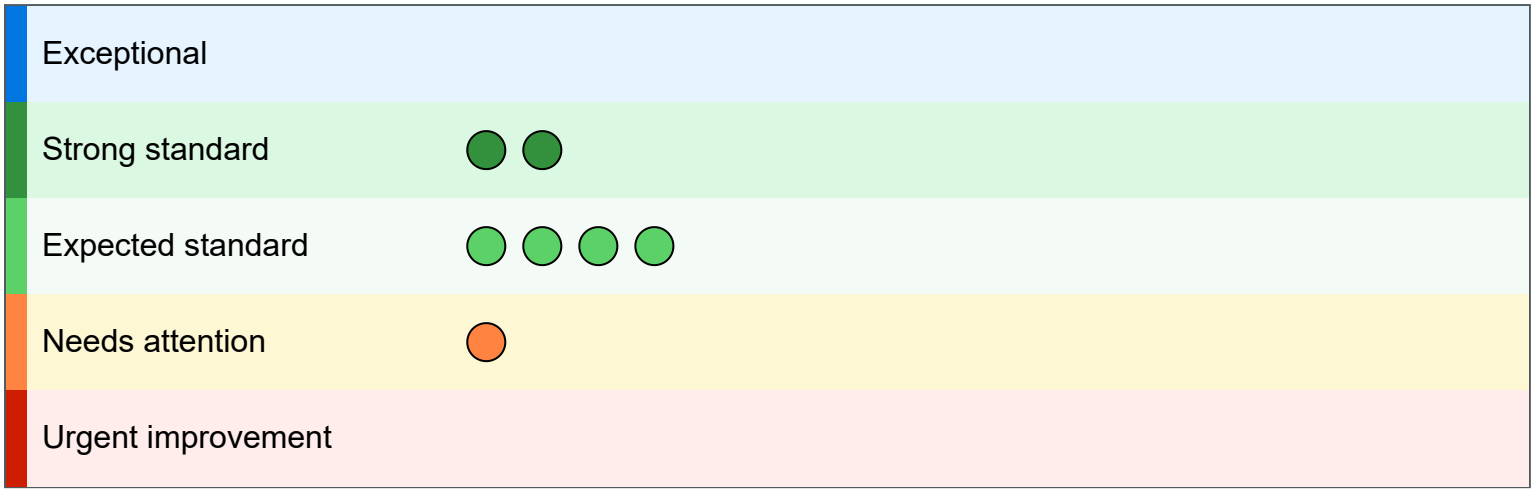
Howes Community Primary School

Address: Palermo Avenue, Cheylesmore, Coventry, West Midlands, CV3 5EH

Unique reference number (URN): 134426

Inspection report: 7 July 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

Inclusion

Strong standard

Leaders have established a set of values and behaviours across the school to foster an inclusive culture. This helps the school to meet the diverse needs of its pupils with ambition and equity in their learning and wider opportunities. Pupils from all backgrounds feel welcome, valued and part of school life.

Staff know pupils well and respond quickly to any barriers they may face. Leaders draw on support and advice from external professionals. Staff make careful adaptations to their teaching to reduce barriers to learning. Leaders regularly check that the support provided is working and amend where needed. Pupils with special educational needs and/or disabilities and other barriers to learning typically achieve well. The specially resourced provision for hearing impairment is a calm space where pupils flourish. Moreover, pupils who attend it are fully included in school life. They spend time in mainstream classes with specialist support.

Leaders deploy funding for disadvantaged pupils effectively. They have a deep understanding of these pupils' needs and ensure that they make suitable progress from their starting points. Leaders liaise well with virtual schools so that children in care experience success. The use of alternative provision is extremely well considered. Leaders have a robust oversight of how this provision benefits pupils.

Personal development and wellbeing

Strong standard

The personal development programme is a significant strength of the school. It is thoughtfully shaped around the needs of pupils and the local community. The programme reflects the school's vision for developing resilient, well-rounded pupils of good character. It supports pupils' wellbeing effectively and broadens their life experiences.

