

Cawston Grange Primary School

Address: Scholars Drive, Cawston, Rugby, Warwickshire, CV22 7GU

Unique reference number (URN): 140127

Inspection report: 3 March 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.

Strong standard ●

Achievement

Strong standard ●

Pupils at the school attain well. The percentage of pupils who achieve the higher standard in end of key stage 2 tests is above national average and has been over time. Pupils attain significantly above average in the phonics screening check and at the end of the Reception Year.

Although some disadvantaged pupils fared less well in reading assessments at the end of key stage 2 last year, leaders are acutely aware of a number of complex reasons for this. They have taken robust action, which is having the intended impact. That said, disadvantaged pupils make progress in line with the national average.

Pupils develop a firm understanding across a range of subjects and produce work of a high standard. For example, they confidently recall their important learning in personal, social and health education. Pupils' articulate responses in lessons demonstrate the depth of their learning. This consistently effective learning across the curriculum, alongside attainment in national tests, ensures that pupils are very well prepared for their next steps.

Attendance and behaviour

Strong standard ●

Leaders have implemented effective systems to rigorously monitor attendance. They identify causes of low attendance and intervene swiftly. Staff employ a wide range of strategies for those pupils who need it, including a bespoke nurture provision. These strategies, and positive relationships with families, reduce barriers to attendance. Leaders promote the importance of attendance from the first day that pupils start school. Overall attendance for the school is high.

Pupils behave incredibly well, in and out of lessons. The school provides a purposeful environment, and there is a real 'buzz' of learning around every corner. In lessons, pupils work enthusiastically and are keen to take part, for example when recalling important concepts in mathematics lessons.

Highly personalised adaptations support the needs of pupils with special educational needs and/or disabilities. For example, 'The Diner' provides a quiet, sociable place for pupils to make friends and enjoy their lunch. From the moment pupils step through the door in the morning, they are all helped to behave well and join in.

Leaders have developed a culture of respect. Warm relationships are the norm. This means that bullying rarely happens. Pupils learn to resolve problems with friends, and know that adults will help them, when needed.

Curriculum and teaching

Strong standard ●

The school has ensured that the curriculum is broad, balanced and highly ambitious. It is carefully sequenced so that pupils can build on their learning, over time. Pupils are well supported to learn and use precise, subject-specific vocabulary.

There is a sharp focus on ensuring that all pupils secure the important skills and knowledge they need, including the basics of handwriting, spelling and number facts. Leaders ensure that there are regular, effective checks on what pupils know and can do. This means that teachers spot any gaps swiftly. They adapt subsequent teaching to address gaps and misconceptions.

The teaching of phonics is skilful and effective. Pupils successfully gain the skills they need as they learn to read. Any pupils who need extra support receive the help they need to catch up quickly.

Teachers deliver lessons adeptly. This is because leaders ensure that teachers continue to develop their expertise and subject knowledge. Leaders have an astute understanding of the quality of teaching in the school. They use this to make informed decisions about staff training, which is highly effective. Consequently, all staff expertly adapt teaching, when needed, including for pupils with special educational needs and/or disabilities.

Early years

Strong standard ●

Children settle quickly into school. This is because staff build secure, caring relationships and effective routines from the start. The environment is well organised, with carefully chosen resources, indoors and out. This means that children can access materials independently and remain engaged in purposeful play and adult-led learning.

Leaders sequence the curriculum effectively to ensure children learn the key knowledge they need by the end of the Reception Year. Children's interests are thoughtfully incorporated into their learning. There is a focus on communication and language, using engaging themes and high-quality texts to foster a love of stories and rhymes.

Staff teach the phonics scheme with precision. They identify any gaps in knowledge and tackle these swiftly. Reading is prioritised, resulting in all children, including disadvantaged pupils, those with special educational needs and/or disabilities and those known to children's social care, making good progress from their starting points.

Interactions between adults and children are high quality. Adults model rich vocabulary and promote talk throughout the day, including during transitions. Partnerships with parents are strong. Regular workshops and daily dialogue ensure that parents are fully involved in their children's learning. Children are very well prepared for their next stage of education.

