

Heathcote Primary School

Address: Vickers Way, Heathcote, Warwick, Warwickshire, CV34 7AP

Unique reference number (URN): 144648

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.

Expected standard

Achievement

Expected standard 

Despite the challenge of growing and changing cohorts, most pupils achieve well. By the end of Year 6, most pupils' attainment in national tests is close to national averages in writing and mathematics. Pupils' outcomes in phonics and reading are improving rapidly following the successful implementation of a new phonics and reading programme. Leaders are committed to improving the outcomes for disadvantaged pupils. These pupils are now making secure progress from their starting points. Pupils with other barriers to their learning, including those with special educational needs and/or disabilities, also make suitable progress. Pupils generally develop secure knowledge across the curriculum. They learn and remember the important content that leaders intend. As a result, pupils are prepared well for the next stage of their education.

Attendance and behaviour

Expected standard 

Leaders prioritise pupils' attendance and punctuality. They have a precise understanding of the barriers to attendance that some pupils face, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Leaders work tirelessly to support pupils in need of additional help. They use an impressive range of effective strategies to improve pupils' attendance. Overall attendance is close to national averages. Leaders have identified that some disadvantaged pupils need extra help to attend school regularly. This is because they face significant barriers that affect their attendance. Leaders work closely with these pupils and their families to provide effective support. This work is bringing about improvement.

Leaders and staff know pupils well. Relationships are warm and positive. Leaders have established clear routines for behaviour that start in the early years. Classrooms are mostly calm and purposeful. Staff use consistent approaches to reward positive behaviour, keep pupils on task and manage behaviour incidents. They receive training to understand individual pupils' needs. This supports staff to make appropriate adjustments for pupils with specific needs, including those with SEND. Pupils get along well at social times. They understand what bullying is and learn about discriminatory behaviour. Pupils know that staff deal with any behaviour and bullying issues consistently and fairly.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching. They take effective action to bring about improvements. For example, leaders have invested in a structured programme of professional development to improve the teaching of mathematics and phonics. As a result, the teaching of early reading and mathematics is effective. Leaders have also taken appropriate action to improve the handwriting curriculum. However, the teaching of letter formation needs further work in the early years and key stage 1.

Leaders and staff know pupils' needs well, including those with special educational needs and/or disabilities, and other vulnerabilities. There is a firm focus on securing pupils' basic

skills in English and mathematics. Staff make effective adaptations to the curriculum and teaching to meet pupils' needs. This helps pupils to engage purposefully with their learning.

Teachers design and teach the curriculum well. Curriculum content builds pupils' knowledge in a logical order. Staff have secure subject knowledge. They explain concepts and the meaning of new vocabulary clearly. Staff make effective use of assessment to identify gaps in pupils' learning. They use this information to refine their teaching and provide additional support for individuals. As a result, pupils generally learn what teachers intend.

Early years

Expected standard 

Children in the Reception Year make a positive start to their education. Staff work closely with parents, carers and previous settings to get to know children quickly. They use this information to design a curriculum that matches children's needs. The curriculum builds children's knowledge and skills in small steps, starting with what they already know and can do.

Leaders are ambitious for what children in the early years can achieve. They have an accurate understanding of what already works well and make ongoing improvements to further enhance the quality of provision.

There is a focus on developing children's communication and language skills. Staff model new vocabulary clearly and encourage children to speak in full sentences. All staff have received training in the school's chosen phonics programme. They teach reading and spelling well, but more work is needed to secure consistency in the teaching of letter formation.

Children are safe, secure and happy at school. They learn to cooperate with each other and take turns. Staff monitor children's learning closely. They intervene quickly and provide extra support for children who need additional help, including children with special educational needs and/or disabilities. Children are well prepared for their learning in Year 1.

Inclusion

Expected standard 

The number of pupils with special educational needs and/or disabilities (SEND) has increased considerably over the past 18 months. Leaders have managed this change well. They have ensured that the learning of other pupils in the school has not been disrupted.