The personal, social, health and economic education curriculum is cohesive and ambitious. Pupils know how to keep themselves safe, including online. They speak confidently about the risks of social media and how to block and report concerns. They understand the importance of healthy lifestyles, including exercise, outdoor activity and a balanced diet. Pupils value the strategies they learn to manage emotions, such as breathing exercises and mindful listening, describing them as 'skills for the rest of our lives'.

Effective pastoral support is woven through the school's work. Staff know pupils well, identify vulnerabilities quickly and ensure pupils receive timely support from trained adults. As a result, pupils feel secure, are well supported and flourish. Parents value this highly. Parents typically describe the school as 'the heart of the community'.

Pupils develop a mature understanding of British values. Meaningful leadership roles give pupils a genuine voice in school life and help them see democracy in action. Through these roles, and through community and charity work, pupils learn responsibility and service. They show a very secure understanding of tolerance, diversity and discrimination, and live out the school's values in their daily conduct.

A wide-ranging enrichment programme broadens pupils' experiences and helps them develop their talents and interests. Leaders monitor participation closely and adapt provision so that vulnerable pupils can take part. Pupils in the specially resourced provision for hearing impairment benefit from carefully tailored opportunities. These fully include them in school life and enable them to thrive.

Expected standard

Achievement

Expected standard

Key stage 2 outcomes have improved over the last 2 years. In 2025, pupils attained close to the national average in reading, writing and mathematics. Disadvantaged pupils achieved less well in reading. Leaders are acutely aware of the complex reasons for this and have taken effective action. Many pupils join and leave the school during the year, often with significant barriers to learning and/or wellbeing. They settle quickly and make positive progress. However, this work is not reflected fully in published national attainment data.

Pupils develop appropriate knowledge and skills across a broad range of subjects. They recall important knowledge. For example, Year 2 pupils use subject-specific language such as 'habitat' and 'micro habitat' when explaining their outdoor scientific investigations. Pupils with special educational needs and/or disabilities enjoy learning alongside their classmates and achieve well. Pupils' positive attitudes to learning and the progression they make through the curriculum prepare them well for their next stage.

Curriculum and teaching

Expected standard

Leaders have an accurate oversight of the curriculum. This helps them to make sound decisions on areas to improve. From the start, there is a secure focus on spoken language and reading. This helps pupils to build vocabulary and confidence. Staff are skilled in the teaching of phonics. Pupils build the skills they need to decode unfamiliar words using their phonics knowledge. Leaders have sharpened the approach to the teaching of reading fluency. Effective training and support for staff mean that reading sessions are delivered consistently well. Pupils demonstrate a love of reading and progress well.

Leaders have raised expectations of handwriting and spelling and have introduced new teaching approaches. These are improving the quality of younger pupils' writing. Among some older pupils, there is still work to do to ensure that weaknesses in handwriting and spelling are addressed and gaps in their basic writing skills close.

The wider curriculum is thoughtfully designed and ambitious. Teachers bring learning alive for pupils and capture their imagination. Careful sequencing from the early years onwards helps teachers to build on pupils' prior knowledge. Subjects are generally taught well. Teachers know pupils well and use a range of effective activities and resources to enable all pupils to access the curriculum, including pupils with barriers to learning.

Early years

Expected standard

Leaders have prioritised the development of provision in the Nursery and Reception classes. There is a purposeful, nurturing atmosphere across the provision. Relationships at all levels are warm and trusting. Leaders identify children's needs quickly. They use information effectively to inform curriculum planning and to help children, including those with special educational needs and/or disabilities (SEND), receive timely and appropriate support. Children are safe and happy. Care and welfare requirements are secure.

Leaders have developed an engaging, well-designed early years curriculum. This is responsive to the needs, interests and starting points of the children. The school's focus on language development starts in early years. Carefully planned activities, indoors and outdoors, encourage children to investigate and share thinking. This supports their language development.

