

Southam Primary School

Address: St James Road, Southam, Warwickshire, CV47 0QB

Unique reference number (URN): 143906

Inspection report: 22 September 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 ●

Achievement

Strong standard ●

Pupils achieve well across the school and are prepared effectively for the next stage of their education. Published outcomes in national tests consistently exceed national averages in many areas, particularly in reading. Pupils develop secure knowledge and skills across a wide range of subjects.

Pupils learn the planned curriculum successfully over time and produce work of a consistently high quality. They recall prior learning, apply knowledge in new contexts and use subject-specific vocabulary accurately. In English and mathematics, pupils rehearse and refine key skills regularly. As a result, they write fluently for different purposes and solve mathematical problems with increasing confidence and accuracy.

Staff maintain high expectations for all pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities. Effective adaptations and targeted interventions help these pupils access learning and make positive progress from their starting points. Consequently, pupils leave the school with the knowledge, skills and confidence needed for future learning.

Curriculum and teaching

Strong standard ●

Leaders have designed an ambitious and carefully sequenced curriculum that enables pupils to acquire secure knowledge and skills over time. The curriculum builds progressively from the early years onwards and provides pupils with a broad range of learning experiences that extend beyond their immediate context. Staff understand the purpose and structure of the curriculum and deliver it consistently well.

Reading, writing and mathematics form the foundation of the curriculum. Leaders ensure that essential knowledge and skills are taught explicitly and revisited regularly. Phonics teaching is systematic and effective. Books are well matched to pupils' phonic knowledge, enabling them to read increasingly confidently and accurately. Adults support pupils well in understanding vocabulary and applying previous learning.

Teachers demonstrate secure subject knowledge and use assessment effectively to identify gaps in learning and provide timely support. They identify misconceptions quickly, adapt learning appropriately and ask thoughtful questions that deepen understanding.

Teachers adapt learning effectively for disadvantaged pupils and pupils with special educational needs and/or disabilities. Targeted support and carefully planned activities ensure that pupils access the same ambitious curriculum as their peers. Professional development further enhances the quality of teaching. Leaders invest in training and collaborative practice, helping staff continually refine their expertise.

Early years

Strong standard 

Children make a highly positive start to their education in the early years. Leaders have designed a well-sequenced curriculum that prioritises communication and language, early reading, personal development and mathematics. Staff establish routines quickly and help children settle confidently into school life. As a result, children feel secure and engage positively in learning.

Interactions between adults and children are highly effective. Staff understand children's needs well and use every opportunity to develop language and extend thinking. They model vocabulary carefully, encourage discussion and support children to communicate with increasing confidence. This helps children develop the language and knowledge needed for future learning. Early reading is a high priority. Staff deliver phonics systematically and ensure that books match children's developing knowledge and skills. Children apply prior learning successfully and begin to read with increasing confidence and accuracy.

Leaders identify additional needs quickly and work closely with parents and carers to provide support at an early stage. Children with special educational needs and/or disabilities access learning successfully because staff adapt provision carefully to meet their needs. Effective transition arrangements help children settle well and ensure continuity between home and school. Children develop independence, positive learning behaviours and secure foundations for future success. They are very well prepared for Year 1.

Inclusion

Strong standard 

Inclusion lies at the heart of the school's work. Leaders create a culture where all pupils are valued and where barriers to learning are identified and addressed very effectively. Staff maintain high expectations for all pupils, including those with special educational needs and/or disabilities (SEND), disadvantaged pupils and those who experience social or emotional challenges.

Leaders use detailed assessment information and close partnership working with parents and carers to identify needs early. Leaders tailor support plans carefully and review them regularly. Staff receive appropriate training and work effectively with external professionals to ensure that pupils receive the right support at the right time.

Teachers adapt learning so that pupils with SEND can access the curriculum successfully alongside their peers. Strategies such as pre-teaching vocabulary, visual supports, scaffolding and carefully structured learning help pupils participate fully and achieve success. Staff provide targeted support while promoting independence.

Learning in the school's Aviary provision is designed carefully to meet pupils' individual needs precisely. Staff focus on developing independence while ensuring that pupils remain connected to classroom learning. Foundational knowledge is prioritised and taught effectively. As a result, pupils progress well from their starting points.

Pupils with SEND and those who may be disadvantaged access the full life of the school, develop confidence and independence and learn successfully alongside their peers.

Inclusion contributes positively to pupils' academic achievement, wellbeing and personal development.

