

Stoke Park School

Address: Dane Road, Coventry, West Midlands, CV2 4JW

Unique reference number (URN): 145179

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 

Pupils generally achieve well in external examinations at the end of key stage 4. Pupils with special educational needs and/or disabilities progress well from their starting points and disadvantaged pupils consistently achieve as well as similar pupils nationally. At key stage 3, leaders ensure an appropriate focus on securing pupils' essential knowledge in reading, writing and mathematics. While some pupils have gaps in their basic knowledge at key stage 3, leaders prioritise equipping teachers with appropriate strategies to identify and address such gaps. Typically, pupils make suitable progress in learning the curriculum at key stages 3 and 4.

In the sixth form, students make effective progress from their starting points, especially on A-level courses. Over time, sixth form achievement in examinations has improved. Leaders' actions continue to support an improvement in students' achievement. Students are well prepared for their next steps in education, training and employment and secure places at ambitious destinations.

Attendance and behaviour

Expected standard 

Thanks to the school's methodical and strategic approach, pupils at all stages attend well. Leaders analyse patterns of attendance well, and are quick to act in cases of concern. This is having notable impact on all groups of pupils, including those who are absent for school for some time. This all means that overall levels of attendance are high.

Leaders have renewed their approach and expectations around pupil conduct. This is having clear impact. The school is typically a calm and orderly environment where pupils behave with consideration. In lessons pupils typically try hard and do their best, although there can be some variation in this. The school takes action effectively and promptly when pupils find it hard to meet their high expectations. Pupils appreciate the time that staff spend with them to help them to make better choices. Thanks to leaders' work, pupils understand that the school is a tolerant, diverse and welcoming community. They understand that it is important to demonstrate this in how they interact with each other. The school acts effectively in rare cases when this is not the case. Bullying is not tolerated. Leaders take rapid and effective action in cases of unkind behaviour.

Curriculum and teaching

Expected standard 

Leaders are effective in identifying if pupils lack the key knowledge that they need, for example in reading fluency, numeracy and writing. The support that leaders put in place for specific pupils ensures that gaps in pupils' basic knowledge close rapidly. Year 7 pupils who need extra help with their learning on joining the school benefit from the school's additional support provision, 'The Bridge'. This provision helps a group of Year 7 pupils develop the basic knowledge that they need to access the key stage 3 curriculum and achieve.

Leaders have established a curriculum across all subjects that identifies the knowledge pupils need to know and the order in which they should learn that knowledge. Leaders have

also taken steps to enhance the ambition of the curriculum, including the addition of Latin as a subject at key stage 4.

Leaders provide significant staff training on effective, high-quality teaching but there is variation in the quality of teaching, particularly in key stage 3. Typically, teaching meets pupils' needs and pupils learn the knowledge that they need. However, sometimes teachers do not check pupils' understanding well enough and sometimes teachers do not provide the appropriate adaptations to learning that some pupils need. This means that gaps in pupils' knowledge or pupils' misconceptions can go unchecked and some pupils do not achieve as well as they might.

Inclusion

Expected standard 

There are many pupils at the school who have barriers to their learning or wellbeing, including pupils with special educational needs and/or disabilities (SEND). As a result, leaders have rightly prioritised accurate assessment of pupils' needs. Leaders provide teachers with helpful information about individual pupils and about how to reduce barriers to pupils' learning or wellbeing. Typically, staff follow leaders' advice and guidance in providing support for pupils. This means that pupils with SEND and pupils with other significant needs generally learn the curriculum as leaders intend. This includes those pupils who benefit from the school's resourced provision for hearing impairment. However, there are occasions when adaptations to the curriculum are not systematically put in place. This can make it difficult for some pupils to make appropriate progress.

Leaders are vigilant in ensuring that the school provides effective support for the progress and wellbeing of pupils who are known to social care. Leaders liaise well with external agencies to provide expert support for these pupils. Leaders also oversee the production of high-quality personal education plans that determine the nature of support for pupils who are in the care of the local authority.

Leaders clearly understand the needs and barriers that disadvantaged pupils face. They make careful use of pupil premium funding to enable these pupils to participate fully in the life of the school and to achieve well.