Inclusion

Strong standard ●

The school's highly inclusive culture ensures that all pupils feel a real sense of belonging and can thrive. Leaders quickly and accurately identify all pupils' needs and any barriers they may face.

Highly effective staff training and regular checks on pupils' learning mean that teachers make careful adaptations to teaching and the learning environment. This enables all pupils to access the full curriculum. Leaders work closely with external specialists to ensure pupils receive timely and effective support. As a result, they swiftly address pupils' barriers to learning and wellbeing.

Pupils in the recently developed specialist resource provision for pupils with special educational needs and/or disabilities, 'Bumblebees', are skilfully supported to learn. Leaders ensure that pupils follow a carefully adapted curriculum. This is proving to be very successful.

Leaders deploy funding for disadvantaged pupils effectively so that it has a positive impact on both their personal and academic outcomes. A wide range of strategies are in place for pupils, depending on their needs. Staff work collaboratively with parents and carers to overcome barriers and provide appropriate support.

The school supports pupils known (or previously known) to children's social care very well. Leaders work effectively with external agencies, including the virtual school at the local authority. This enables pupils to quickly settle, learn and flourish.

Leadership and governance

Strong standard ●

Leaders share a very strong vision that all pupils can, and will, feel included, achieve and thrive. There is a strong commitment to removing barriers. This means that leaders' decisions are firmly rooted in what is in pupils' best interests, particularly those who are vulnerable. The culture is highly inclusive for all, pupils and staff alike.

Leaders have a pin-sharp focus on understanding the school's strengths. They astutely identify areas for refinement and take measured decisions for improvements. Staff's professional learning is both tailored and effective, to ensure that all staff can develop real expertise. This includes those teachers who are new to the profession.

Leaders take staff's wellbeing and workload into careful consideration. Staff value this. The school also works closely with parents, carers and a wide range of external agencies. Parents and staff speak very highly of the school.

Leaders have worked closely with the local authority to open a highly effective specialist resource provision for pupils with special educational needs and/or disabilities. Leaders, the local accountability board, the multi-academy trust and trustees have all worked closely together to ensure a smooth recent transition to the trust. This work has ensured that the school can continue to drive forward with even further improvement. Due to the very recent nature of the change, the trust and local accountability board are finding ways of communication that work most effectively. The trust's oversight of the school helps to ensure that leaders fulfil their statutory duties.

Personal development and wellbeing

Strong standard ●

Leaders' highly ambitious approach to pupils' personal development and wellbeing is a particularly strong feature of the school. Leaders have established a comprehensive programme, carefully tailored to meet the needs of all pupils. From assemblies and workshops to visits and outdoor learning, all pupils, including vulnerable pupils, participate fully.

Leaders' deep understanding of pupils, and the strong relationships with families, enable them to identify pupils requiring additional support and to act quickly. Pastoral care is highly

effective. Pupils recognise its strength in reducing barriers to learning. They give examples of how what they have learned in school has supported them through difficult times. This helps them to become resilient, confident and independent learners with broad horizons and valuable life skills. Structured play opportunities during social times of the day enable pupils to develop teamwork and problem-solving skills. Pupils clearly articulate how this helps them.

Pupils appreciate the opportunities they have to contribute to school life. They report that the roles they hold, for example on the junior leadership team or as 'wellbeing ambassadors', make them proud to be part of change and decision-making. They enjoy contributing towards exciting new developments, such as the immersive classroom and the new library.

Pupils have a secure understanding of the school's wider curriculum, including fundamental British values. They demonstrate tolerance and acceptance of the views and beliefs of others. Pupils speak knowledgeably about keeping themselves safe and different types of families and relationships. They understand the importance of respecting differences and treating everyone fairly. They learn about a range of careers and are very well prepared for life beyond school.

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

Pupils thoroughly enjoy attending Cawston Grange Primary School. They rightly take enormous pride in their school and the stimulating learning environment. This is a school where pupils flourish.

As soon as children start in the early years, leaders and staff get to know them and their families. This means staff quickly identify any barriers to learning and ensure that every pupil, including those who attend the specialist resource provision for pupils with special educational needs and/or disabilities (SEND), can benefit from everything that the school has to offer.