Storytelling, rhymes and songs are established daily routines. Staff ask children thoughtful questions and this encourages children to explain their ideas. Staff adapt teaching effectively so that children with SEND, as well as those who are disadvantaged, succeed. Targeted interventions for children's motor skills demonstrate a clear awareness of children's needs and how to support them. Children develop independence and a positive attitude to learning. This prepares them well for key stage 1.

Leadership and governance

Expected standard

Leaders have an accurate understanding of the school's complex and changing community. They are ambitious for pupils and families and show a steadfast commitment to improving outcomes and removing barriers to learning. Leaders understand the school's strengths and priorities for improvement. They have acted decisively to strengthen key aspects of the school's work, including provision for vulnerable pupils. They are refining the ways that they analyse the impact of their improvement actions across different areas. This is helping them to identify what is making the greatest difference and use this information to drive improvement and increase the pace of change. Leaders have begun to introduce changes to the writing curriculum to improve pupils' transcription skills. This work remains at an early stage.

Families, including those new to the area, value the school's welcoming environment and the practical support offered by staff. Typically, families describe the school as 'a safe haven’. Leaders work effectively with external agencies and the wider community so that families can access early help when needed.

Governors understand the school's context and priorities. They have suitable processes in place to evaluate the school's performance. They value the support and challenge provided by the local authority and other professional partners. This helps them check the accuracy of leaders' evaluations and provide appropriate support and challenge.

Leaders have established an effective professional learning programme for staff. A positive culture of trust and collaborative learning is evident across the school. Staff value leaders' consideration of workload, including purposeful meetings and constructive feedback.

Needs attention

Attendance and behaviour

Needs attention

Overall attendance at the school is below national averages and has been for some time. Leaders are committed to improving pupils' attendance. They have detailed knowledge of the barriers, including for disadvantaged pupils and those with special educational needs and/or disabilities. Leaders work closely with parents and carers, and other agencies, including the virtual school, and track pupils' attendance extremely carefully. They are refining their analysis of this information. Although there are some signs of improvement in attendance, leaders' actions have not currently secured sustained improvement.

Pupils behave well and are proud of their school. From Nursery onwards, staff set high expectations for behaviour, rooted in the school's values of kindness and respect. Pupils have a deep understanding of these values and describe them as 'helping us to be good people'. The atmosphere around school is calm and purposeful, with well-established routines. Pupils treat one another with respect and kindness. Bullying happens infrequently. Any incidents are dealt with quickly and effectively. Those pupils who find it difficult to manage their feelings or behaviour receive tailored support. This includes regular check-ins and sensory breaks. Many pupils show independence. They manage their own behaviour at social times, happily interacting and cooperating with their peers.

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

Pupils are extremely proud to belong to this highly inclusive school. The school plays a vital part in their daily lives. It serves a community where many pupils join or leave during the school year. Therefore, the school's values of kindness and respect are central to the way everyone behaves. Pupils quickly and kindly befriend new arrivals. Pupils from all backgrounds, including those new to the country, are welcome. Leaders ensure that every pupil is fully included in school life. Pupils are especially proud of the specially resourced provision for hearing impairment. They enjoy learning sign language to help everyone to communicate across school. Parents and carers highly value the care and dedication of staff.

Pupils are polite and courteous. They understand what bullying is and that it is not tolerated. Pupils feel safe, secure and cared for. Pupils' attendance is showing signs of improvement. However, too many pupils miss school too frequently.

From early years onwards, children learn a broad and ambitious curriculum. Pupils make steady progress through the curriculum, including those who are disadvantaged or those with special educational needs and/or disabilities. The extensive grounds and fields are a special feature of the school, and outdoor learning is well planned into the curriculum. It is a firm favourite for many. By the end of Year 6, pupils generally achieve in line with national averages. They leave well prepared for the next stage of education.

