

Sowe Valley Primary School

Address: Princethorpe Way, Coventry, West Midlands, CV3 2QX

Unique reference number (URN): 103671

Inspection report: 14 April 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 ●

Inclusion

Strong standard ●

This is a highly inclusive school, where pupils are welcomed warmly and have a well-developed sense of belonging. Leaders create a nurturing environment, where pupils feel valued and supported. Leaders maintain a highly effective culture of inclusion, holding ambitious expectations for every pupil, including those who face barriers to learning.

Staff receive high-quality training that enables them to identify pupils' needs swiftly and accurately. They know pupils well and adapt learning with precision. This means that pupils are skilfully enabled to access the same curriculum as their peers and what the school has to offer. Staff work closely with families and external agencies to gain a detailed understanding each pupil's needs. This includes pupils with special educational needs and/or disabilities, those who are disadvantaged and those requiring additional wellbeing support. External advice is implemented with high levels of consistency. Staff have a depth of knowledge and expertise to help meet pupils' needs. Leaders track the progress of these pupils meticulously, introducing appropriate strategies at the right time. As a result, pupils flourish. Leaders use additional funding, such as the pupil premium grant, to provide excellent support for disadvantaged pupils where needed.

Expected standard ●

Achievement

Expected standard ●

In the past, there has been some historical underachievement for some pupils in some subjects. Leaders have identified and addressed this. By the end of Year 2, most pupils acquire the essential knowledge they need. Most pupils achieve well in reading, writing and mathematics by the end of Year 6. As a result, pupils are generally well prepared for their next stage of education in these subjects. However, too few pupils consistently achieve high standards in reading compared with national outcomes. Those who do not are supported to catch up by the end of Year 6.

Pupils progress successfully through the planned curriculum. They build secure knowledge across subjects. Disadvantaged pupils, pupils with special educational needs and/or disabilities and those known or previously known to social care make swift progress from their individual starting points.

Most children in the early years achieve well by the end of the Reception Year. The school prioritises securing foundations in handwriting, phonics, writing and mathematics. Most children develop these skills quickly.

Attendance and behaviour

Expected standard ●

Leaders ensure pupils and families understand the importance of regular attendance. They work proactively to ensure that most pupils secure positive levels of attendance at school.

Leaders precisely identify barriers that could lead to absences. They successfully remove barriers to attendance. When concerns arise, leaders act swiftly and provide appropriate support for families. As a result, attendance and punctuality have improved rapidly for most pupils.

Pupils benefit from a calm and orderly school environment. They are able to focus on their learning in lessons. Staff demonstrate high expectations for behaviour and act as positive role models. Behaviour policies are applied consistently. Pupils are polite, respectful and attentive. Unkind behaviour is rare and dealt with quickly. Bullying is also rare. When it occurs, it is dealt with swiftly and comprehensively. Breaktimes are a happy and calm time of the school day, where pupils take part in sports and games with their friends.

Leaders provide support for pupils who need additional help to manage their emotions. This helps most pupils to maintain positive attitudes towards their learning and towards others.

Curriculum and teaching

Expected standard 

The curriculum is thoughtfully designed across all subjects and closely reflects the ambition of the national curriculum. Key knowledge builds securely over time in each subject and for each year group. Leaders have a secure understanding around the consistency of teaching across the school.

Teaching is generally effective. Leaders prioritise staff development that ensures they have the knowledge they need to deliver the curriculum. Staff introduce new learning well and typically design learning activities that help pupils build on what they already know. Most pupils secure essential knowledge in reading, writing and mathematics. For example, the focus on developing pupils' knowledge of spelling and grammar has a positive impact on the quality of writing. Phonics is prioritised and taught successfully from the point pupils join the school. That said, in some subjects, misconceptions are identified but not always fully addressed. As a result, some gaps in pupils' knowledge remain.

