

# Bawnmor Community Infant School

**Address:** Bawnmor Road, Rugby, Warwickshire, CV22 6JS

**Unique reference number (URN):** 125581

## Inspection report: 27 January 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 develop a broad range of knowledge across the curriculum. For example, they speak with confidence about the Great Fire of London and can clearly explain the difference between solids, liquids and gases. Pupils typically produce thoughtful work that they are proud of. Disadvantaged pupils and those with special educational needs and/or disabilities make appropriate progress from their starting points. This is because staff adapt provision well to meet their needs.

Pupils generally secure the most important knowledge in reading, writing and mathematics. Pupils' results in the Year 1 phonics screening check have been close to national averages over time. This means that most pupils learn to read confidently. Pupils quickly build their knowledge of mathematics as the result of a carefully constructed curriculum. Although pupils generally write fluently and legibly, some do not consistently form letters correctly. Overall, by the time they leave the school, pupils have the key knowledge they need to be ready for key stage 2.

### Attendance and behaviour

Expected standard 

Leaders have developed detailed systems to track attendance. These allow them to intervene early to support pupils whose attendance dips. Leaders provide effective, individualised support to address challenges to attendance. They work closely with families to understand how they can help. As a result, attendance is consistently at least in line with national averages, and persistent absence is consistently low. Pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils attend well. This is because leaders know the pupils, care for them and provide the adaptations they need to help them attend school.

Pupils typically behave well in lessons and at breaktimes. They have respectful relationships with staff and positive attitudes to learning. Staff understand the school's 'positive relationships policy', which helps pupils reflect on their choices. This results in a calm, respectful environment that helps pupils concentrate on learning. Where some pupils, including pupils with SEND, find it harder to consistently make positive choices, leaders support them well. For example, transition activities and calming rooms help pupils to manage their emotions so they can be ready for the next part of the day. Bullying is not tolerated and is rare. Leaders ensure that any forms of bullying or discrimination are tackled quickly and effectively.

### Curriculum and teaching

Expected standard 

Leaders have designed a curriculum tailored to the age range and context of their school. They have sequenced learning carefully and thoughtfully, so knowledge builds over time. The curriculum is ambitious in scope. Across a range of subjects, pupils learn about interesting and engaging topics.

Teachers typically have the expertise they need to teach the curriculum well. Where pupils have not secured important basic knowledge, such as number facts or the key sounds required to read longer words, they receive support to help them catch up. Staff use appropriate equipment to help pupils understand learning, such as counters to help them multiply in mathematics. Although there is a well-designed curriculum for writing, at times staff do not address handwriting errors quickly enough, which means some pupils do not receive the teaching they need to develop accurate handwriting habits. However, staff generally use their checks on learning effectively across the curriculum. This enables them to adapt teaching based on pupils' understanding.

Disadvantaged pupils and those with special educational needs and/or disabilities receive appropriate provision. On the whole, staff make the necessary adaptations and adjustments to enable pupils to access the curriculum successfully at the right level for them.

## **Inclusion**

**Expected standard** ●

Leaders waste no time in identifying pupils' needs. They have developed robust systems that enable them to provide help swiftly and effectively. For pupils known to social care, disadvantaged pupils and those with special educational needs and/or disabilities, leaders work in partnership with external professionals. This results in support that reduces barriers to learning and/or wellbeing.

Leaders ensure that staff have the expertise to implement the support planned for pupils who face barriers effectively. These plans are continually evaluated. As a result, support for pupils is responsive. For pupils who require reasonable adjustments, leaders design carefully considered measures so that all pupils access the curriculum. For example, leaders have established a nurture group to support pupils to manage their emotions and engage in the same learning as their peers.

The school works in partnership with parents to develop pupils' provision. This ensures it is tailored to pupils' needs. Leaders have started to systematically check how well targeted support is helping pupils to catch up with their learning. Their checks on how well pastoral interventions are working are less rigorous, so the impact of these is less well understood.

Leaders spend funding for disadvantaged pupils well. Staff implement the school's strategy to support these pupils effectively. This enhances disadvantaged pupils' experiences.

## **Leadership and governance**

**Expected standard** ●

Leaders know their school well. They generally identify the right priorities for improvement and act decisively. For example, in response to a recent rise in the number of pupils with special educational needs and/or disabilities (SEND), leaders increased external support and provided professional learning for staff. This has ensured staff have the expertise to support these pupils. In addition, the wider professional learning programme for staff, including early career teachers, helps them to perform their role effectively.

Governors fulfil their statutory duties. There are effective systems in place to provide them with the information they need. This ensures governors can offer well-informed support and challenge. Leaders, including governors, check standards and support staff as needed. This

typically leads to improvement. However, some aspects of early years, such as writing and staff interactions, require further attention to meet the standards present across the rest of the school.

Leaders and governors act with integrity. They always put pupils first and act in pupils' best interests. Leaders tirelessly advocate for pupils with SEND. They ensure all pupils, including disadvantaged pupils and those known to social care, feel they belong.

Staff appreciate how leaders support their workload and wellbeing. Leaders, including governors, always factor workload into their decision-making. Relationships between leaders, staff, parents and carers are highly positive. Parents speak highly about the school's work to support their children. This is because staff know pupils and families well and understand how to help them.

