

Richard Lee Primary School

Address: The Drive, Wyken, Coventry, West Midlands, CV2 5FU

Unique reference number (URN): 146393

Inspection report: 27 January 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

Personal development and wellbeing

Expected standard 

The school's personal development offer provides pupils with regular and purposeful opportunities to explore values such as fairness, respect and responsibility. Assemblies and classroom discussions enable pupils to develop a simple but secure understanding of democracy, including through voting for roles such as house captains. Pupils show appreciation of the different cultures and beliefs represented within their school community. They interact with each other and with staff in a kind and respectful way. Pupils understand the school's values and typically demonstrate them in their actions.

Pupils know how to keep themselves safe. They learn about healthy relationships and online safety in age-appropriate ways. Younger pupils describe basic risks accurately, while older pupils speak confidently about personal boundaries. Pupils understand right and wrong. They reflect thoughtfully on their behaviour during discussions.

Pastoral support is a strength of the school. Staff know pupils well and make effective use of systems such as 'voice boxes', providing targeted support to help pupils share their worries and access help early. Leaders work successfully with families and external agencies to ensure appropriate pastoral provision for pupils with additional needs.

Pupils value leadership opportunities such as house captains, the junior leadership team and reading champions. Through these roles, they contribute positively to the school community. Pupils proudly explain how these roles help to 'make the school better'. Leaders recognise that disadvantaged pupils are currently underrepresented in leadership roles. They have suitable plans to increase these pupils' participation.

Sporting activities and clubs such as digital art and crochet enrich pupils' experiences of school. Although leaders track participation in these activities, they do not use this information to adapt the provision. Consequently, some activities attract limited participation.

Needs attention

Achievement

Needs attention 

Pupils' progress through the curriculum varies across the school, including in the early years. As a result, some pupils do not build knowledge securely from year to year. Some children in the early years are not well prepared for Year 1, and some older pupils are not ready for the transition to secondary school. At the same time, other pupils progress well, especially when the curriculum is securely implemented. Across the school, pupils develop effective speaking and listening skills.

Outcomes in recent national assessments show a mixed picture for disadvantaged pupils and those of different abilities, with outcomes for many falling below national averages last year. By the end of Year 6, fewer pupils reached the expected standard in reading, writing and mathematics than the national average. However, compared with the previous year,

more pupils attained at a higher standard in mathematics and writing. Year 4 pupils performed in line with others nationally in the multiplication tables check.

Attendance and behaviour

Needs attention 

Absence rates for disadvantaged pupils remain high. Leaders' actions to address this are appropriate, but there is still more to do. Leaders check attendance carefully and promote it through assemblies. They work well with families and external agencies to remove the barriers that hinder pupils' attendance. The school experiences higher-than-usual numbers of pupils joining or leaving during the school year. This mobility affects its published attendance figures. Attendance for most pupils, including for those with special educational needs and/or disabilities, has improved over time.

Warm relationships between staff and pupils underpin a respectful culture. Staff use behaviour systems fairly and consistently. In lessons, pupils typically show positive attitudes to learning. They engage particularly well when tasks are clear and well matched to their learning. Occasionally, a few pupils lose focus, though this rarely leads to disruption. Most pupils are orderly as they move around the school. However, expectations are not upheld in corridors. Some pupils run when they know they should walk. Pupils say that staff listen and act on any concerns. There is a firm and appropriate response to unkind behaviour, including any rare incidents of bullying. Any pupils struggling to manage their emotions are supported sensitively.

Curriculum and teaching

Needs attention 

The curriculum is not consistently well implemented. Sometimes, tasks are overly complicated and too difficult for pupils. Occasionally, the support for pupils with special educational needs and/or disabilities does not enable them to develop real understanding of the key knowledge. Where teaching is more precise, pupils benefit from carefully planned activities and timely support. In these instances, pupils experience success.

There is more to do to help pupils who struggle with reading. Sometimes, pupils' reading books are not well matched to their phonics knowledge. Some pupils do not get enough opportunities to practise their reading. This limits their ability to develop fluency.

