

Inspection of a good school: Rugby Free Primary School

Bailey Road, Central Park, Rugby, Warwickshire CV23 0PD

Inspection dates:

19 and 20 September 2023

Outcome

Rugby Free Primary School continues to be a good school.

The headteacher of this school is Rebecca Butters. This school is part of the Learning Today Leading Tomorrow Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Brenda Mullen, and overseen by a board of trustees, chaired by Thomas Legge.

What is it like to attend this school?

Pupils are proud to be a part of this school. They are happy, kind and polite. There is a strong sense of community among pupils and staff. Pupils enthusiastically participate in a wide range of leadership roles. Pupils elect their school parliament representatives, who work together to improve the school. Pupils value the opportunity to have a voice in improving their school.

The school has high expectations of pupils' behaviour. Pupils behave well during lessons and breaktimes. They also understand the consequences for any poor behaviour. Pupils could not recall any incidents of bullying. Pupils trust that adults will be able to quickly help them if bullying were to occur.

Teachers forge positive relationships with all pupils. When asked what their favourite thing about school was, a group of pupils stated that 'staff sort out issues'. They also stated that the teachers were their favourite thing about school.

There are high expectations for pupils' learning. The school has clearly defined the key knowledge to be taught in every subject. Staff are trained exceptionally well so that they understand the intended learning and how to teach it. This means that all pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

What does the school do well and what does it need to do better?

The school's curriculum is ambitious and exciting. It defines the essential knowledge for pupils to learn and when this content should be taught. In some subjects, including art, the key knowledge that pupils must learn is not always identified clearly enough. This

means that it is harder for pupils to know what essential knowledge they need to remember. As a result, in these subjects, some pupils do not deepen their learning as well as they should.

The reading curriculum has been carefully designed to give pupils the skills they need to read effectively. The school has ensured that reading is a high priority and is well resourced. This starts in the early years, where children in Reception start learning to read as soon as they arrive in school. Adults are experts in teaching early reading. They quickly establish if pupils find reading tricky and make sure that they receive additional help. The strong focus on reading continues for older pupils. They speak knowledgeably and enthusiastically about the books they read.

The school ensures that extending pupils' vocabulary is prioritised in every curriculum subject. Key words linked to each topic are set out right at the start. Pupils confidently use this new vocabulary when discussing key knowledge and concepts. Understanding this vocabulary is also helping pupils to better understand the subject and make connections between facts and concepts.

The school identifies and supports pupils with SEND effectively, including in the early years. External specialists help staff to identify how best to meet the needs of these pupils. Teachers receive useful information and training on how to adapt their delivery of the curriculum for pupils with SEND, which ensures that they can learn alongside their classmates.

The school places a high importance on how it supports pupils' personal development through its values. It goes above and beyond to provide pupils with exciting experiences. Pupils enthusiastically take up these opportunities. Participation of all pupils, including those who are disadvantaged, is high. In addition to the huge breadth of sports and clubs the school offers, all pupils learn to play an instrument and organise their own charity events. Throughout the curriculum, pupils are given the opportunity to study and debate current topical issues, such as votes in prisons, living in a democracy and caring for others. This contributes well to pupils' preparation for life in modern Britain.

Staff are overwhelmingly positive about working at the school. They feel supported and respected by leaders.

Governors and trustees have a very secure understanding of the school. They know the school well and have established clear lines of accountability. They provide appropriate challenge and support to help improve the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not teach the important knowledge that pupils are expected to learn as set out in the intended curriculum. This means that the work set for pupils does not build on what they can already do, nor does it prepare them well for future learning. The school should ensure that all teaching focuses on the precise knowledge, as set out in the curriculum, that pupils need to learn so that they make good progress in their learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141936
Local authority	Warwickshire
Inspection number	10290619
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	421
Appropriate authority	Board of trustees
Chair of trust	Tom Legge
Headteacher	Rebecca Butters
Website	www.rugbyfreeprimary.co.uk
Dates of previous inspection	9 and 10 May 2018, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, a new headteacher and interim deputy headteacher have been appointed.
- The school does not use any alternative provision.
- The school is part of the Learning Today Leading Tomorrow multi-academy trust. The trust currently comprises two schools.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held meetings with the senior leadership team to discuss school development.

- The inspector met with representatives of the board of trustees and parent representative board.
- The inspector scrutinised a wide range of documents, including those in relation to pupils' personal development, behaviour and attendance.
- The inspector carried out deep dives in these subjects: early reading, mathematics and art and design. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work.
- The inspector also considered the curriculum in some other subjects.
- The inspector considered responses to Ofsted Parent View, including parent free-text responses. The inspector also took account of responses to Ofsted's staff survey. There were no responses to the pupil survey.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Max Vlahakis, lead inspector

Ofsted Inspector

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