Leaders and staff have suitably high expectations for vulnerable pupils and ensure that they access a broad curriculum. This includes for pupils who are disadvantaged, those with SEND and those known or previously known to social care. Leaders have an accurate understanding of the barriers these pupils face to their learning and wellbeing. They make effective use of additional funding to provide pupils with the support they need.

Staff are skilled at identifying the often complex and overlapping needs that some pupils have. Leaders provide effective training to help staff meet pupils' wide-ranging needs. Support matches pupils' individual needs closely and enables them to engage positively in their learning. Staff provide a highly tailored curriculum for pupils with complex needs. This means that these pupils engage well with their learning and their attendance is improving.

Leaders regularly monitor and review the impact of the support provided to vulnerable pupils. Where appropriate, they adjust provision to ensure that pupils make the progress they should academically, personally and socially.

Leadership and governance

Expected standard 

Leaders have an accurate understanding of the school's strengths and areas for development. They have secured clear improvements in important aspects of the school's work, such as in mathematics and phonics. Leaders make appropriate checks to ensure that the quality of teaching is improving. However, some of these checks do not focus precisely enough on the impact of leaders' actions. As a result, improvements are not always as rapid as leaders intend.

Leaders are responsive to the school's rapidly changing context. They prioritise inclusion so that every pupil has the best opportunity to succeed. Leaders ensure that all pupils receive the support they need to achieve and thrive. This includes for pupils with special educational needs and/or disabilities and other vulnerabilities, such as disadvantaged pupils and those with complex and overlapping needs.

Leaders provide staff with professional learning that is closely aligned to the school's priorities. This training helps staff to build their knowledge and expertise in delivering the curriculum and meeting pupils' individual needs. Leaders are mindful of staff workload and wellbeing when introducing new initiatives.

Those responsible for governance provide leaders with effective support and challenge. They understand the school's context and work with leaders to ensure that the school welcomes and supports every pupil. Trustees and governors monitor leaders' actions and keep a close eye on areas such as attendance, behaviour and teaching. Trustees ensure that statutory duties are met. They hold leaders to account well.

Leaders engage positively with the local community. They work effectively with parents and carers to support their children's learning and wellbeing.

Personal development and wellbeing

Expected standard 

The school's personal, social and health education curriculum is designed well. Pupils of all ages develop an age-appropriate understanding of how to keep themselves healthy and safe. For example, Reception-age children talk about the importance of wearing high-visibility jackets on the field so that adults can see them. Older pupils talk about the negative impact of 'doom-scrolling'. Pupils develop a secure understanding of healthy relationships. They speak knowledgeably about different types of family, the importance of treating people with respect and kindness and how to resolve arguments.

The school supports pupils' spiritual, moral, social and cultural development effectively. Pupils reflect on their own and others' beliefs and experiences. For example, pupils visit different classes to teach them about their religion. Pupils show tolerance and respect for others. They develop a clear understanding of right and wrong. Pupils speak confidently about fundamental British values and what life might be like without these.

Pupils take on a wide variety of leadership responsibilities. Roles, such as attendance champions and prefects, encourage pupils to take responsibility for improving aspects of the school's work. All pupils feel listened to. For example, leaders sought the views of pupils when they reviewed the behaviour policy.

Pupils benefit from a range of extra-curricular clubs and enrichment experiences. Leaders make sure that all pupils access experiences linked to the curriculum, such as residential trips and theatre visits. Many pupils take advantage of the extra-curricular clubs on offer. Staff encourage disadvantaged pupils and pupils with special educational needs and/or disabilities to attend.

The support for pupils' wellbeing is a strength of the school. Staff know pupils well and provide timely support to help pupils' emotional wellbeing. Pupils say they feel safe and know that staff are there if they need someone to talk to.

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

Pupils enjoy coming to school. They receive a warm welcome each day from staff, who know them well. Pupils treat each other with tolerance and respect. They recognise that everyone is different and that some pupils might need additional support to help them learn or to manage their emotions. Pupils support one another and everyone is a valued member of the school's community.

