

St Andrew's Benn CofE (Voluntary Aided) Primary School

Address: Chester Street, Rugby, Warwickshire, CV21 3NX

Unique reference number (URN): 130877

Inspection report: 3 February 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

Attendance and behaviour

Expected standard 

Leaders have worked relentlessly to improve pupils' attendance. Thorough and frequent analysis ensures that leaders identify patterns and trends. Staff work closely with families to help them understand the importance of attendance. They take time to understand any barriers that pupils face and provide support to reduce those barriers. Pupils' overall attendance is improving. Although persistent absence last year was higher than national, there are specific circumstances that have affected this. Current persistent absence has reduced and the actions leaders have taken for individuals show a positive impact.

Leaders' policies and approaches to managing behaviour are based on their shared values. This promotes respect, tolerance and kindness. There is a calm and purposeful environment around the school. Staff are clear that whenever pupils' behaviour falls short of expectations, they are supported to learn from their experiences. Carefully managed reflections, which match the needs of the individual pupils, result in improvements. Staff build positive relationships with pupils and make appropriate adjustments for individuals to support their needs. Across lessons, pupils typically focus on their learning and respond well to staff. Pupils feel safe in school and there are no concerns about bullying from pupils or parents. The school vision, centred around family, helps all pupils to feel they belong.

Early years

Expected standard 

Leaders understand the importance of children having a successful start to their education. Staff make the most of every opportunity to support this to happen. They provide high-quality care and develop secure relationships with children. This enables children to feel safe and happy. Leaders work closely with parents and carers before children join the school. This partnership continues with regular sessions for parents to help them to support their child's learning. Staff identify children's needs, including children with special educational needs and/or disabilities or other barriers to their learning, from the start. Leaders use this knowledge to design and adapt the curriculum appropriately.

In Nursery, 3-year-old children settle quickly into routines. Work to develop their speaking, listening and communication skills begins immediately. Staff interactions help to expand and enhance children's use of language. Staff also use story and rhymes throughout the day to ensure that children encounter a range of vocabulary. The use of visual images supports children's understanding further. This greatly benefits the many children who speak English as an additional language. This work allows staff to build children's key foundations in their knowledge of early reading, writing and number. Daily phonics lessons from the Reception Year onwards, help children to read with increasing confidence and write simple sentences. This prepares them increasingly well for Year 1.

Inclusion

Expected standard 

St Andrew's Benn is an inclusive school. Pupils with special educational needs and/or disabilities (SEND), those in receipt of pupil premium funding and those who face other barriers to their learning or wellbeing, are at the heart of the decisions made by leaders.

Staff work closely with families, the local authority and other external agencies to build a clear and comprehensive understanding of pupils with SEND, including those in the specially resourced provision. Leaders support staff to understand pupils' individual needs swiftly and accurately. They work with external professionals to develop staff expertise and to work directly with pupils. The positive relationships and targeted support received by pupils with SEND enables many to learn the same curriculum as their peers. Staff in the specially resourced provision provide tailored support for pupils with increasingly complex needs. The school also uses alternative provision to effectively support pupils when required.

Leaders are passionate about reducing barriers to learning and wellbeing. They use their knowledge about pupils to inform the school's pupil premium strategy. Staff provide pupils with both emotional and academic support. Leaders evaluate the impact of this support regularly and make adjustments when needed. The emphasis on wellbeing makes a significant difference to the more vulnerable pupils in the school.

Personal development and wellbeing

Expected standard 

Personal development is at the core of everything that happens at St Andrew's Benn. Leaders know their pupils extremely well and have a deep understanding of their barriers to learning or wellbeing. Staff are committed to creating an environment, where pupils feel safe and welcome. They provide pupils with unconditional positive regard. These highly positive relationships form the basis of very effective pastoral support. Staff successfully reduce the anxieties or worries of many pupils. Checking in with pupils at the start of the day helps pupils to settle to their learning. Pupils utilise the 'open door' to access support from skilled support staff.

Leaders have created a welcoming community, where pupils accept and celebrate difference. Respect, tolerance, honesty and forgiveness form the backbone of the school's approach to developing pupils' moral understanding. Pupils learn about fundamental British values. They have a developed understanding of right and wrong. This ethos supports pupils' sense of belonging, which is both genuine and clear to see.

The curriculum for personal, social and health education identifies the important knowledge and skills pupils need to learn. Pupils talk knowledgeably about how to stay safe online and understand the risks that exist. They know what is needed to maintain a healthy body and mind.

