

Abbots Farm Infant School

Address: Abbots Way, Rugby, Warwickshire, CV21 4AP

Unique reference number (URN): 125573

Inspection report: 12 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 

The school places a clear emphasis on developing pupils' essential knowledge and skills in reading, writing and mathematics from the outset. Children in the early years settle quickly and begin to build secure foundations for learning. Across the school, pupils who are at risk of falling behind are identified promptly and given effective support to help them keep up. Pupils achieve in line with national expectations in phonics. As a result, most pupils become confident and fluent readers by the end of Year 2.

Pupils demonstrate secure knowledge across the curriculum. They can talk about what they have learned in a range of subjects over time. Leaders have introduced strategies to strengthen pupils' accuracy in spelling, punctuation and handwriting. This work is still being embedded. In mathematics, pupils develop a secure understanding of number and use this knowledge to solve problems. Overall, pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, make secure progress from their starting points and are ready for the demands of key stage 2.

Attendance and behaviour

Expected standard 

Leaders prioritise improving attendance and ensure that clear, consistent messages are shared with pupils and their families about the importance of attending school regularly. Leaders analyse patterns carefully and act promptly when concerns arise. The school strongly emphasises positive relationships with families. Leaders' nurturing approach, including personalised support and effective work with external agencies, removes barriers to attendance. This engagement supports pupils to attend well and feel ready to learn. As a result, attendance is broadly in line with national figures, including vulnerable groups, and is improving over time.

Pupils' behaviour reflects the school's values. Pupils are respectful, responsible and self-confident. They are excellent communicators and have high aspirations. Staff apply the behaviour policy consistently across the school. They establish clear expectations and model respectful interactions, which children in the early years and pupils follow consistently. Classrooms are calm, and pupils settle quickly into their learning. This positive culture ensures that pupils feel safe, valued and included. Bullying, discrimination and harassment are not tolerated. Any incidents of unkind behaviour are dealt with swiftly and effectively. Leaders ensure that all pupils, including those from vulnerable groups, are supported effectively so they can engage fully and succeed alongside their peers.

Curriculum and teaching

Expected standard 

Leaders have designed a broad, ambitious and logically sequenced curriculum that enables pupils to develop knowledge progressively. They have an accurate understanding of the quality of education and use this to refine the curriculum and provide targeted professional development for staff. Leaders have prioritised handwriting, spelling and accuracy. However, staff do not always address errors promptly. As a result, pupils' written work varies in quality.

From the early years, staff prioritise the teaching of reading, writing and mathematics. Early reading is taught effectively through a systematic phonics programme, and staff provide additional support for those who fall behind.

Teachers demonstrate secure subject knowledge and use this to plan learning that builds on what pupils already know. Vocabulary development is prioritised so that pupils use subject-specific language with increasing confidence. Teachers use effective questioning and clear explanations to support pupils to develop their understanding. Across subjects, they routinely check pupils' understanding and adapt their teaching to address misconceptions. However, sometimes, work is not matched closely enough to pupils' needs. This means that pupils are not always sufficiently challenged, which limits opportunities to deepen their learning.

Teachers adapt the curriculum and make appropriate adjustments for disadvantaged pupils and those with special educational needs and/or disabilities. As a result, they access the same curriculum as their peers and achieve well.

Early years

Expected standard 

Children, including those in the pre-school provision, experience warm, purposeful interactions with staff. Staff know the children well. They have an accurate picture of children's precise starting points whether they join in the pre-school or Reception Year. Partnerships with parents and carers are highly effective, enabling learning to be reinforced consistently at home and in school. This ensures inclusive provision for all children, particularly those facing barriers to learning.

The curriculum is carefully sequenced across the early years, ensuring that children build knowledge and skills progressively. A clear emphasis on communication and language underpins all areas of learning. Reading is prioritised from the outset. In Reception Year, children develop secure phonics knowledge and apply this confidently to early reading and writing through well-chosen texts, daily practice and frequent opportunities to revisit and apply learning. Adults introduce new vocabulary thoughtfully and encourage children to speak in full sentences. In pre-school, staff prioritise speech, turn-taking and listening. This enables children to develop the foundations for communication from their earliest stages. As a result, children build confidence, curiosity, positive relationships and independence.

Leaders have a secure understanding of the quality and impact of provision and take effective action to bring about improvement. Children make secure progress from their starting points and are well prepared for the transition into Reception Year and then Year 1.

Inclusion

Expected standard 

Leaders have established a strong culture of inclusion across the school. They ensure that pupils' needs are identified quickly and accurately, including those with special educational needs and/or disabilities (SEND), those who are disadvantaged and those known to social care. Staff use a range of information to build a clear understanding of each pupil. This enables them to provide timely and appropriate support. Leaders work closely with parents, carers and external professionals to ensure that decisions about support are well informed. As a result, pupils feel safe, valued and ready to learn. Systems for sharing information

about pupils' achievement, attendance and wellbeing are effective. These support smooth transitions between year groups and key stages.

Staff receive regular, high-quality training that strengthens their ability to adapt teaching. They make thoughtful adjustments so that pupils with SEND or other barriers can access the full curriculum alongside their peers. Leaders monitor pupils' progress carefully and review the impact of interventions. They take swift action where support is not as effective as intended. Additional funding, including the pupil premium, is used purposefully to reduce barriers to learning and widen pupils' experiences. Consequently, most pupils, including those with SEND and those who are vulnerable, make secure progress from their starting points.