Leaders have prioritised addressing weaknesses in writing and mathematics. There is an increasing focus on helping pupils to improve their spelling and handwriting and deepen their understanding of mathematical concepts. While this work is starting to make a difference to pupils' learning, further improvements are required across the school. Staff receive a broad range of training to develop their subject knowledge, but this support is not yet leading to consistently effective practice.

The curriculum identifies the knowledge, skills and vocabulary pupils need to learn for each subject and year group. Vocabulary teaching is effective, with staff inspiring pupils to develop a love of language. Consequently, pupils learn to express their ideas orally with confidence.

Early years

Needs attention 

Not all children achieve as well as they should by the end of the Reception Year. Some gaps in children's phonics knowledge are not picked up quickly. Errors in their early writing and letter formation are sometimes left uncorrected. At times, activities do not build on what children already know. In contrast, when teaching is sharply focused on what children need to learn, they secure key knowledge and skills. School and trust leaders' actions are starting to make a difference. For example, interactions between staff and children are improving. However, these actions are not leading to consistent teaching or stronger outcomes for all children.

Staff work well with parents and carers to help children settle quickly. A 'welcome week' helps families understand routines and learning expectations. Parents visit the school regularly and talk with staff. This helps everyone share important information about children's needs.

The curriculum is generally well sequenced from Nursery to Reception. Staff usually model language clearly and use role play to build children's vocabulary. In Reception, for example, children in the hair salon spoke confidently with their 'clients' as they 'worked'. Children enjoy stories and explore books with interest. They are curious learners who learn and play together well, both indoors and outdoors.

Inclusion

Needs attention 

The resources and adaptations made by teachers for pupils with special educational needs and/or disabilities (SEND) are, at times, not as effective as they should be. They do not consistently help pupils with SEND to secure the intended knowledge and skills. Sometimes, staff use technology and translation support well to help pupils access learning.

There are clear systems and processes in place to identify the learning and development needs of pupils. Leaders work well with external agencies to understand how best to support pupils and to arrange appropriate training for staff. However, the school does not check the impact of this on pupils with sufficient rigour, which means that variations in practice remain.

The impact of leaders' strategy for spending additional funding, for example the pupil premium grant for disadvantaged pupils, is variable. Provision for these pupils leads to uneven academic outcomes across different year groups. While there are some recent improvements, leaders' strategies for raising disadvantaged pupils' attendance at school have not been as effective as they could be.

Despite this, leaders have created an inclusive ethos. Pastoral support for pupils with SEND, those known to social care and disadvantaged pupils is effective. Pupils' wellbeing is particularly well supported.

Leadership and governance

Needs attention 

The school has added to its leadership capacity. Together, trust and school leaders use a suitable range of strategies to check provision and identify next steps.

Trustees use performance information to ask thoughtful questions about the school's effectiveness. Governors and trust leaders meet regularly with school leaders. They check the work of the school for themselves, using this to provide appropriate challenge. However, the school does not always act on this quickly enough to identify the most effective next steps and address inconsistencies, for example in curriculum implementation and pupils' achievement.

Leaders know the school's strengths. They are committed to improving pupils' education. They take account of the needs of disadvantaged pupils, those with special educational needs and/or disabilities and those known to social care when making decisions. Leaders' actions have secured strengths in areas such as communication and language, pastoral support and attendance for many pupils.

Staff benefit from a broad range of professional learning, including coaching and subject-specific guidance. They value this training as well as the steps leaders take to manage their workload and promote their wellbeing. This contributes to positive morale and trust in leadership.

Parents and carers value the care and support their children receive. They appreciate the way this extends to families, particularly during challenging times.

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

Pupils enjoy their lessons and feel part of the school's caring community. In the early years, staff help the youngest children settle in quickly. Leaders and staff listen carefully to pupils' views. All of this gives pupils a real sense of belonging.

Pupils learn particularly well when curriculum activities build on their existing knowledge step by step. Developing pupils' communication and language is a strength of the school. As a result, pupils express themselves confidently. However, in the early years and in key stages 1 and 2, pupils do not achieve as well as they could in readiness for their next stage of learning.