Leadership and governance

Strong standard ●

School and trust leaders provide ambitious and thoughtful leadership that places pupils' interests at the centre of decision-making. They maintain a clear vision for the school and ensure that high standards are sustained while responding effectively to the changing needs of the community. Leaders understand the school's strengths and priorities well.

Inclusion is a central feature of leaders' work. Strategic decisions reflect a commitment to ensuring that all pupils succeed, particularly those who are disadvantaged. Leaders invest in providing in-house targeted provision, pastoral support and additional staffing to reduce barriers to learning and wellbeing.

Leaders monitor the quality of education carefully and take effective action to maintain consistency and continually improve. They support staff through high-quality professional development and provide opportunities for collaboration within the school and across the trust. Staff value these opportunities and report positively about the support available to them. As a result, staff develop expertise and contribute to effective curriculum delivery.

Trust leaders and local governors fulfil their statutory responsibilities diligently and provide highly effective support and challenge. They understand the school's context, monitor key priorities and ensure that safeguarding arrangements are robust. Governance contributes positively to strategic decision-making and helps leaders maintain a clear focus on pupils' outcomes and wellbeing.

Leaders also support staff's workload and wellbeing effectively. They create a positive professional culture where staff feel valued and supported. Consequently, leaders and governors provide a school environment where pupils and staff flourish and where continued improvement remains firmly focused on achieving the best possible outcomes for all pupils.

Personal development and wellbeing

Strong standard ●

Leaders place personal development and wellbeing at the centre of school life. They have created an extensive and carefully planned programme that helps pupils develop the knowledge, confidence and character needed to thrive both in school and beyond. The programme reflects the school's context and pupils' aspirations and provides meaningful opportunities that extend far beyond academic learning.

Pupils gain secure knowledge through personal, social, health and economic education, relationships education and citizenship. They learn how to keep themselves safe, make informed choices and understand their responsibilities within society. Pupils speak confidently about democracy, equality, respect and fairness. They understand why rules matter and explain how these help create safe and inclusive communities.

The school provides a rich range of experiences that broaden pupils' horizons. Pupils participate in educational visits, sporting activities, musical performances, theatre experiences, author visits and leadership opportunities. These experiences help pupils

develop new interests, discover talents and raise aspirations. They also deepen pupils' understanding of the wider world and support learning across the curriculum.

Leaders promote equality, diversity and respect effectively. Pupils learn about different cultures, beliefs and backgrounds through curriculum experiences and wider school activities. They show respect for others and demonstrate curiosity about the world around them. Opportunities to contribute to charitable initiatives, environmental projects and community work help pupils develop empathy and social responsibility.

The impact of the school's provision is evident in pupils' attitudes and conduct. Pupils grow into confident, resilient and independent individuals. They behave with integrity, cooperate well with others and show respect for different viewpoints. Pupils, including pupils with special educational needs and/or disabilities and those who may be disadvantaged, benefit from highly effective pastoral support and meaningful opportunities to participate fully in school life. As a result, pupils develop the personal qualities needed for future success and leave the school as caring, responsible and active citizens who are very well prepared for the next stage of their lives.

Expected standard

Attendance and behaviour

Expected standard 

Typically, most pupils attend well and overall attendance is in line with the national average. Leaders have established comprehensive systems to monitor attendance, work closely with parents and carers and provide extensive support for pupils experiencing barriers to attendance. However, attendance for pupils with special educational needs and/or disabilities and disadvantaged pupils remains below national averages and has done so over time. Persistent absence for these groups also remains too high. Although there have been a number of improvements as a result of leaders' actions, this has not resulted in sustained improvements over time for disadvantaged pupils. Consequently, some pupils continue to miss significant amounts of education.

Pupils' behaviour is highly positive. Leaders establish clear expectations that staff apply consistently well. Pupils understand these expectations and respond positively. One pupil, who sums up the ethos of the school, explains that, 'Being a good citizen means trying to do the right thing, even when no one is watching.' Pupils behave extremely well in lessons, during social times and as they move around the school. Relationships between pupils and staff are respectful and supportive. This creates a calm and purposeful atmosphere where pupils learn successfully. Leaders monitor behaviour carefully and use information well to identify patterns and provide support when needed.

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

Pupils enjoy attending this welcoming, caring and ambitious school. They feel safe, valued and included. Staff know pupils well and build positive relationships that help them develop

confidence, resilience and a sense of belonging. Pupils speak highly of their school and appreciate the many opportunities available to them. Generally, they attend well.