Over recent years, many pupils have joined the school in year groups other than the Reception Year. These pupils are quick to settle into school life. They form positive relationships with their peers and staff. Staff prioritise getting to know pupils as individuals. They identify any additional needs that pupils may have and put in place high-quality support and adaptations to remove barriers to learning or wellbeing. Pupils with special educational needs and/or disabilities and disadvantaged pupils learn happily alongside their peers.

Most pupils conduct themselves well in lessons and around school. Pupils who are still learning to manage their own behaviour receive the support they need to be successful. Pupils play cooperatively at social times. They feel safe at school. Pupils know that staff will help if they are worried or upset. They are confident that staff will deal with bullying and unkind behaviour when it occurs.

Pupils apply themselves well to their learning. They build secure knowledge and skills across a broad range of subjects. Most pupils secure the necessary accuracy and fluency in reading, spelling, handwriting and mathematics by the end of Year 6. Pupils are well prepared for their next steps.

Pupils participate in a wide range of opportunities that enrich the curriculum and broaden their interests. These opportunities include trips, visitors to school, extra-curricular clubs and a rich array of outdoor learning activities. These experiences develop pupils' resilience and character.

Next steps

- Leaders should ensure that the handwriting curriculum is taught consistently well across early years and key stage 1.
 - Leaders should continue their efforts to improve the attendance of disadvantaged pupils.
 - Leaders should refine their monitoring to ensure that staff implement school improvement actions consistently, and that these actions have the rapid impact that leaders intend.
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About this inspection

This school is part of the Community Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Philip Hamilton, and overseen by a board of trustees, chaired by Simon Atkins.

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 HMI.

Inspectors spoke with the headteacher, other school leaders, staff and pupils during the inspection. They also spoke with representatives of the trust and of the school standards committee.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school has undergone significant changes since the last inspection. The headteacher took up post in September 2023. The number of pupils on roll has increased from 303 pupils at the time of the previous inspection to 429 pupils currently. The number of pupils who have an education, health and care (EHC) plan has increased in the past 18 months. At the time of the inspection, there were 22 pupils with an EHC plan.

Headteacher: Stephanie Rowett

Lead inspector:

Claire Jones, His Majesty's Inspector

Team inspectors:

Dawn White, Ofsted Inspector

Ellen Taylor, Ofsted Inspector

Kate Wilcock, 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

401

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

24.19%

Close to 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

2.00%

Below 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

16.21%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

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	59%	61%	Close to average
2024/25 (final)	67%	62%	Close to average
2023/24 (final)	63%	61%	Close to average
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	68%	74%	Below
2024/25 (final)	79%	75%	Close to average
2023/24 (final)	69%	74%	Close to average
2022/23 (final)	55%	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	74%	72%	Close to average
2024/25 (final)	76%	72%	Close to average
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	71%	71%	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	70%	73%	Close to average
2024/25 (final)	73%	74%	Close to average
2023/24 (final)	72%	73%	Close to average
2022/23 (final)	65%	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	26%	46%	Below
2024/25 (final)	50%	47%	Close to average
2023/24 (final)	S	46%	S
2022/23 (final)	17%	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	26%	62%	Below
2024/25 (final)	50%	63%	Below
2023/24 (final)	S	62%	S
2022/23 (final)	17%	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	43%	59%	Below
2024/25 (final)	50%	59%	Close to average
2023/24 (final)	S	58%	S
2022/23 (final)	50%	58%	Close to average

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	39%	60%	Below
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	S	59%	S
2022/23 (final)	33%	59%	Below

‘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	26%	68%	-42 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	S	67%	S
2022/23 (final)	17%	66%	-50 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	26%	80%	-54 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	17%	78%	-62 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	43%	78%	-34 pp
2024/25 (final)	50%	78%	-28 pp
2023/24 (final)	S	78%	S
2022/23 (final)	50%	77%	-27 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	39%	80%	-41 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	S	79%	S
2022/23 (final)	33%	79%	-46 pp

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

mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.3%	5.2%	Close to average
2023/24 (3 term)	6.5%	5.5%	Above
2022/23 (3 term)	6.0%	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)	14.0%	13.0%	Close to average
2023/24 (3 term)	16.3%	14.6%	Close to average
2022/23 (3 term)	15.8%	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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