

Inspection of Abbots Farm Junior School

Abbots Way, Rugby, Warwickshire CV21 4AP

Inspection dates:	11 and 12 March 2025
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since April 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Abbots Farm Junior School is a place where pupils are keen to learn. Staff expect pupils to behave well, and pupils respond readily to those expectations. Most pupils say that they can learn without disruption. This, alongside positive and trusting relationships, means that pupils feel safe in school.

Pupils value the wide range of clubs and activities they take part in outside of lessons. The school has thought carefully about what is on offer, so there is something for everyone to enjoy. Pupils enjoy the responsibility of being a play leader. Older pupils support the younger pupils so they can enjoy active and collaborative social times. The school is focused on ensuring that pupils are healthy in body and mind. It has introduced many ways to support this. Pupils relish the opportunity to care for the school chickens and Chase, the school dog.

The school has more work to do to achieve the same success in transforming low published outcomes. Not all pupils achieve as well as they should in the national tests in English and mathematics at the end of Year 6. This includes pupils with special educational needs and/or disabilities (SEND). The school recognises this and is determined to make the improvements needed.

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

The school has been working with steely determination to improve vital areas such as pupils' behaviour, wider development and attendance. Its efforts have led to marked improvements in these areas. It has also worked hard to develop the curriculum in subjects such as history, geography and science. This is beginning to have a positive impact. The school has thought carefully about what pupils learn and when they learn it. It is helping pupils to build their knowledge in a sensible way. However, checks on pupils' learning do not consistently identify any gaps or misunderstandings, which leads to mistakes being repeated. For pupils with SEND, this also means that some do not receive the precise and targeted support they need.

Pupils talk articulately and excitedly about what they have learned. They are able to recall prior learning and make links across different topics well. However, some pupils are not able to communicate what they have learned as successfully through the writing they produce. Sometimes, pupils are given tasks that they are unable to complete because of the gaps that they have in their writing knowledge. Consequently, some pupils continue to struggle to write fluently and accurately. Poor handwriting skills also affect this.

Many pupils read well and enthusiastically. The school has focused on pupils being able to talk about what they have read and share their understanding. The texts they read independently, or have read to them, have been carefully considered. They are rich and varied and allow pupils to learn about lives that are different to their own. The reading curriculum links with subjects and topics across the wider curriculum. This helps pupils to deepen their understanding.

The school is proud of the vast improvements in pupils' behaviour, and rightly so. Pupils' behaviour is settled because of the actions that the school has taken. The school has also successfully improved attendance. More pupils attend regularly. The number of persistently absent pupils has also reduced. The school has worked with determination to foster strong relationships with families. This has been successful and has supported a collaborative approach to improving this vital aspect of the school's work.

The school's work to support pupils to be confident and resilient is a strength. Pupils take on a range of leadership responsibilities. They can talk about the difference they have made to their school and the community. They are particularly proud of how they support those less fortunate than themselves by raising money for charities near and far. Pupils are taught how to keep themselves safe online and in the local community. The school is a place that fosters respect and acceptance. Pupils understand this and can talk about why it is important. Strong relationships between staff and pupils have supported the school in making the evident improvements.

Staff feel well supported because they are. The school does all it can to support their well-being and workload. Governors have a secure understanding of what the school does well and what it needs to do to improve further. Parents and carers appreciate the care, support and guidance their children receive.

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 has not accurately identified the precise next steps in learning for some pupils with SEND. This limits their progress. The school should identify clearly pupils' barriers to learning and ensure that these become a focus area for pupils to work on and succeed with.
- The school is not addressing gaps in pupils' writing, including handwriting. This affects pupils' ability to communicate their learning as well as they should. The school should identify what each pupil needs to master in order to improve their writing and provide activities that support them in becoming fluent writers.
- Teachers do not regularly assess how well pupils have learned the intentions of each lesson in the core subjects. This leads to pupils making the same mistakes over time. The school should ensure that teachers understand when pupils have difficulty learning the planned curriculum and make adjustments accordingly.

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	125580
Local authority	Warwickshire
Inspection number	10343894
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	262
Appropriate authority	The local authority
Chair of governing body	Lynne Mehta and Deb Short (co-chairs)
Headteacher	Gemma Webb
Website	www.abbotsfarm.co.uk
Dates of previous inspection	16 and 17 April 2015, under section 5 of the Education Act 2005

Information about this school

- The school uses two providers of alternative provision. One is registered and one is unregistered.
- The school provides wraparound care for its pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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.
- The lead inspector spoke with four governors, including the two co-chairs.
- The lead inspector spoke on the telephone with a representative from the local authority.
- Inspectors held meetings with the headteacher and senior leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at samples of pupils' work in a range of subjects, including English, history, geography, science, and art and design.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons at different times of the day and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around the school.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- Inspectors talked informally with pupils and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of staff's, pupils' and parents' views.

Inspection team

Keri Baylis, lead inspector

His Majesty's Inspector

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