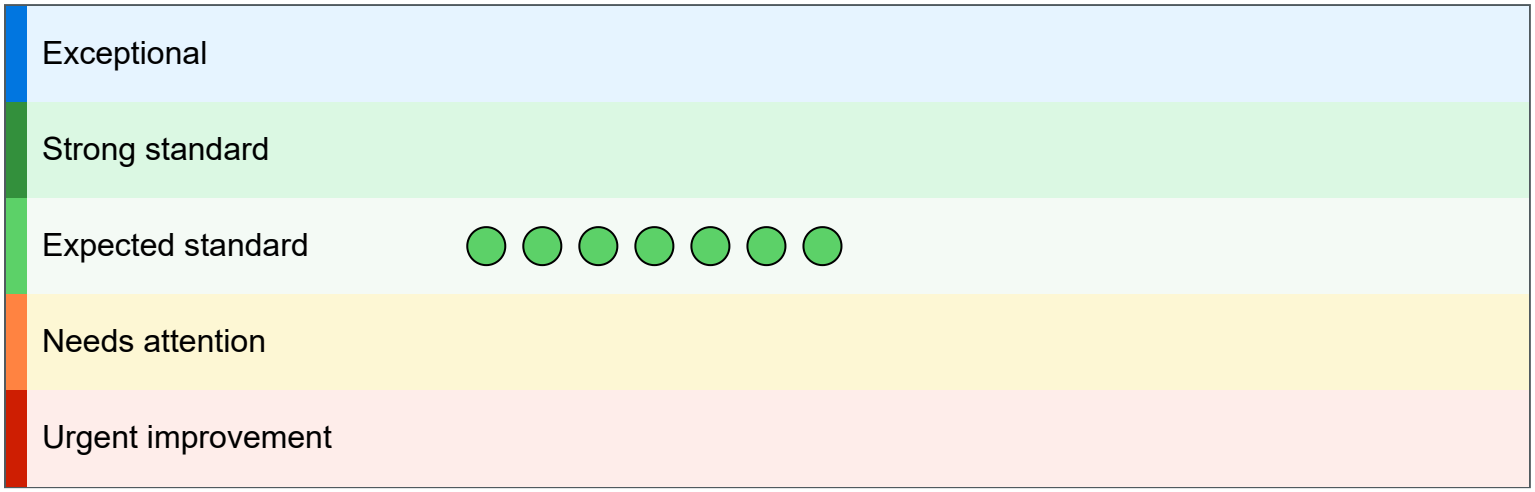
Coughton CofE Primary School

Address: Coughton Lane, Coughton, Alcester, Warwickshire, B49 5HN

Unique reference number (URN): 145711

Inspection report: 13 October 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.

Expected standard

Achievement

Expected standard

By the end of Year 6, pupils secure the knowledge and skills they need and are suitably prepared for the next stage of education. Year 6 pupils typically reach the expected standard in reading and writing. Outcomes have been less consistent in mathematics over time and in the Year 4 multiplication tables check. Nonetheless, inspection evidence shows marked improvements in pupils' current work in mathematics, including pupils' recall of multiplication facts. This is because of leaders' work to strengthen the subject. Pupils achieve well in the Year 1 phonics check. Leaders ensure that disadvantaged pupils learn what they should.

Across the school, pupils, including pupils with special educational needs and/or disabilities, make suitable progress across the curriculum. There is still some work to do to ensure all pupils achieve consistently well.

Attendance and behaviour

Expected standard

Overall, attendance is close to the national average. Pupils enjoy coming to Coughton and value being part of the school community. Leaders monitor patterns closely for individuals and groups so that concerns can be identified early. When pupils face barriers to attending regularly, staff work closely with families and external services to address them. Leaders have prioritised improving attendance for pupils with special educational needs and/or disabilities. Although rates for this group have occasionally fallen below national figures, current evidence shows that leaders' work is having a marked impact, with many pupils attending school more regularly than before.

Pupils' behaviour is a strength. Positive relationships between pupils and adults help create a calm atmosphere. In lessons, pupils settle quickly, listen carefully and work cooperatively with others. Social times are purposeful and fun. Pupils keep themselves busy through a range of activities. For example, some organise bracelet-making sessions, while others work together on imaginative playground games. These opportunities help pupils develop friendships across year groups. Bullying is rare. Adults deal with any concerns appropriately. Staff provide effective support for pupils who need help managing their emotions. This helps pupils to settle and engage positively in learning.