Pupils speak enthusiastically about the extensive range of opportunities available. These includes visits to local and national areas of interest, art galleries and museums. Pupils help to organise events, such as the school's recent community music festival. Pupils choose from a wide range of clubs, including knit and natter. They take pride in their leadership roles. These opportunities give pupils a voice and help them to understand democracy in action.

Next steps

- Leaders should check carefully that their attendance strategy is having the intended impact, particularly for pupils who are disadvantaged and/or with special educational needs and/or disabilities, and take swift action where needed.
- Leaders should continue to embed their approach to teaching and developing pupils' handwriting and spelling so that the quality of pupils' writing improves further.
- Leaders should use more detailed and insightful analysis of performance data to sharpen their identification of priorities, in order to ensure rapid and continued improvements.

About this inspection

The chair of the board of governors in this school is Colin Marscheider.

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.

The inspection team spoke with the headteacher, the deputy headteacher and other leaders. They also held discussions with representatives from the governing body, the local authority and a member of staff from alternative provision.

Inspectors spoke to staff, parents and carers, and pupils.

The inspectors confirmed the following information about the school:

The school has an on-site specially resourced provision for pupils with special educational needs and/or disabilities, known as The Hearing Resource Base. Pupils who attend this provision have education, health and care plans for hearing impairment.

The school runs an on-site nursery class.

The school currently uses one alternative provision, which is registered.

The school provides a before- and after-school club.

Headteacher: Zoe Cook

Lead inspector:
Marilyn Mottram, Ofsted Inspector

Team inspectors:
Jeremy Bird, Ofsted Inspector
Razia Ali, 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 7 July 2026

School and pupil context

Total pupils

182
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: 272

School capacity

180
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: 300

Pupils eligible for free school meals (FSM)

30.77%
Close to 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

6.59%
Well above 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

23.63%
Well above average

What does this mean?

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

National average: 15%

Location deprivation

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)

Resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

HI - Hearing Impairment

What does this mean?

The type of Special Educational Needs provision provided at the school (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	49%	61%	Below
2024/25 (final)	61%	62%	Close to average
2023/24 (final)	54%	61%	Close to average
2022/23 (final)	30%	60%	Below

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	64%	74%	Below
2024/25 (final)	71%	75%	Close to average
2023/24 (final)	73%	74%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	43%	73%	Below

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	66%	72%	Below
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	69%	72%	Close to average
2022/23 (final)	52%	71%	Below

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	62%	73%	Below
2024/25 (final)	75%	74%	Close to average
2023/24 (final)	65%	73%	Below
2022/23 (final)	43%	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.

Year	This school	National average	Compared with national average
Latest 3 year average	20%	46%	Below
2024/25 (final)	33%	47%	Below
2023/24 (final)	20%	46%	Below
2022/23 (final)	11%	44%	Below

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	40%	62%	Below
2024/25 (final)	33%	63%	Below
2023/24 (final)	50%	62%	Below
2022/23 (final)	33%	60%	Below

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	48%	59%	Below
2024/25 (final)	50%	59%	Close to average
2023/24 (final)	50%	58%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	44%	58%	Below

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	28%	60%	Below
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	30%	59%	Below
2022/23 (final)	11%	59%	Below

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	20%	68%	-48 pp
2024/25 (final)	33%	69%	-36 pp
2023/24 (final)	20%	67%	-47 pp
2022/23 (final)	11%	66%	-55 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	40%	80%	-40 pp
2024/25 (final)	33%	81%	-47 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	33%	78%	-45 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	48%	78%	-30 pp
2024/25 (final)	50%	78%	-28 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	44%	77%	-33 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	28%	80%	-52 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	30%	79%	-49 pp
2022/23 (final)	11%	79%	-68 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 (3 term)	7.9%	5.2%	Above
2023/24 (3 term)	7.2%	5.5%	Above
2022/23 (3 term)	7.3%	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 (3 term)	24.7%	13.0%	Above
2023/24 (3 term)	26.7%	14.6%	Above
2022/23 (3 term)	23.0%	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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