Where needed, leaders and staff consistently provide highly effective adjustments to learning activities for disadvantaged pupils and pupils with special educational needs and/or disabilities. This enables pupils to successfully overcome barriers to learning and fully engage with the same curriculum as their peers.

Early years

Expected standard 

Staff understand leaders' expectations and vision for the early years. The curriculum reflects recent research and an understanding of children's needs upon entry to the school. Leaders closely monitor progress through the curriculum and have a clear view of curriculum quality.

The statutory requirements of the early years are met, including welfare requirements. Parents and carers are encouraged to work in close partnership with the school. Staff have the right expertise to develop children's vocabulary effectively. Staff put this training into action and support children's vocabulary development well.

Children in the early years settle quickly into the school day. Routines are well established. Children are well cared for and nurtured. Each day, children focus on activities that develop

secure foundations in communication and language, phonics knowledge and letter formation. They engage sensibly and with growing independence in activities that support their gross and fine motor development, letter formation and number formation. Children particularly enjoy reading books, making music and creating art work. Adjustments to the curriculum successfully support children who need these. Children's independence is developed successfully. Most children secure essential knowledge effectively and achieve well. As a result, most children are ready for Year 1.

Leadership and governance

Expected standard 

Leaders promote an ambitious vision focused on achieving the best outcomes for all pupils. Their decisions are firmly rooted in what is best for every pupil, with specific consideration for the achievement of disadvantaged pupils and those with special educational needs and/or disabilities. The curriculum and inclusive practices reflect high aspirations.

Leaders ensure that staff are well equipped to promote pupils' positive behaviour. Their thoughtful analysis of the school's performance enables them to pinpoint strengths and identify priorities for further improvement with precision. For example, leaders have acted swiftly to further secure the consistent teaching of spelling and grammar. A culture of staff professional learning is secure. This is closely aligned to the improvement priorities that leaders have set out.

Governors ensure that the school's ambitious vision is clearly communicated and understood by staff, parents, carers and pupils. Governors have a secure knowledge of their roles and responsibilities. They also recognise the school's specific context, including challenges related to early years school readiness and regular attendance. Leaders and governors place a high priority on managing staff workload and wellbeing, considering these carefully when making decisions. As a result, staff feel highly valued and supported.

Personal development and wellbeing

Expected standard 

The personal development programme is well planned and sequenced to build pupils' knowledge progressively. It reflects the school's context and addresses specific needs and challenges. For example, where needed, the personal development programme is adapted for the individual needs of pupils. This includes pupils with special educational needs and/or disabilities and those known or previously known to social care.

Pupils visit different places of worship and learn about life in modern Britain. They learn about healthy relationships. Pupils understand what fundamental British values are and enact these well. Enrichment activities are inclusive and planned into the curriculum. These include visits to a farm to learn about animals, to a Roman fort as part of a history topic and to conduct a river study. Extra-curricular activities are very varied and take consideration of pupils' talents and interests. These include competitive sports, such as rowing, choir, cheerleading, multi-sports, zorbing and fencing. Pupils have the opportunity to learn to play a musical instrument, such as the keyboard or recorder. Leaders monitor pupils' participation in clubs and trips. They use this information, alongside pupils' views, to review and refine what is offered. The emerging work to introduce pupils to the world of work is ambitious.

Pupils are provided with opportunities to take on leadership roles and contribute to school life. For example, school councillors and eco-representatives help staff to improve the school environment.

Pastoral care is carefully considered. Staff know pupils well; this positively influences pupils' wellbeing. Leaders use a range of well-established systems to ensure that pupils receive timely and appropriate support. This effective pastoral provision helps pupils to feel a sense of belonging and supports them to thrive.

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

Pupils feel happy and secure in this inclusive school. They understand and live by the school values of 'belong, believe, become'. High expectations for pupils are clear throughout the school. Most pupils achieve well and are prepared suitably for the next stage of education. However, gaps in learning for some pupils are not always addressed as well as they could be. Children in the early years are happy and well supported. They take part in purposeful learning from the beginning of each day. Children are encouraged to use and practise new vocabulary regularly.