All pupils have access to the same experiences. Effective pastoral support ensures that, right from the early years, children are ready to learn. Pupils with special educational needs and/or disabilities (SEND) receive support to enable them to be successful. However, this varies in quality. At times, this means some pupils with SEND do not learn as well as they should.

Relationships throughout the school are positive. Pupils try hard to demonstrate the school values of unity, kindness, resilience, pride and honesty as they learn and play. They are kind and willing to help their peers. Staff deal with behaviour incidents promptly, including rare allegations of bullying. Attendance is improving for most pupils. However, too many pupils, particularly those who are disadvantaged, continue to miss too much school.

Pupils understand the importance of a healthy lifestyle. They feel safe at school and know how to stay safe when out and about. The school's '100 things to give us wings' approach helps pupils to make a difference to their community, discover new interests and prepare for

life after school. For example, pupils raise funds for charity, learn to cook and create digital art.

Next steps

- Leaders should raise pupils' achievement, including in the early years, by ensuring the curriculum is consistently well taught for all pupils and by strengthening academic support for pupils with special educational needs and/or disabilities, so that pupils learn successfully.
 - Leaders should strengthen early reading by ensuring consistent phonics teaching, accurately matched books to pupils' phonics knowledge and regular supported practice to secure pupils' fluency and confidence.
 - Leaders should build on recent positive trends by refining their attendance strategy so that more disadvantaged pupils attend regularly.
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About this inspection

This school is part of Castle Phoenix 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), Mrs Michele Marr, and overseen by a board of directors, chaired by Mr David Coaché.

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 and other leaders. The lead inspector met with representatives from the trust board and with the chair of the governing body. She also met with the CEO, other representatives from the trust and the executive headteacher.

Inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Headteacher: Mrs Jenny Stafford

Lead inspector:

Usha Devi, His Majesty's Inspector

Team inspectors:

Darren King, Ofsted Inspector

Sam Cosgrove, Ofsted Inspector

Karen O'Keefe, 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 27 January 2026

School and pupil context

Total pupils

406

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

489

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: 300

Pupils eligible for free school meals (FSM)

25.97%

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

3.20%

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

15.02%

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

Close to 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	55%	61%	Close to average
2024/25 (revised)	53%	62%	Below
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	55%	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)	69%	74%	Close to average
2022/23 (final)	60%	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	68%	72%	Close to average
2024/25 (revised)	64%	72%	Below
2023/24 (final)	66%	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	69%	73%	Close to average
2024/25 (revised)	64%	74%	Below
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	66%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	38%	46%	Close to average
2024/25 (revised)	42%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	43%	46%	Close to average
2022/23 (final)	32%	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	47%	62%	Below
2024/25 (revised)	42%	63%	Below
2023/24 (final)	71%	62%	Close to average
2022/23 (final)	36%	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	47%	59%	Below
2024/25 (revised)	42%	59%	Below
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	48%	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	48%	60%	Below
2024/25 (revised)	47%	61%	Below
2023/24 (final)	57%	59%	Close to average
2022/23 (final)	44%	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	38%	68%	-30 pp
2024/25 (revised)	42%	69%	-27 pp
2023/24 (final)	43%	67%	-25 pp
2022/23 (final)	32%	66%	-34 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	47%	80%	-33 pp
2024/25 (revised)	42%	81%	-39 pp
2023/24 (final)	71%	80%	-8 pp
2022/23 (final)	36%	78%	-42 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	47%	78%	-31 pp
2024/25 (revised)	42%	78%	-36 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	48%	77%	-29 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	48%	80%	-31 pp
2024/25 (revised)	47%	81%	-33 pp
2023/24 (final)	57%	79%	-22 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	44%	79%	-35 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)	6.8%	5.2%	Above
2023/24 (3 term)	6.8%	5.5%	Above
2022/23 (3 term)	7.6%	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)	23.5%	13.3%	Above
2023/24 (3 term)	23.9%	14.6%	Above
2022/23 (3 term)	28.2%	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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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