

Coundon Court

Address: Northbrook Road, Coventry, West Midlands, CV6 2AJ

Unique reference number (URN): 138023

Inspection report: 3 March 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 ●

Leaders have consistently high expectations for all pupils. Any pupil with a barrier to learning is prioritised and supported by the staff's shared commitment to provide an inclusive education.

Disadvantaged pupils and pupils with special educational needs and/or disabilities have their needs identified quickly and accurately. Leaders have created useful systems that provide staff with specific information and quality training. These help staff to plan responsive interventions to meet pupils' needs. Regular communication between academic and pastoral teams ensures pupils receive timely intervention and progress well. Staff use information about pupils' needs effectively when teaching. Pupils with barriers to learning who are new to the school receive specific interventions through the school's Year 7 'bridge provision'. The support provided enables pupils to access a curriculum that is tailored to their individual needs. Those pupils who are new to the country or who speak English as an additional language are integrated and prepared well so they can fully participate in the life of the school.

The school collaborates effectively with the local community and external agencies to ensure that specialist training and practices are shared. For example, alternative provision and the virtual school are used thoughtfully and skilfully. Leaders use additional funding effectively in order to support disadvantaged pupils and reduce barriers to learning and wellbeing.

Leadership and governance

Strong standard ●

Leaders demonstrate high ambition for all pupils and students. They act with a clear purpose to improve pupils' life chances through high-quality inclusive education. Leaders embody the school's values of 'hard work, kindness and respect'. They are insightful and fully informed about the school's strengths and priorities. Leaders are restless in addressing areas for improvement. Leaders' actions have been carefully and systemically put into place to have a sustained positive impact for all pupils. They have ensured that pupils with barriers to learning and wellbeing, including disadvantaged pupils, those who speak English as an additional language, and those with special educational needs and/or disabilities, are supported through a culture of inclusive practice.

Leaders across the school ensure that the professional learning programme is supportive to staff and beneficial to pupils. Staff have access to quality training and encourage the development of careers. Leaders are mindful of staff workload and manage staff work pressures effectively. Staff are a cohesive team with a sense of community.

Governance is impactful. Governors have a shared vision for the school and know the school well. They offer appropriate support and challenge to ensure the school's vision for pupils is integral to leaders' actions. The trust's work has supported school leaders in owning and refining best practice to ensure that standards across the school are strengthened.

Close collaboration between trust leaders and governors ensures that school leaders have the strategic direction to drive the school forward.

Personal development and wellbeing

Strong standard ●

Leaders have developed a well-structured personal development programme that supports pupils' growth from Year 7 to Year 13. The programme is carefully sequenced so that pupils make informed and responsible decisions over time. Pupils develop a secure and detailed understanding of fundamental British values, protected characteristics, equality and diversity. They discuss social and moral issues relating to relationships and sex education with maturity. There is regular involvement with external agencies that supports pupils' physical and mental health. Pupils engage in volunteering and activities outside of school so that they learn the importance of community. The personal development programme shapes pupils' attitudes, behaviour and understanding of the wider world. The impact of the programme is monitored, and leaders ensure that the programme is responsive to pupil voice.

The school's '4 pillars' approach to enrichment is wide and effectively designed in order to broaden pupils' horizons and develop their talents and interests. Pupils benefit from a range of opportunities, including debating, robotics, crochet and board games clubs. There are also several trips and visits that enrich the curriculum. Pupils are encouraged to take on leadership roles, such as sports leaders and student council. Leaders track participation closely to ensure that all groups of pupils, including those with barriers to learning, benefit from the enrichment offer.

The careers programme is well structured and highly effective in meeting the needs of all pupils and students in the school. The programme builds a secure understanding about careers and pathways for pupils as they move through the school. Pupils have many opportunities over the years to have direct contact with further and higher education as well as employers. Pupils appreciate how the school's pastoral system supports them for the future and equips them for their life outside school. Pupils are confident and well-rounded young people.