Curriculum and teaching

Expected standard

Leaders have created a well-organised curriculum that identifies what pupils need to learn. This helps teachers to revisit important ideas and connect new learning to what pupils already know. In art, for example, pupils build on their prior learning to develop skills such as shading and an understanding of texture and proportion. As a result, they use these techniques with increasing confidence and can explain how they have applied them in their work.

Teaching typically helps the youngest pupils to use their phonics knowledge well to read unfamiliar words. As pupils move through the school, they become fluent readers. Leaders' work to strengthen pupils' writing and handwriting is contributing to improvements in pupils'

work. However, some pupils still need further support to use spelling, punctuation and grammar accurately and present their work neatly.

Leaders know there is some variability in curriculum delivery, and as a result, some pupils' achievement is uneven. They are taking effective action to strengthen pupils' experiences across different subjects. In mathematics, for example, leaders' work has ensured the consistent implementation of routines to help pupils practise, apply and discuss their thinking. In this subject, teachers usually adapt learning appropriately so that pupils who need extra help can take part successfully.

Early years

Expected standard

Children settle quickly into school life and enjoy positive relationships with adults and each other. Well-established routines help children feel safe, happy and ready to learn. Year 6 pupils act as buddies for the youngest children. This buddy relationship helps Reception children settle confidently into Coughton and feel part of the wider school community.

Leaders have designed a carefully planned curriculum that prepares children well for Year 1. Children enjoy exploring the inviting indoor and outdoor environments. For example, while making a spicy sauce in the outdoor kitchen, children talk enthusiastically about ingredients and work cooperatively with friends. Activities such as this help develop children's vocabulary and social skills. Children achieve well from their starting points. Staff typically make suitable adaptations to activities so that all children, including those who need extra help, can participate fully in learning and play.

Teaching is typically effective. Interactions between adults and children generally support children's communication skills and curiosity well. However, opportunities to extend children's language and thinking are sometimes missed. Children usually engage in activities that help them develop their knowledge and skills. However, some activities that children choose for themselves do not build sufficiently on what they already know and can do.

Inclusion

Expected standard

Coughton is a warm and welcoming school. Leaders and staff know pupils and families well. They identify any barriers to learning and make sure that pupils receive appropriate support quickly. Pupils who need extra help value this support because it helps them learn alongside their classmates.

Pupils with special educational needs and/or disabilities play a full part in school life. Over time, they make steady progress from their different starting points. This is because staff generally use adaptations such as technology and visual supports well to help pupils access their learning and work independently. Leaders recognise that adaptations are not used consistently across the curriculum. They are taking action to strengthen practice further.

Additional funding makes a positive difference to pupils. Leaders use this funding effectively to provide targeted support and broaden pupils' experiences. As a result, pupils benefit from wider opportunities, including clubs, visits and musical activities. Support for pupils facing challenging circumstances in their personal lives is a strength. Staff go the extra mile to help

families get the help they need. They work closely with external professionals to connect families with appropriate services and ensure support is put in place at the right time.

Leadership and governance

Expected standard

Leaders know the school well and ensure that pupils remain at the heart of the decisions they make. They have identified the right priorities and are taking action to bring greater consistency to pupils' experiences. For example, leaders recognised the need to improve mathematics and worked closely with external expertise to strengthen teaching and curriculum delivery. They have also focused on improving attendance for pupils with special educational needs and/or disabilities and have started further work to strengthen writing across the school. These actions are making a positive difference to pupils.

Those responsible for governance and trust leaders provide an effective balance of support and challenge. Regular visits and discussions with leaders help them maintain an accurate understanding of the school's strengths and priorities for improvement. Staff value the range of professional development opportunities available to them and speak positively about the support they receive. Staff benefit from coaching and opportunities to work alongside colleagues from other schools in the trust. This helps build expertise, supports workload and contributes to continued school improvement. Leaders also consider staff wellbeing when introducing change.

Leaders work effectively with parents and the wider community. Parents describe the school as welcoming and appreciate the support their children receive from leaders and staff. Leaders are committed to involving members of the community in the life of the school. For example, the annual Farmers Market brings families, local businesses and community members together.

Personal development and wellbeing

Expected standard

Leaders provide pupils with a well-planned personal development programme that reflects the school's aim of creating a happy family atmosphere where pupils and adults work and learn together. Pupils understand the importance of respect, fairness and kindness and demonstrate these qualities in everyday life in school.

Pupils understand fundamental British values. They can explain ideas such as democracy and know that everyone should have a voice. Pupils' awareness of other aspects of life in modern Britain, including different faiths and cultures, is developing.