Leadership and governance

Expected standard 

There have been a number of changes in the school to support its journey of improvement. Leaders have an accurate evaluation of the school. They have prioritised the right areas for improvement. Leaders at all levels are focused on securing increased consistency in the school's provision. There is a new programme for the development of teaching practice. This is ensuring increased precision in teaching practice for teaching staff at all stages of their careers.

The trust continues to be highly effective in supporting the school's journey of improvement. It provides supportive challenge and leadership expertise to enable the school to continue to improve. Those responsible for the governance of the school supportively challenge leaders around improvements. The local governing body has increased levels of experience in education to support the school further. The trust and governors ensure there is regular external review of the school's work.

Staff are positive about the developments in the school and how leaders work with them to manage their workload. They speak highly of the opportunities to develop their practice, especially the significant numbers of teachers who are new to the profession. Most parents are supportive of the school. The school is working effectively to engage parents in future developments.

Personal development and wellbeing

Expected standard 

Leaders have designed a comprehensive programme for pupils' personal development. Leaders speak to pupils regularly to ensure that the school's personal development provision reflects pupils' lives and supports pupils' evolving needs. This ensures that provision is relevant and of benefit to all pupils, including disadvantaged pupils. The programme includes suitable and age-appropriate relationships and citizenship education. Pupils know how to stay safe both online and offline. They gain an understanding of the fundamental British values and learn how to live healthy and fulfilling lives. Pupils also learn about other faiths and cultures.

The school provides pupils with a range of extra-curricular clubs and activities, including sports, music and drama. Pupils also enjoy educational visits. Leaders carefully track which pupils take part in these enrichment opportunities. Leaders ensure that they minimise barriers to pupils' participation, including barriers for disadvantaged pupils and pupils with special educational needs and/or disabilities.

There is extensive provision for pupils' pastoral support. Staff take considerable care to get to know the youngest pupils and provide pastoral support that enables Year 7 pupils to make a smooth transition from primary school. Year 7 pupils benefit from their own classrooms and playground. Year 7 pupils with particular needs also benefit from additional pastoral support through 'The Bridge' provision. This provision continues into Year 8, through 'The Gateway' provision for pupils who need it. Pastoral support continues through key stage 4 and 5 to help pupils manage their evolving needs.

Leaders have well-planned provision for pupils to learn about future employment. This includes an extensive careers fair as well as many other careers events, including opportunities to meet employers. Leaders ensure that priority is given to pupils with barriers to their learning or wellbeing when organising careers advice and guidance. Leaders regularly review careers provision to ensure that it is of high quality. The school's careers programme helps pupils to secure positive destinations at the end of Year 11 and Year 13.

Post 16 provision

Expected standard 

Leaders have taken rapid and effective action to improve standards in the sixth form. This has included giving students well-informed advice and guidance about their choice of sixth form courses. Leaders have been resourceful in expanding the sixth form offer to include additional subjects, delivered at other school sixth forms, that meet students' needs and interests. Leaders check carefully to ensure that students receive effective teaching in these subjects at other schools.

Across the curriculum, students generally benefit from teaching that enables them to build a secure body of knowledge over time. This includes students who need extra support to

achieve the necessary grades in maths and English GCSE qualifications. Students develop positive, collaborative relationships with teachers. Teachers support students with barriers to learning well, including students in receipt of sixth form bursary funding.

Students also benefit from a significant wider personal development offer that includes work experience. Students are knowledgeable about a wide range of future destinations. Students also enjoy leading form time sessions about current issues which concern them. The school is aspirational for its sixth form students. As one student, typical of many, states 'they tell you how to achieve your dreams'.

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

Pupils enjoy being part of this diverse school. The school provides pupils with regular opportunities to offer their views on the quality of school provision. Pupils value this. Pupils respect the staff who work in the school. They know that staff work in pupils' best interests. Pupil leaders act as good role-models for their peers and pupils enjoy the many opportunities that the school organises for them. These include activities such as sports, educational visits, musicals, enrichment weeks, end of term meals and several clubs. As one pupil, typical of many, says 'this inclusive school encourages creativity, with many opportunities to develop talents'.

Pupils experience consistent teaching of the key knowledge that they need. The school identifies pupils' barriers to learning and staff work to minimise these barriers. Generally, staff are effective in supporting pupils to know and remember more. Pupils achieve increasingly well, including in examinations at the end of Year 11 and in the sixth form. Pupils are well prepared for the next stage of their education, employment or training.