Pupils' behaviour is excellent. Pupils say bullying never happens here. However, they know what bullying is and know that the school would quickly put a stop to it. All pupils show incredibly positive attitudes to their learning. They listen intently in lessons and are keen to contribute. Pupils learn well because they enjoy the skilfully taught lessons. As a result, pupils achieve well in national assessments. Pupils with SEND, disadvantaged pupils and vulnerable pupils are supported effectively to thrive.

Pupils are kept safe and feel safe. They know whom to talk to if they have a concern and are confident that adults will help them. Pupils learn how to manage their emotions and take risks. The school's approach to more social times of the day provides pupils with a wide range of important life skills, including creativity, managing emotions, problem-solving and taking risks. From pupil leadership roles to trips, clubs and special days, pupils learn about the world around them and their place in it. For example, older pupils learn about different jobs and salaries. Pupils who are part of the junior leadership team help make important

decisions about school life. As a result, pupils are being prepared incredibly well for successful futures and life in modern Britain.

Next steps

- Leaders should continue to embed their work to ensure that the impact for disadvantaged pupils means they achieve as highly as they can.
 - Those responsible for governance should continue to develop and embed communication between the local accountability board and trust leaders.
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About this inspection

This school is part of Triumph Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sarah Malam, and overseen by a board of trustees, chaired by Dean Harrison.

The school joined Triumph Learning Trust in September 2025.

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 the headteacher, the deputy headteacher, the special educational needs and disabilities coordinator and other senior leaders, trust leaders, including the chair of the board of trustees, and representatives from the local accountability board during the inspection. Inspectors also spoke to representatives from the local authority, 2 representatives from alternative provision and one deputy headteacher of the virtual school.

The school includes provision for up to 8 pupils with communication and interaction needs in its specialist resource provision for pupils with special educational needs and/or disabilities.

The school currently uses 2 unregistered alternative provisions.

Headteacher: Kate Worthington

Lead inspector:

Rachel Henrick, His Majesty's Inspector

Team inspectors:

Elaine Williams, Ofsted Inspector

Claire Medhurst, His Majesty's Inspector

Travis Latham, 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 3 March 2026

School and pupil context

Total pupils

436

Well above 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

436

Above 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)

14.22%

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

5.28%

Above 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

18.12%

Above average

What does this mean?

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

National average: 15%

Location deprivation

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)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SLCN - Speech, language and Communication

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	61%	Close to average
2024/25 (revised)	64%	62%	Close to average
2023/24 (final)	62%	61%	Close to average
2022/23 (final)	67%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	74%	Above
2024/25 (revised)	78%	75%	Close to average
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	84%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	72%	Close to average
2024/25 (revised)	73%	72%	Close to average
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	80%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	73%	Close to average
2024/25 (revised)	72%	74%	Close to average
2023/24 (final)	76%	73%	Close to average
2022/23 (final)	77%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	46%	Close to average
2024/25 (revised)	25%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	57%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	62%	Close to average
2024/25 (revised)	33%	63%	Below
2023/24 (final)	75%	62%	Above
2022/23 (final)	64%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	59%	Close to average
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	75%	58%	Above
2022/23 (final)	71%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	60%	Close to average
2024/25 (revised)	33%	61%	Below
2023/24 (final)	75%	59%	Above
2022/23 (final)	71%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	45%	68%	-23 pp
2024/25 (revised)	25%	69%	-44 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	57%	66%	-9 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	80%	-22 pp
2024/25 (revised)	33%	81%	-47 pp
2023/24 (final)	75%	80%	-5 pp
2022/23 (final)	64%	78%	-14 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	66%	78%	-12 pp
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	75%	78%	-3 pp
2022/23 (final)	71%	77%	-6 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	80%	-19 pp
2024/25 (revised)	33%	81%	-47 pp
2023/24 (final)	75%	79%	-4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	71%	79%	-8 pp

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)	3.7%	5.2%	Below
2023/24 (3 term)	3.8%	5.5%	Below
2022/23 (3 term)	4.3%	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)	7.7%	13.3%	Below
2023/24 (3 term)	10.1%	14.6%	Below
2022/23 (3 term)	9.8%	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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