Leaders provide a range of opportunities for pupils to develop their talents and interests, both through the curriculum and extra-curricular activities. Pupils participate in competitive sports and experience a range of musical opportunities. Pupils benefit from a rich variety of experiences to enrich their understanding of the curriculum and the world around them. Residential trips also support the older pupils to develop their resilience and independence.

Needs attention

Achievement

Needs attention 

A number of pupils currently have gaps in their core knowledge and skills, particularly the skills required to write well, including handwriting. This hinders how well they can record and communicate their knowledge, as well as the quality of their work across the curriculum. These gaps affect pupils' readiness for the next stage of education. In other areas of the curriculum, pupils are more successful, this includes how well pupils learn their times table facts. However, at times, pupils' progress through the curriculum is hindered as their learning is not consistently well matched to what they already know.

Leaders are working to improve outcomes so that more pupils reach age-related expectations by the end of key stage 2. The most recently published outcomes show the impact of some of the leaders' work; they are rightly proud of pupils' performance in the multiplication tables check. A focus on vocabulary and immersing pupils in the text helps improve all pupils' understanding of what they read. Leaders focus on reading fluency is also having a positive impact.

Curriculum and teaching

Needs attention 

Leaders have created a broad and engaging curriculum designed to give pupils the knowledge they need. However, there are inconsistencies in how well this curriculum is taught. This hinders some pupils from learning all that they should. Recent training for staff has focused on breaking learning down for pupils and providing regular opportunities to talk about what they have learned. Teachers break learning into small chunks and provide opportunities for pupils to talk about their learning. This approach enables pupils, including those with special educational needs and/or disabilities, and pupils with other identified barriers to learning, to start to build their understanding securely. However, in some lessons, teachers do not take into account what pupils can already do when designing learning. This means that, at times, pupils are provided with tasks that are not well matched to their starting points. On occasion, pupils do not have the knowledge needed to complete the work set or find their work too easy. While leaders typically have an accurate understanding of what they need to work on next, they have not identified some of these inconsistencies.

Where teaching is most effective, staff model and explain new learning, clearly building on what pupils already know and can do. Teachers check pupils' understanding and provide timely support to those pupils who have not understood. Carefully considered interventions are beginning to help pupils to catch up in reading and mathematics.

Leadership and governance

Needs attention 

Leaders share a clear vision for the school with stakeholders. They have a deep understanding of the barriers that their pupils and families face, reducing those barriers drives every decision made. Leaders identify the right areas to improve. They are taking action to improve the quality of the curriculum and teaching. However, their actions have not led to improvements quickly enough. This is because some actions are relatively new or recent. Governors have a good understanding of the context of the school, they are

committed to ensuring that they continually improve the school offer for pupils, including for disadvantaged pupils. They fulfil their statutory roles and responsibilities. Although leaders work with governors to monitor the impact of their work, this has not identified the causes of some of the weaknesses that exist. For example, ensuring that staff are implementing new initiatives consistently well.

Leaders have created a happy staff team, who are invested in doing the best they can for each child. Staff appreciate the support of leaders, who show great consideration for their wellbeing. Leaders are now providing a professional learning programme that is well matched to the priorities of the school and the needs of the pupils. Their more focused monitoring identifies specific areas for individual staff to focus on. Staff are developing appropriate knowledge and expertise. Parents and carers are positive and supportive of the school. They appreciate the support that staff provide both to their children and their families.

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

'We are family' is more than a motto at St Andrew's Benn; it is the heart of the school. Staff know pupils and their families very well. They have established the school as an important part of the community. Events in the family room, such as coffee mornings and learning workshops, enhance a sense of belonging. Pupils, including those with special educational needs and/or disabilities (SEND), and others with barriers to their learning, are included in school life. Although pupils in the specially resourced provision for pupils with SEND do not join mainstream lessons, they are equally valued and very much part of the school family.

Pupils behave well in lessons and around the school. Positive attitudes to learning start in the early years, where children respond well to the daily routines and expectations. Increasing numbers of pupils attend school regularly. Pupils work cooperatively with each other. A recent focus on developing pupils' spoken and language skills helps to reduce some of the barriers pupils face in their learning. They benefit from the time provided for discussing their learning. Pupils talk with enthusiasm and increasing knowledge about their learning. Adventures to the 'Antarctic' as well as trips, such as to the beach, help to bring the curriculum alive. However, further improvements to the curriculum and teaching are needed to ensure that pupils are as well prepared as they need to be for their next steps and achieve well across the curriculum.