Post 16 provision

Strong standard ●

Sixth-form students have positive attitudes to their learning and school. Students attend well and behave with maturity. Leaders have created an aspirational programme of study and support for students. Students demonstrate secure subject knowledge. Their individual needs are met through appropriate and effective adaptations. One-to-one mentoring sessions support students to become independent learners. These sessions are valued by disadvantaged pupils and those with special educational needs and/or disabilities. Students achieve well. Outcomes are above the national average for most students. Students are well supported to make progress in lessons. Strategies such as the 'subject excellence programme' allow students to study their subjects in greater depth as well as supporting their applications to highly competitive destinations.

Students value their school community and often act as role models for younger pupils through mentoring, clubs and leadership roles. They run societies relating to law, medicine, mental health and wellbeing. Students receive training to be effective mentors and support

younger pupils in most subjects. They also work as mentors for local primary school pupils. The extensive programme of support prepares students very well for their next steps. Many students successfully progress on to ambitious destinations and high-quality pathways, including elite overseas universities.

Expected standard

Achievement

Expected standard 

Leaders have a high expectation for pupils' achievement. Their ambition is evident in the curriculum and quality of teaching. Pupils secure knowledge and understanding across the curriculum and generally produce work of a high quality. They can recall knowledge confidently and explain ideas clearly. Pupils make connections between different topics within subjects. Pupils with barriers to learning are provided with targeted support that helps them make progress from their starting points. Pupils typically learn well at key stage 3 and take pride in their work. Pupils are well prepared for the next stage of their education.

Pupils achieve well across the school and typically make effective progress from the time they start the school. In recent years, outcomes in many subjects at key stage 4 have been in line with national averages. Pupils with special educational needs and/or disabilities and those pupils who are disadvantaged achieve well alongside their peers. Most pupils progress successfully to further education, training or employment, and are ambitious for their future.

Attendance and behaviour

Expected standard 

All pupils know why it is important to attend school. This shared understanding stems from leaders' actions to address barriers to attendance. Improvements in attendance and high attendance are recognised and praised. Leaders have engaged with parents and carers in appropriate and supportive ways to develop the culture around attendance. Leaders are relentless in their pursuit of improvements to attendance. They have clear knowledge of the attendance of different groups, as well as a detailed understanding of patterns and trends. Leaders' actions are having a positive impact on attendance.

Positive relationships are evident between staff and pupils. There are clear behaviour routines within the school which are effective in maintaining high expectations. Pupils' behaviour around the school is positive, with respect shown towards each other, staff and the environment. Pupils behave well and move promptly to lessons. Pupils are attentive in lessons, which means that learning is rarely disrupted. If pupils fail to meet leaders' high expectations, a range of strategies are used to improve engagement in school life. These, combined with the school's student support centre, have resulted in a reduction in the number of suspensions. Bullying and the use of derogatory language are rare and not tolerated. When incidents occur, staff address them appropriately and promptly.

Leaders have designed an ambitious curriculum across all key stages that reflect high aspirations for every pupil. Leaders have a robust approach to checking the quality of the curriculum and teaching. Curriculum planning is a strength. Subject leaders carefully identify the essential knowledge pupils need to learn and map it logically.

Teachers demonstrate clear subject knowledge and benefit from a well-planned programme of professional learning. Staff work collaboratively and receive ongoing support to refine their teaching. Lessons are typically engaging and challenging. When pupils have gaps in core subject knowledge, staff provide targeted interventions to help them catch up quickly with their peers. Teachers know pupils well. Disadvantaged pupils and those pupils with special educational needs and/or disabilities receive effective targeted support. The school's assessment policy is applied well across subjects and groups. Teachers consistently check pupils' understanding effectively.

Pupils who need additional support with reading are identified quickly and provided with the literacy help they need to catch up quickly. Subject-specific vocabulary is promoted and supported through interventions, which enables pupils to develop their reading, speaking and writing skills.

While teaching strategies are generally implemented well for most pupils, there is some variation. In a small number of lessons, the delivery of content is not precise enough and allows for gaps in some pupils' knowledge. This hampers the progress that some pupils make across the curriculum.

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

Pupils benefit from attending this supportive and inclusive school where they feel safe and encouraged to succeed. The Year 7 'bridge provision' ensures pupils experience this ethos from day one of their journey through school. Pupils thrive in this provision, and it allows leaders the opportunity to establish the high expectations that pupils will experience in daily school life.