Pupils understand how to keep themselves safe. They learn about how to be safe and their personal wellbeing through a carefully planned programme. They trust adults to listen and help when concerns arise. Pupils know who they can talk to and are confident that staff act quickly when needed. Bullying is rare. Pupils understand the difference between bullying and occasional friendship difficulties and trust staff to resolve concerns effectively.

Behaviour is highly positive. Pupils show respect for one another and for adults. They settle quickly to learning, listen carefully and contribute thoughtfully in lessons. Around the school, pupils move sensibly and demonstrate excellent manners. Older pupils take pride in supporting younger pupils through leadership opportunities and daily interactions. The calm and purposeful atmosphere helps pupils focus on learning and enjoy all that the school has to offer.

Pupils achieve well because teachers have high expectations and provide effective support. Pupils, including those with special educational needs and/or disabilities, participate fully in lessons and benefit from learning that is adapted carefully to meet their needs. They develop secure knowledge and skills across a broad curriculum.

The school provides a rich range of experiences that broaden pupils' horizons. This includes sporting events, residential visits, theatre trips, author visits, musical performances, and science and technology activities. Pupils contribute to charitable projects, support their local community and learn about democracy through leadership roles and the school council. As a result, pupils leave the school as confident, considerate and well-prepared young people who are ready for the next stage of their education.

Next steps

- Leaders should continue to refine and evaluate their attendance work so that over time attendance improves and persistent absence reduces for pupils with special educational needs and/or disabilities and disadvantaged pupils, reducing the gap between these pupils and their peers.

About this inspection

This school is part of the Stowe Valley Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Ranjit Singh Samra, and overseen by a board of trustees, chaired by Iain Geddes.

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.

Inspectors spoke with the headteacher and other senior leaders. They spoke with representatives from the trust and the local governing board. They also spoke with pupils, staff and parents.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Emma Longworth

Lead inspector:

Catherine Young, His Majesty's Inspector

Team inspectors:

Gill Turner, Ofsted Inspector

Travis Latham, Ofsted Inspector

Kerrise James, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 22 September 2026

School and pupil context

Total pupils

412

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: 268

School capacity

364

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: 300

Pupils eligible for free school meals (FSM)

18.20%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

2.91%

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: 4.1%

Pupils with special educational needs (SEN) support

7.77%

Well below average

What does this mean?

The proportion of pupils with reported special educational needs support 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	75%	61%	Above
2024/25 (final)	76%	62%	Above
2023/24 (final)	80%	61%	Above
2022/23 (final)	70%	60%	Above

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	85%	74%	Above
2024/25 (final)	83%	75%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	91%	74%	Above
2022/23 (final)	80%	73%	Above

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	78%	72%	Above
2024/25 (final)	81%	72%	Above
2023/24 (final)	82%	72%	Above
2022/23 (final)	70%	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	84%	73%	Above
2024/25 (final)	83%	74%	Above
2023/24 (final)	88%	73%	Above
2022/23 (final)	80%	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	58%	46%	Above
2024/25 (final)	50%	47%	Close to average
2023/24 (final)	64%	46%	Above
2022/23 (final)	57%	44%	Above

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	75%	62%	Above
2024/25 (final)	75%	63%	Above
2023/24 (final)	86%	62%	Above
2022/23 (final)	64%	60%	Close to average

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	63%	59%	Close to average
2024/25 (final)	58%	59%	Close to average
2023/24 (final)	71%	58%	Above

Year	This school	National average	Compared with national average
2022/23 (final)	57%	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	65%	60%	Close to average
2024/25 (final)	58%	61%	Close to average
2023/24 (final)	71%	59%	Above
2022/23 (final)	64%	59%	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 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	58%	68%	-10 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	64%	67%	-3 pp
2022/23 (final)	57%	66%	-9 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	75%	80%	-5 pp
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	86%	80%	6 pp
2022/23 (final)	64%	78%	-14 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	63%	78%	-15 pp
2024/25 (final)	58%	78%	-20 pp
2023/24 (final)	71%	78%	-6 pp
2022/23 (final)	57%	77%	-20 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	65%	80%	-15 pp
2024/25 (final)	58%	81%	-22 pp
2023/24 (final)	71%	79%	-8 pp
2022/23 (final)	64%	79%	-15 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 (3 term)	5.0%	5.2%	Close to average
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	5.4%	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)	12.4%	13.0%	Close to average
2023/24 (3 term)	11.6%	14.6%	Close to average
2022/23 (3 term)	13.5%	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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