Inspection of a school judged good for overall effectiveness before September 2024: Tugby Church of England Primary School

Main Street, Tugby, Leicester, Leicestershire LE7 9WD

Inspection date: 3 June 2025

Outcome

Tugby Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Anna Dyson. The headteacher works with an executive headteacher, Neil Bardsley, who has oversight of four schools. This school is part of Rise 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 (CEO), Dave Ellison-Lee, and overseen by a board of trustees, chaired by Stephen Adshead.

What is it like to attend this school?

Pupils at this school are polite and friendly. They feel happy and safe at school. This leads to high attendance. Pupils know that they can talk to an adult if anything is worrying them. They enjoy a calm learning environment. Pupils appreciate the sense of family. They can explain how they feel valued and supported.

Expectations of pupils' behaviour and work are high. Pupils rise to these expectations. Their behaviour is exceptional, and they achieve well across the curriculum. Pupils develop a 'positive mindset' aligned with the school's vision. By the time pupils reach the end of Year 6, they are mature, confident and ready for the next stage of their journey.

The school brings learning to life through a range of experiences. These include sporting events and educational visits. The school does not allow its small size to limit its ambitions. All pupils take advantage of extra-curricular opportunities. Pupils with special educational needs and/or disabilities (SEND) enjoy accessing all activities.

Parents and carers are enthusiastic about the school. They spoke of the well-rounded education provided. One parent, typical of many, commented, 'The team at Tugby care deeply about the well-being and outcomes for each pupil.'

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

This is a very well-led school. The school has worked with the trust to build an ambitious curriculum for all pupils. The school has ensured that the curriculum builds in a logical way across all year groups. Carefully considered curriculum plans help teachers know exactly what to teach and when. The school takes a thorough approach to regularly checking what pupils know. Pupils understand what they are learning and why they are learning it. Teachers help pupils make connections between new and prior learning. This, in turn, helps pupils to know and remember more. Support for pupils with SEND is a strength. The school, working with the trust, is quick to identify where pupils need extra support. Parents of pupils with SEND are confident in the quality of the support the school provides.

The school prioritises reading. The school has trained all staff to teach the reading curriculum well. This begins as soon as children start school in the Reception Year. When learning phonics, pupils gain the knowledge they need at the right time. The school provides each child in the early years and each pupil in key stage 1 with tailored support. This enables pupils to become confident and fluent readers. The school provides timely support for any pupils who need help to keep up. The school has taken many steps to promote the love of reading. For example, pupils benefit from reading breakfasts with parents and author visits that create excitement.

Mathematics is also a priority at this school. The mathematics curriculum builds up in small steps, lesson by lesson. As a result, pupils are confident in the tasks they undertake. From early years onwards, teachers identify and close gaps in pupils' knowledge. Pupils enjoy mathematics and understand its value. They engage well with the school's emphasis on practical learning activities. For example, pupils in Year 6 use movement to reinforce their understanding of angles.

Pupils are highly motivated to learn in all subjects. From early years to Year 6, pupils take great interest in their learning. They discuss ideas readily and enthusiastically in class. In history, pupils are keen to share their views on the different roles of men and women in Ancient Greece. In physical education, pupils focus well on developing their throwing skills for cricket.

Pupils' personal development is at the heart of the school's work. The school ensures that the curriculum extends beyond the academic. Parents appreciate the wide range of activities on offer. Pupils enjoy leadership roles, such as sports leaders and library monitors. Pupils learn about people from different backgrounds and with different religious beliefs. They show high levels of respect for others. Although pupils know about fundamental British values, some pupils do not understand what British values mean as well as they could.

From early years onwards, the school shows a strong commitment to character development. This leads to exemplary behaviour in classrooms and in the playground. Pupils say that behaviour at the school is very positive. They appreciate the fact that all members of the school community show consideration towards each other. Pupils' enjoyment of school is evident. As one pupil commented, 'I always feel happy at this school. I'm excited to start each day because everyone is welcoming.'

Governors, trustees and trust leaders know the school well. They provide strong support and challenge. All staff members feel respected. They appreciate leaders' consideration of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's approach to teaching British values is not fully developed. As a result, some pupils lack an age-appropriate depth of understanding of the British values they have been taught. The school should ensure that all pupils are given the opportunity to discuss and deepen their understanding of the key values that are important in Britain today.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good/outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in January 2020.

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	140912
Local authority	Leicestershire
Inspection number	10347594
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	43
Appropriate authority	Board of trustees
Chair of trust	Stephen Adshead
CEO of the trust	Dave Ellison-Lee
Headteacher	Anna Dyson
Website	www.tugby.leics.sch.uk
Dates of previous inspection	8 and 9 January 2020, under section 5 of the Education Act 2005

Information about this school

- The school is part of Rise Multi Academy Trust.
- The current headteacher took up post in May 2024.
- The school does not currently use any alternative provision.
- The school has a very small number of pupils in the Reception Year.
- The school is part of the Diocese of Leicester. The most recent section 48 inspection of this Church of England school, which is an inspection of the school's religious character, took place in May 2025.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and with other leaders. They also spoke with groups of staff and pupils.
- Inspectors met with members of the governing body and spoke with a representative of the local authority.
- Inspectors considered the quality of education in a range of subjects. They visited a sample of lessons, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the support provided for pupils with SEND.
- Inspectors observed pupils' behaviour in lessons and at lunchtime. They also discussed pupils' behaviour and attendance with leaders.
- Inspectors considered the views of parents who responded to Ofsted's survey, Parent View. They also spoke with some parents in the playground.
- Inspectors met with groups of staff. They also considered the opinions expressed through the online staff survey.
- Inspectors considered a wide range of evidence, including attendance records and minutes of trustee meetings.
- To evaluate the effectiveness of safeguarding, the inspectors: 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

Martyn Skinner, lead inspector	Ofsted Inspector
Caroline Barton	Ofsted Inspector

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