

Allesley Hall Primary School

Address: Winsford Avenue, Coventry, West Midlands, CV5 9NG

Unique reference number (URN): 103656

Inspection report: 6 May 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 ●

Attendance and behaviour

Strong standard ●

Leaders have established clear systems to support pupils' attendance. Rates are above national figures, and those considered frequently absent from school have notably reduced. Leaders monitor attendance and act when concerns arise. They work well with families to understand and address barriers and offer practical and financial support when needed. An effective partnership with the local authority helps leaders to review attendance patterns and refine their work. This has improved attendance for most pupils, including those facing more complex challenges. Parents and carers understand the importance of their child being in school every day. This is because staff remind them about the impact that absence has on their children's learning.

Pupils' behaviour across the school is calm and respectful. Pupils follow routines and focus on learning without disruption. Bullying is rare and addressed promptly. The school promotes a culture of respect where unkind behaviour is not accepted. At playtimes, pupils cooperate and include others in activities. Older pupils model positive behaviour. School leaders are role models to staff. They are positive and kind in their interactions. They take a genuine interest in each pupil, addressing them by name and knowing their interests. This makes pupils feel valued and happy to come to school. Those who need additional support with their behaviour receive consistent routines and appropriate help.

Inclusion

Strong standard ●

All pupils, irrespective of their needs, are included fully in school life. Barriers to their learning are identified early through observation and assessment. Staff work well with external agencies to implement support for those who need it. Parents and carers play an important part in conversations about how best to support their child.

The most vulnerable pupils are supported well in lessons and during social times. They are encouraged to take part in the wider activities and clubs the school offers. Teaching is adapted through additional support and the use of appropriate resources. Pupils who need support with their emotions benefit from the school's trauma-informed approaches. These include using quiet spaces, sensory rooms and flexible starts. These strategies help pupils when they are feeling overwhelmed.

Disadvantaged pupils receive targeted academic and pastoral support through additional funding. This is successfully supporting improvements in attendance. Pupils known to social care are well supported through close work with the virtual school, which regularly reviews support plans. This enables support to be tailored so pupils are given opportunities they may not otherwise have experienced. Over time, pupils develop a sense of belonging and identity, which helps them feel ready for the next stage of their education.

Expected standard

Curriculum and teaching

Expected standard 

Leaders have established a curriculum that reflects the needs of pupils in the school. The curriculum is broad, and pupils study a range of subjects. Reading is taught in a structured way, so younger pupils learn the basics of reading. Older pupils enjoy reading books by authors who promote diversity and different cultures. In mathematics, pupils learn their times tables and apply these confidently to calculations.

Generally, teaching supports pupils to build understanding and acquire new knowledge. Pupils understand routines and engage in learning. In some classes, teachers explain new learning clearly and model what is expected. They adapt learning appropriately so that it responds to misconceptions or deepens understanding when pupils have grasped a concept.

However, teaching is not consistent across all classes. At times, teachers do not check pupils' understanding closely enough and do not adjust learning when needed. On occasion, learning does not provide enough challenge to those pupils who already understand the concept or knowledge being taught.

Leaders are refining the teaching approach to writing to ensure that expectations are consistent across classes. Work to improve letter formation, handwriting and sentence structure is benefiting those lower down the school. However, at times, teachers do not address gaps in older pupils' work to enable them to write fluently and with independence.

Early years

Expected standard 

Children begin their time at this school in Reception Year. Many have attended different nursery settings. Staff take time to get to know them and work effectively with families and previous settings to understand children's needs and support arrangements. Children settle quickly and form close attachments to the adults who support them. Care arrangements and practices ensure that children are safe and happy in school.

Phonics is taught regularly, so children begin to recognise sounds and learn to read. Those who need extra support to keep up with their reading receive on-the-day interventions to help them do so. Children enjoy stories and role play, often acting out characters from the books they read together.

Children are increasingly learning outdoors. Here, they develop their core strength and learn how to assess risks and explore. Adults recognise that increasing numbers of children arrive with underdeveloped literacy and language skills. They model language and support children to form letters and begin writing independently.