Pupils behave well and typically try their best. They know that the school does not tolerate bullying or unkind behaviour. This means that bullying is not an issue at school. Pupils celebrate difference and diversity as they see this as an important part of their school community. They feel safe and know who they can approach if they have a worry or concern. Pupils have confidence that staff will act to support them. Pupils attend school well. This is because they enjoy school but also because they know that this is what the school expects of them.

Next steps

- Leaders should ensure that teachers make appropriate adaptations to the curriculum consistently and systematically so that pupils with special educational needs and/or disabilities and other pupils with significant needs can achieve well across the curriculum.
 - Leaders should ensure that teachers check pupils' understanding consistently and effectively, identify pupils' misconceptions and gaps in pupils' knowledge and address those misconceptions and gaps in knowledge so that pupils build a coherent body of knowledge across the curriculum.
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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 Anthony Fitzpatrick. The executive headteacher holds responsibility for this school and one other, and provides strategic leadership support across the Trust. There is also a head of school, Ann-Marie Smith.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

During the inspection, inspectors spoke with the executive headteacher, head of school, senior leaders, staff and pupils. They also met with a representative from the board of trustees, representatives from the local governing body, and trust employees including the CEO. Communication from parents was considered as part of the inspection. One of the alternative provisions used by the school was contacted by telephone.

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 inspector confirmed the following information about the school:

The school includes provision for a hearing impairment specially resourced provision for 6 pupils.

The school currently makes use of 6 unregistered alternative provisions.

The school has undergone a significant change since the last inspection with a number of new leaders, including an executive headteacher and a head of school.

Steve Toor: Executive headteacher

Lead inspector:

Andrew Madden, His Majesty's Inspector

Team inspectors:

Martin Spoor, Ofsted Inspector

Peter Bassett, Ofsted Inspector

LIZ Todd, Ofsted Inspector

Mark Sims, 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

1,084

Close to average

What does this mean?

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

National average: 1,067

School capacity

1,116

Close to 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: 1,154

Pupils eligible for free school meals (FSM)

38.28%

Above average

What does this mean?

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

National average: 28.9%

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

2.40%

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: 3.09%

Pupils with special educational needs (SEN) support

23.62%

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

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

HI - Hearing Impairment

What does this mean?

The type of Special Educational Needs provision provided at the school (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 (final)	35.1%	45.4%	Below
2023/24 (final)	45.9%	45.9%	Close to average
2022/23 (final)	38.2%	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 (final)	43.4	46.1	Close to average
2023/24 (final)	46.5	45.9	Close to average
2022/23 (final)	44.8	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)	0.38	-0.03	Above
2022/23 (final)	0.26	-0.03	Above

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 (final)	23.6%	25.8%	Close to average
2023/24 (final)	29.1%	25.8%	Close to average
2022/23 (final)	27.5%	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 (final)	34.1	34.9	Close to average
2023/24 (final)	39.6	34.6	Above
2022/23 (final)	39.6	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)	0.09	-0.57	Above
2022/23 (final)	0.02	-0.57	Above

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 (final)	23.6%	53.1%	-29.5 pp
2023/24 (final)	29.1%	53.1%	-24.0 pp
2022/23 (final)	27.5%	52.4%	-25.0 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 (final)	34.1	50.4	-16.3
2023/24 (final)	39.6	50.0	-10.4
2022/23 (final)	39.6	50.3	-10.7

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)	0.09	0.16	-0.08
2022/23 (final)	0.02	0.17	-0.15

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 (revised)	87%	92%	Below
2022 leavers (revised)	85%	93%	Below
2021 leavers (revised)	92%	94%	Average

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 (final)	30.00	35.00	Below
2023/24 (final)	30.27	34.38	Below
2022/23 (final)	29.34	34.16	Below

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 (final)	-0.1	0.0	Close to average
2023/24 (revised)	-0.3	0.0	Below

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)	8.1%	8.4%	Close to average
2023/24 (3 term)	7.4%	8.9%	Below
2022/23 (3 term)	6.5%	9.0%	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
2024/25 (3 term)	22.6%	23.4%	Close to average
2023/24 (3 term)	21.2%	25.6%	Close to average
2022/23 (3 term)	19.3%	26.5%	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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