## **Personal development and wellbeing**

**Expected standard** 

Pupils benefit from a well-sequenced personal development programme that helps them to develop social skills, respectful attitudes and an appreciation for cultural diversity. They understand fundamental British values and live them out day to day. For example, there are opportunities to engage in democratic systems such as voting for leadership candidates. Staff teach pupils to value difference. As a result, pupils are reflective and considerate of others.

Pupils have opportunities to reflect on real-world ethical issues, such as during the topic 'Can we save the planet?' This helps them to understand how they can make a difference to the world they live in. Pupils cooperate well with one another, both in lessons and during social times. They know how to resolve conflict calmly. This is because these skills are explicitly taught and demonstrated to them. Pupils know what healthy relationships are and understand how to stay safe, both online and offline.

Leaders provide opportunities for pupils to engage in a broad range of experiences. Pupils enjoy these and look forward to them, particularly the end-of-key-stage 'campfire sleepover'. Leaders deliberately select opportunities to broaden pupils' perspectives. For example, pupils visit a theatre production led by young adults at a local school. Leaders also consider how they can increase engagement in certain activities, for example, by setting up a girls-only football club alongside a mixed one. This helps introduce pupils to new opportunities and expands their interests.

Leaders support disadvantaged pupils and those with special educational needs and/or disabilities to access the full personal development offer. They generally identify where a family or pupil needs help and provide effective support to enable them to access wider experiences. However, this approach is not systematic enough, so some pupils miss out.

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## Needs attention ●

### Early years

Needs attention ●

Leaders have designed a well-sequenced curriculum in early years that builds knowledge over time. This is generally taught well in most areas. However, children do not receive the consistent high-quality support they need to develop accurate writing knowledge and skills. This means they do not make the progress they should. There are opportunities for children to engage with stories, rhymes and songs that help to develop children's language. Staff have frequent interactions with children. However, these interactions do not typically help children to develop their vocabulary or communication skills enough. This is because of variable levels of expertise in supporting children to extend their responses.

Staff in early years show care and compassion towards children. Relationships are mutually respectful. Staff teach children to manage their emotions and improve their concentration. This means children are happy. They enjoy playing and learning together.

Staff teach mathematics and reading well. Leaders ensure that the phonics programme helps children learn to read quickly. Although children's writing sometimes lacks fluency, they know how to use their phonics knowledge to spell words.

Leaders ensure that key information is shared to help support the move into Year 1. By the end of the early years, children are generally ready for the next stage of their education.

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

Each day, pupils enter the school with joy and quickly settle into their learning. Their interactions with staff are full of warmth and respect. This is because every pupil is known, valued and appreciated as an individual. All pupils are welcome in this inclusive school. Pupils embody the school's values. This ensures they are well prepared for life beyond school.

Pupils generally achieve well. They enjoy learning. Leaders have designed a well-structured curriculum that helps pupils learn about things that interest them. Pupils engage in regular outdoor learning. Where pupils find learning hard, staff support them well. This helps them to catch up. For example, most pupils pass the Year 1 phonics screening check because of the teaching and support they receive.

Overall, pupils are generally well prepared for the next stage of their education. However, some children in early years do not have enough opportunities to develop their writing and language. This means that there are some gaps in their knowledge. By the time pupils leave the school, most have secured key reading, writing and mathematics knowledge, although some pupils form letters incorrectly.

Leaders provide support for pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those known to social care. These pupils achieve well

from their starting points. Leaders support their wellbeing and ensure they can access the full school offer.

Lessons are generally free from disruption because pupils understand the rules and rise to the behaviour expectations. Pupils feel safe. They say staff deal with bullying or behaviour issues.

Pupils attend well. This includes pupils with SEND and disadvantaged pupils. All pupils have the chance to engage in opportunities, such as trips to the zoo, forest school and joining a band. They speak enthusiastically about these. Leaders support many pupils to access these experiences.

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## Next steps

- Leaders should ensure that all staff in early years engage in high-quality interactions across the school day so that children develop their communication and language skills securely.
  - Leaders should ensure that the implementation of the curriculum for writing across school, including in early years, supports pupils to achieve consistently high standards of handwriting.
  - Leaders should ensure that their quality assurance systems, for example tracking participation in the full personal development offer or checking how well targeted support promotes pupils' progress, are as rigorous as possible so that they can evaluate the impact of their work robustly.
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## About this inspection

The chair of the board of governors in this school is Mrs Louise Moor.

The school is part of a federation called Bilton Community Federation.

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.

Inspection activities:

Inspectors spoke with the executive headteacher, the head of school, the assistant headteacher and other leaders during the inspection.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

**Lead inspector:**

Matthew Seex, His Majesty's Inspector

**Team inspectors:**

Razia Ali, Ofsted Inspector

Declan McCauley, 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 27 January 2026

## School and pupil context

### Total pupils

**179**

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)**

**12.85%**

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**

**2.23%**

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: 3.5%

## **Pupils with special educational needs (SEN) support**

**20.67%**

Above average

### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

## **Location deprivation**

**Close to 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 (2 term)	5.3%	5.2%	Close to average
2023/24 (3 term)	4.5%	5.5%	Below
2022/23 (3 term)	5.0%	5.9%	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 (2 term)	13.9%	13.3%	Close to average
2023/24 (3 term)	9.8%	14.6%	Below
2022/23 (3 term)	7.5%	16.2%	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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