Staff's detailed knowledge of pupils establishes positive and respectful relationships. This creates a calm and orderly atmosphere around the school. Pupils are clear on what is expected of their behaviour in lessons and around school. They regulate their own behaviour to meet staff's expectations. Pupils are rewarded for contributing to the community feel of the school. Pupils enjoy attending the school because of the high aspirations that leaders have. Pupils feel listened to because of the strong pastoral care and safeguarding systems the school has in place. If pupils have a concern about school or bullying, they are confident it will be dealt with quickly and appropriately.

Pupils typically experience engaging and demanding lessons that are carefully designed to support both academic success and personal development. Staff know pupils well and use this understanding to remove barriers to learning. Pupils with special educational needs

and/or disabilities and disadvantaged pupils receive bespoke support and guidance that allows them to achieve well.

Outside of lessons, pupils benefit from a wide range of extra-curricular activities and enrichment opportunities. These are embedded from Year 7 through to Year 13. Sixth-form students act as role models and demonstrate positive learning habits and behaviour to younger pupils. Pupils are encouraged to engage with social issues, contribute charitable work and act as positive members of their communities. Pupils benefit from a culture of belonging. They are confident, articulate and responsible young people who are well prepared for their future education and for taking an active role in society.

Next steps

- Leaders should continue to ensure that all staff consistently implement the school's agreed approach to teaching and learning to a high standard across subjects and year groups so that all pupils achieve the depth of knowledge they need to thrive.
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About this inspection

This school is part of The Futures 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), Chris Jupp, and overseen by a board of trustees, chaired by Tony Fitzpatrick.

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 the principal, leaders from the school and from the trust, governors, members of teaching and non-teaching staff and several groups of pupils during the inspection. An inspector spoke with the CEO of the trust.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of eight registered alternative provisions.

The principal commenced their post in June 2022.

Principal: Christopher Heal

Lead inspector:

Andrew Washbourne, His Majesty's Inspector

Team inspectors:

Patrick Amieli, Ofsted Inspector

Jacqueline Newsome, Ofsted Inspector

Caroline Hoddinott, Ofsted Inspector

Michael Stoppard, Ofsted Inspector

Mark Grady, 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 3 March 2026

School and pupil context**Total pupils**

1,878

Well 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: 1,067

School capacity

2,025

Well 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: 1,153

Pupils eligible for free school meals (FSM)

25.08%

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: 28.9%

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

0.75%

Well 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: 3.09%

Pupils with special educational needs (SEN) support

19.38%

Well above average

What does this mean?

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

National average: 13.4%

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

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	38.9%	45.4%	Close to average
2023/24 (final)	40.1%	45.9%	Close to average
2022/23 (final)	36.2%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	45.0	46.0	Close to average
2023/24 (final)	42.8	45.9	Close to average
2022/23 (final)	43.8	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.28	-0.03	Close to average
2022/23 (final)	-0.20	-0.03	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	18.6%	25.8%	Close to average
2023/24 (final)	20.5%	25.8%	Close to average
2022/23 (final)	16.4%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	34.5	34.9	Close to average
2023/24 (final)	32.1	34.6	Close to average
2022/23 (final)	32.1	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.85	-0.57	Close to average
2022/23 (final)	-0.77	-0.57	Close to average

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	18.6%	53.1%	-34.5 pp
2023/24 (final)	20.5%	53.1%	-32.6 pp
2022/23 (final)	16.4%	52.4%	-36.0 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	34.5	50.4	-15.9
2023/24 (final)	32.1	50.0	-17.9
2022/23 (final)	32.1	50.3	-18.2

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.85	0.16	-1.02
2022/23 (final)	-0.77	0.17	-0.94

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	91%	91%	Average
2022 leavers (revised)	93%	93%	Average
2021 leavers (revised)	91%	94%	Below

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	35.90	34.99	Close to average
2023/24 (final)	35.12	34.38	Close to average
2022/23 (final)	33.85	34.16	Close to average

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	0.1	0.0	Close to average
2023/24 (revised)	0.3	0.0	Above

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)	9.1%	8.1%	Close to average
2023/24 (3 term)	10.6%	8.9%	Above
2022/23 (3 term)	11.1%	9.0%	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)	24.2%	21.9%	Close to average
2023/24 (3 term)	31.6%	25.6%	Above
2022/23 (3 term)	34.1%	26.5%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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