Leadership and governance

Expected standard 

Leaders and those responsible for governance have established a clear and ambitious vision for the school. They understand its strengths and identify precisely the areas that require further development. Improvement priorities are well chosen and actions are implemented with care and purpose. Leaders evaluate their work regularly and refine their approaches when needed. This ensures that developments lead to sustained improvements in pupils' experiences and outcomes. Leaders remain resolute in their commitment to ensuring that all pupils, regardless of their starting points or any barriers to learning, are supported to achieve well and develop confidently across all areas of school life.

Governors fulfil their roles effectively. They maintain a secure understanding of the school's performance through regular monitoring activities and the use of a wide range of information. Governors provide constructive challenge alongside appropriate support. They ensure that statutory duties are carried out diligently, particularly in relation to safeguarding, and that leaders maintain a sharp focus on improving the quality of education for all pupils. Their strategic oversight contributes positively to the school's continued development.

Staff value the inclusive and collaborative culture that leaders have established. They appreciate the thoughtful consideration given to workload and wellbeing. Leaders provide a well-structured programme of professional development that is closely aligned with school priorities. This enables staff to develop their knowledge, skills and confidence in delivering the curriculum effectively. As a result, staff feel supported to refine their practice and contribute positively to pupils' learning and wider experiences.

Leaders foster highly effective relationships with parents and carers, ensuring clear and purposeful communication.

Personal development and wellbeing

Expected standard 

The school provides a well-considered programme for pupils' personal development that prepares them effectively for life in modern Britain. Pupils learn about equality and diversity in an age-appropriate way. They understand that everyone should be treated with respect and that discrimination is unacceptable. They learn about the wide range of ways families can be made up. Pupils develop their understanding of fundamental British values, including democracy and tolerance. As one pupil eloquently summed up, 'We can all be who we want to be and that is great.'

The personal, social and health education curriculum is carefully planned and builds pupils' knowledge over time. Pupils learn how to keep themselves safe, including when using the internet. They understand the importance of maintaining both their physical and mental health. For example, pupils spoke passionately about the different types of breathing that can support in different situations. Pupils talk confidently about healthy relationships and what it means to be a supportive friend. They know where to seek help if they have worries or concerns.

Leaders provide a wide range of opportunities to enrich pupils' experiences beyond the classroom. Pupils take part in clubs such as clay club, martial arts and a variety of sports. These opportunities help pupils to develop their interests and talents. Educational visits, including trips to local museums and outdoor learning centres, enhance pupils' understanding of the wider world.

Pupils take pride in the roles and responsibilities they hold, for instance e-safety leaders, sports ambassadors and school journalists. Older pupils support younger pupils during lunchtimes and act as role models. These opportunities help pupils to develop confidence and leadership skills.

Leaders ensure that all pupils, including those who are disadvantaged or have special educational needs and/or disabilities, can access the full range of opportunities. As a result, pupils are well prepared for their next stage of education and for their future lives.

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

Pupils are proud to attend Abbots Farm Infant School. They arrive each morning with enthusiasm and are greeted warmly by staff who know them well. This helps pupils feel safe and ready to learn. Across the school, there is a strong sense of community. Pupils, including those who face barriers to their learning, describe their school as a place where everyone is valued and where friendships are important. As a result, most pupils attend regularly.

The school's vision for a 'happy, safe, stimulating learning environment' is evident in pupils' positive attitudes and their growing confidence as learners from the early years through to Year 2. Pupils enjoy their learning and approach lessons with interest and curiosity. Teaching includes opportunities for pupils to develop their independence and critical thinking. This helps most pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), to build knowledge securely from their starting points and be well prepared for the next stage of their education.

Behaviour throughout the school is calm and purposeful. Pupils understand the school's expectations and follow routines well in lessons and at social times. They are polite and respectful towards adults and one another. Bullying is rare. Pupils are confident that staff will deal with any concerns quickly and effectively.

Pupils value the wide range of opportunities available to them beyond the classroom. These include clubs, trips and leadership roles such as school councillors and playground leaders. Pupils take pride in these responsibilities. As a result, pupils develop confidence, leadership

skills and a sense of responsibility. These experiences prepare them well for the next stage of their education and for life in modern Britain.

Parents and carers, including those of pupils with SEND, speak very highly about the school. They say that staff genuinely care and ensure that every child is supported and listened to.

Next steps

- Leaders should continue to ensure that misconceptions and errors in pupils' foundational knowledge, including letter formation, spelling and handwriting, are quickly identified and addressed to secure and deepen pupils' learning.
 - Leaders should ensure that learning tasks are consistently well matched to pupils' learning needs to ensure that they are appropriately challenged to achieve the academic standards of which they are capable.
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About this inspection

The chair of the board of governors in this school is Nicholas Morrott.

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.

Inspectors spoke with school leaders including the headteacher, deputy headteacher and other senior curriculum leaders. The lead inspector spoke with a representative of the local authority, the chair of governors and other members of the governing board during the inspection.

Inspectors visited lessons to look at pupils' work and the curriculum and to speak with pupils about their learning and wider school activities. Inspectors also spoke to pupils at social times and met with groups of pupils.

The inspectors confirmed the following information about the school:

The school does not make use of any alternative provision.

The school runs an on-site pre-school for children from the age of 3 years.

The school runs a breakfast and after-school club managed by the school.

Headteacher: Jeanette Lovejoy

Lead inspector:

James Dean, His Majesty's Inspector

Team inspectors:

Antony Bradshaw, His Majesty's Inspector

Matt Fletcher, His Majesty's 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 12 May 2026

School and pupil context

Total pupils

180

Below 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

180

Below 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)

8.89%

Well below 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

1.67%

Below 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

17.22%

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

Well below 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).

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)	4.8%	5.2%	Close to average
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	5.8%	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)	11.4%	13.0%	Close to average
2023/24 (3 term)	8.3%	14.6%	Below
2022/23 (3 term)	14.9%	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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