Leaders are working effectively to raise achievement in the early years. Increasing numbers of children are reaching a level of development typical for their age. For those children who do not, clear and effective discussions with their Year 1 teachers ensure that children are increasingly ready for the demands of formal learning. Those with special educational needs

and/or disabilities, or those known to social care, receive additional care and support to settle and do well.

Leadership and governance

Expected standard 

Leaders are positive role models to staff, pupils and families. The decisions they make have the best interests of the community at heart. The community recognises their dedication and is united in the view that this school is well led. Despite being relatively new in post, leaders understand the context of the school and its community. They are clear about the school's strengths and areas that need improvement, particularly pupils' achievement. Leaders are receptive to external advice, and this is beginning to raise expectations about what can be achieved. They understand that there is more work to do to realise their ambition for every pupil to fulfil their academic potential.

There is a culture of belonging and inclusion. Staff know pupils and families well. They work together to remove barriers to learning and attendance. Leaders work effectively with external partners to support pupils with additional needs. Governors understand the school and its priorities. They are dedicated and have long associations with the school and its community. They understand the school's strengths and are working to support leaders to improve the school further.

Leaders consider staff workload and wellbeing. Staff feel valued and understand their role in supporting school priorities. They are positive about professional learning opportunities and benefit most when they get to visit other settings to moderate pupils' work or seek new ideas.

Parents and carers celebrate how inclusive this school is and share this with the wider community. They welcome the opportunities to visit the school and learn alongside their children.

Personal development and wellbeing

Expected standard 

Leaders have established a clear programme for personal development that reflects the needs of pupils. The personal, social and health education curriculum is adapted when needed, including for sensitive topics. Pupils successfully learn about positive relationships, health and how to stay safe, including online. They understand who to speak to if worried and trust adults to respond. Pupils develop an understanding of values such as respect and fairness. The school library is full of books by authors who write stories about different cultures and societies. Through these, pupils develop an understanding of tolerance and mutual respect.

Pupils experience a range of opportunities beyond lessons. They learn about different faiths and religions through assemblies and local links. Visitors, such as police and local employers, help pupils understand roles in society and the wider world. Pupils take on responsibilities such as school council roles and anti-bullying ambassadors, which develop confidence. The introduction of new lunchtime play activities has provided more opportunities for pupils to experience the vast and beautiful school grounds. Through planned play activities, they learn to assess risk, cooperate with others and be creative.

Pupils enjoy it most when they get to play with people in other years and develop new friendships.

Pastoral support is well established. Staff know pupils well and respond to their needs through ongoing support and targeted provision where required. Pupils who need additional support receive appropriate help. They know that a healthy mind is important and are happy to share their worries with trusted adults.

Being a good and kind person is an important quality to have at Allesley Hall. The school's values are successfully ensuring that pupils are making good choices. Pupils are motivated to help others. They raise money for charities, showing empathy for those who need support. They have high ambitions for their futures and enjoy learning about different jobs or careers they can pursue when they leave school.

Needs attention ●

Achievement

Needs attention ●

Despite positive work to improve the curriculum and teaching, pupils' academic achievement is not yet where it should be. This is reflected in their attainment at end of key stage 2. While younger pupils are well supported to develop early reading, writing and mathematical knowledge, this is not yet consistently the case as they move through the school. Leaders understand that writing is a priority area for improvement. Disadvantaged pupils receive additional support, which helps them to access learning and attend regularly. However, this does not result in positive outcomes for these pupils over time. Leaders understand that some pupils who are able to work at a higher standard are not provided with sufficient opportunity to fulfil their potential.

By the time pupils leave the school, they have made significant social and emotional progress. They develop a love for outdoor learning and an enjoyment of school. However, the school acknowledges that not all are prepared as well as they should be academically for the next stage of their education.

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

Pupils arrive at Allesley Hall with smiles on their faces. Leaders welcome them each morning and share words of encouragement for the day ahead. Pupils settle quickly into familiar routines. This helps learning to begin without delay. Pupils attend school regularly and understand the value of doing so. They feel safe and know what they should do if they have concerns.