Pupils know that staff care deeply about them. The 'taking care' project ensures pupils can identify someone to go to if they need support. This helps them to feel safe in school. Pupils have positive relationships with staff and each other. Pupils are confident there are no issues with bullying; staff deal quickly with anything that does happen. The school values, including tolerance and respect, are lived out by both staff and pupils. This supports pupils to be well prepared for life in modern Britain.

Next steps

- Leaders should ensure that pupils are supported to develop the knowledge and skills that they need, particularly in relation to their handwriting and composition, so that they develop their writing fluency across the curriculum.
 - Leaders should ensure that checks on pupils' learning enable staff to understand where pupils' knowledge is secure or requires further support so that this is used to inform the design of learning opportunities that more effectively build on pupils' prior learning.
 - Leaders should maintain their focus on attendance and continue to work with families to further reduce the number of pupils who are persistently absent.
 - Leaders, including governors, should ensure they have robust oversight of the actions they take to ensure there is a consistency of quality across the school.
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About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

The chair of the board of governors in this schools is Isabelle McKenzie.

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, deputy headteacher, assistant headteacher and other leaders and staff. The lead inspector spoke with members of the governing board, including the chair. She also spoke with a representative of the local authority.

The inspectors confirmed the following information about the school:

The school is registered as having a Christian religious character. The school is voluntary aided. The school's denominational education and collective worship was last inspected under Section 48 in June 2023.

The school includes provision for 8 pupils with communication and language needs in a specially resourced provision.

The school uses one unregistered alternative provision.

Headteacher: Abi Huggins

Lead inspector:

Helen Forrest, His Majesty's Inspector

Team inspectors:

Sally Snooks, Ofsted Inspector

Christian Hamilton, 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 February 2026

School and pupil context

Total pupils

347

Close to 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

360

Close to 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)

29.71%

Close to 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

3.75%

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

22.48%

Well 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)

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	44%	61%	Below
2024/25 (revised)	49%	62%	Below
2023/24 (final)	43%	61%	Below
2022/23 (final)	39%	60%	Below

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	65%	74%	Below
2024/25 (revised)	60%	75%	Below
2023/24 (final)	72%	74%	Close to average
2022/23 (final)	64%	73%	Below

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	51%	72%	Below
2024/25 (revised)	53%	72%	Below
2023/24 (final)	46%	72%	Below
2022/23 (final)	55%	71%	Below

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	62%	73%	Below
2024/25 (revised)	63%	74%	Below
2023/24 (final)	63%	73%	Below
2022/23 (final)	59%	73%	Below

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	33%	46%	Below
2024/25 (revised)	25%	47%	Below
2023/24 (final)	36%	46%	Close to average
2022/23 (final)	35%	44%	Close to average

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	54%	62%	Below
2024/25 (revised)	25%	63%	Below
2023/24 (final)	59%	62%	Close to average
2022/23 (final)	65%	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	39%	59%	Below
2024/25 (revised)	25%	59%	Below
2023/24 (final)	36%	58%	Below
2022/23 (final)	48%	58%	Close to average

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	53%	60%	Close to average
2024/25 (revised)	33%	61%	Below
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	65%	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	33%	68%	-34 pp
2024/25 (revised)	25%	69%	-44 pp
2023/24 (final)	36%	67%	-31 pp
2022/23 (final)	35%	66%	-32 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	54%	80%	-25 pp
2024/25 (revised)	25%	81%	-56 pp
2023/24 (final)	59%	80%	-21 pp
2022/23 (final)	65%	78%	-13 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	39%	78%	-39 pp
2024/25 (revised)	25%	78%	-53 pp
2023/24 (final)	36%	78%	-41 pp
2022/23 (final)	48%	77%	-30 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	53%	80%	-27 pp
2024/25 (revised)	33%	81%	-47 pp
2023/24 (final)	50%	79%	-29 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	65%	79%	-14 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)	6.3%	5.2%	Above
2023/24 (3 term)	7.3%	5.5%	Above
2022/23 (3 term)	7.5%	5.9%	Above

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)	20.2%	13.3%	Above
2023/24 (3 term)	21.9%	14.6%	Above
2022/23 (3 term)	24.4%	16.2%	Above

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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