Pastoral support is a strength of the school. Leaders have created a caring environment where pupils feel valued, safe and well supported. Pupils learn how to build positive relationships, make healthy choices and look after their wellbeing. They know who to turn to if they are worried and are confident that adults will listen and help them. Pupils learn how to keep themselves safe in different situations, including near roads and water. They also develop a secure understanding of online safety and can explain risks such as scams, fake identities and unsafe online communication.

The school provides a wide range of opportunities that broaden pupils' experiences and help them discover new interests. Pupils thoroughly enjoy taking part in the Aston Villa football

coaching sessions, while others enjoy clubs led by pupils themselves, including the popular chess club. These opportunities help pupils develop teamwork, confidence and skills in working with others.

As they prepare for secondary school, all Year 6 pupils take on a range of responsibilities. Roles such as Eco Monitors and Happiness Heroes help them develop leadership skills while supporting younger pupils across the school. Leaders work hard to ensure that all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, can take part in the wider life of the school. They monitor participation carefully and adapt opportunities where needed.

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

Pupils enjoy being part of a friendly and caring school community. Each morning, pupils are welcomed by 3 smiling adults before entering Coughton. This ‘3 smiles’ welcome helps them feel settled and ready for learning.

Pupils enjoy learning and achieve well overall. They talk enthusiastically about their work and typically remember important knowledge across different subjects. For example, pupils talk about how life changed from the Stone Age to the Iron Age and discuss the causes and impact of key events during the Second World War. They recall important knowledge, explain historical events and use the vocabulary they have learned with confidence. Pupils with special educational needs and/or disabilities make steady progress from their starting points and participate fully in school life.

Pupils are kind to one another. They behave well in lessons and play harmoniously during social times. Pupils understand what bullying is and say that it is rare. They are confident that adults deal with concerns quickly. Pupils know that adults care about them and are always available if they need help. This helps pupils feel safe, supported and valued. Pupils attend well. They enjoy spending time with friends and taking part in school life.

Pupils value being involved in activities that bring the school community together. 'Grandparent Gardening Day' is particularly popular, with pupils planting flowers alongside grandparents and other adults. Through the school’s ‘50 Things to Do Before You Leave Coughton’, pupils enjoy a range of experiences such as creating wild art and paddling in the ford. These opportunities encourage pupils to explore the world around them. Pupils are proud to contribute to their school and community. From singing beneath the village Christmas tree to raising money for charities and supporting the local food bank, they understand the importance of helping others and making a positive difference.

Next steps

- Leaders should ensure greater consistency in teaching and curriculum delivery so that pupils achieve equally well across all subjects and classes.

- Leaders should continue to ensure that pupils develop secure foundations in writing from the early years onwards, so that they write accurately and fluently across the curriculum.
- Leaders should help staff to further refine and personalise adaptations so that pupils who face barriers to learning are supported consistently well across the curriculum.
- Leaders should ensure that staff in the early years maximise opportunities for children's learning through consistently high-quality interactions and activities that build on what children already know and can do.

About this inspection

This school is part of Arden Forest CofE Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Adam Walsh, and overseen by a board of trustees, chaired by Nick Moon.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, assistant headteacher and other leaders. They spoke with members of staff, pupils and some parents and carers. Inspectors also spoke with the CEO, the chair of the local governing board and the chair of the board of directors. They also had a telephone conversation with a representative from the diocese.

The inspectors confirmed the following information about the school:

The school does not use alternative provision.

This school is registered as having a Church of England religious character. The most recent section 48 inspection was in October 2025.

Headteacher: Alex Kolb

Lead inspector:
Usha Devi, His Majesty's Inspector

Team inspectors:
John Bates, Ofsted Inspector
Lorraine Lord, 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 13 October 2026

School and pupil context

Total pupils

184
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: 268

School capacity

140
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)

15.22%
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: 26.5%

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

7.07%
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: 4.1%

Pupils with special educational needs (SEN) support

20.65%
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)

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	47%	62%	Below
2023/24 (final)	68%	61%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	77%	75%	Close to average
2023/24 (final)	80%	74%	Close to average

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	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	77%	72%	Close to average
2023/24 (final)	72%	72%	Close to average

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	53%	74%	Below
2023/24 (final)	72%	73%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	59%	S

Year	This school	National average	Compared with national average
2023/24 (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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S

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‘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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	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	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘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
2025/26 (1 term)	5.3%	5.1%	Close to average
2024/25 (3 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	4.4%	5.5%	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
2025/26 (1 term)	10.7%	14.4%	Below
2024/25 (3 term)	11.0%	13.0%	Close to average
2023/24 (3 term)	7.3%	14.6%	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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