Pupils know values such as kindness, perseverance and helpfulness. These are part of everyday school life. In lessons, pupils focus and concentrate on their learning. They demonstrate an enthusiasm for learning and have high ambitions for their futures. Inclusion is at the heart of this school. All pupils are included in all aspects of school life. They learn

and play alongside their peers and develop a sense of belonging. Pupils take on responsibilities such as school council roles and contribute to school life. Visitors and assemblies help pupils learn about the wider world and the importance of being good citizens.

Behaviour is a positive feature of the school. Pupils treat one another with respect. The school offers appropriate support to those who struggle to control their emotions and behaviour. Bullying is rare and managed effectively. Pupils support one another well. Older pupils take responsibility seriously, particularly at social times. They organise games, build dens and ensure younger pupils are included. Playtimes are fun and a chance for pupils to develop their social skills.

Parents and carers value the care the school provides. They reflect positively on the kindness and nurture that their children receive. Parents feel part of their children's education and value their partnership with the school.

The school is working to improve pupils' achievement, with a particular focus on writing. Leaders understand that not enough pupils currently achieve age-expected and greater depth standards by the time they leave the school.

Next steps

- Leaders should ensure that they improve the consistency of teaching to reduce variability and improve pupils' learning outcomes.
 - Leaders should improve the teaching of writing so that pupils develop accurate transcription skills, enabling them to write fluently and with greater independence.
 - Leaders should support teachers in sharpening their assessment practices so gaps in learning are identified and addressed promptly, in the moment.
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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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors met with the headteacher, assistant headteachers and the wider staff team during the inspection. The lead inspector met with the chair and vice chair of governors and two other governors. The lead inspector spoke with a senior advisor from the local authority and the head of the virtual school for Coventry.

About this school:

There has been a new leadership team including a new headteacher, since the last inspection.

The school is not currently using alternative provision.
The chair of the board of governors in this school is Martin Shaw.

Headteacher: Duncan Cottrill

Lead inspector:

Antony Bradshaw, His Majesty's Inspector

Team inspectors:

Sam Cosgrove, Ofsted Inspector

Darryl Asbury, 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 6 May 2026

School and pupil context

Total pupils

193

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: 272

School capacity

210

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)

11.92%

Below 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

5.70%

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

9.33%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs 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)

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	51%	61%	Below
2024/25 (final)	55%	62%	Close to average
2023/24 (final)	50%	61%	Below
2022/23 (final)	48%	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	65%	74%	Below
2024/25 (final)	66%	75%	Below
2023/24 (final)	68%	74%	Below
2022/23 (final)	62%	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	65%	72%	Below
2024/25 (final)	62%	72%	Below
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	62%	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	69%	73%	Close to average
2024/25 (final)	69%	74%	Close to average
2023/24 (final)	64%	73%	Below
2022/23 (final)	72%	73%	Close to average

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)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	29%	46%	Below
2022/23 (final)	S	44%	S

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	27%	62%	Below
2024/25 (final)	S	63%	S
2023/24 (final)	29%	62%	Below
2022/23 (final)	S	60%	S

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	33%	59%	Below
2024/25 (final)	S	59%	S
2023/24 (final)	43%	58%	Below
2022/23 (final)	S	58%	S

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	47%	60%	Below
2024/25 (final)	S	61%	S
2023/24 (final)	57%	59%	Close to average
2022/23 (final)	S	59%	S

‘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	20%	68%	-48 pp
2024/25 (final)	S	69%	S
2023/24 (final)	29%	67%	-39 pp
2022/23 (final)	S	66%	S

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	27%	80%	-53 pp
2024/25 (final)	S	81%	S
2023/24 (final)	29%	80%	-51 pp
2022/23 (final)	S	78%	S

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	33%	78%	-44 pp
2024/25 (final)	S	78%	S
2023/24 (final)	43%	78%	-35 pp
2022/23 (final)	S	77%	S

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	47%	80%	-33 pp
2024/25 (final)	S	81%	S
2023/24 (final)	57%	79%	-22 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘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 (3 term)	5.1%	5.2%	Close to average
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	5.8%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	11.2%	13.0%	Close to average
2023/24 (3 term)	13.0%	14.6%	Close to average
2022/23 (3 term)	14.4%	16.2%	Close to average

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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