Any barriers to learning or challenges that pupils encounter are identified promptly. Pupils receive personalised pastoral care. This support is effective and promotes pupils' wellbeing successfully. Pupils access a broad curriculum that is adapted to meet individual needs. Pupils with special educational needs and/or disabilities (SEND) develop a positive sense of belonging. Staff are highly skilled in supporting pupils with SEND.

Pupils learn to work cooperatively and show respect and acceptance towards others. They demonstrate commitment and enjoyment in their learning. The school environment remains calm throughout the day. Pupils are valued highly by all staff. Pupils trust staff to help keep them safe. They are taught how to look after themselves within the local community. Bullying incidents are rare and addressed swiftly if they do occur. Most pupils attend school regularly.

Pupils take part in a broad selection of enrichment and extra-curricular opportunities. These develop their interests and skills, as well as raising aspirations. They include experiences in sports, music and educational visits that enhance the curriculum.

Next steps

- Leaders should ensure that staff consistently use assessment information to address gaps in pupils' knowledge.
 - Leaders should ensure that their actions lead to consistently high rates of attendance.
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About this inspection

The chair of the board of governors in this school is Michael Chappell.

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 headteacher, assistant headteacher and other leaders. They also spoke with a representative of Coventry local authority, members of the governing body and a representative of a virtual school.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Emma White

Lead inspector:

Emma Titchener, His Majesty's Inspector

Team inspectors:

Amarjit Cheema, Ofsted Inspector

Catherine Young, 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 14 April 2026

School and pupil context

Total pupils

238

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)

42.51%

Above average

What does this mean?

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

National average: 26.3%

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

2.10%

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

25.21%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Well 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.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	61%	Close to average
2024/25 (revised)	62%	62%	Close to average
2023/24 (final)	50%	61%	Below
2022/23 (final)	59%	60%	Close to average

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 (revised)	66%	75%	Below
2023/24 (final)	63%	74%	Below
2022/23 (final)	66%	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 (revised)	72%	72%	Close to average
2023/24 (final)	63%	72%	Below
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 (revised)	69%	74%	Close to average
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	62%	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	49%	46%	Close to average
2024/25 (revised)	63%	47%	Above
2023/24 (final)	43%	46%	Close to average
2022/23 (final)	36%	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	54%	62%	Below
2024/25 (revised)	63%	63%	Close to average
2023/24 (final)	50%	62%	Below
2022/23 (final)	45%	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	59%	59%	Close to average
2024/25 (revised)	69%	59%	Close to average
2023/24 (final)	57%	58%	Close to average
2022/23 (final)	45%	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	56%	60%	Close to average
2024/25 (revised)	69%	61%	Close to average
2023/24 (final)	57%	59%	Close to average
2022/23 (final)	36%	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	49%	68%	-19 pp
2024/25 (revised)	63%	69%	-7 pp
2023/24 (final)	43%	67%	-25 pp
2022/23 (final)	36%	66%	-30 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	54%	80%	-26 pp
2024/25 (revised)	63%	81%	-18 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	45%	78%	-33 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	59%	78%	-19 pp
2024/25 (revised)	69%	78%	-10 pp
2023/24 (final)	57%	78%	-20 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	45%	77%	-32 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	56%	80%	-24 pp
2024/25 (revised)	69%	81%	-12 pp
2023/24 (final)	57%	79%	-22 pp
2022/23 (final)	36%	79%	-43 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 (2 term)	6.4%	5.2%	Above
2023/24 (3 term)	7.7%	5.5%	Above
2022/23 (3 term)	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)	16.1%	13.3%	Close to average
2023/24 (3 term)	25.8%	14.6%	Above
2022/23 (3 term)	25.1%	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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