

St Matthew's Bloxam CofE Primary School

Address: Webb Ellis Road, Rugby, Warwickshire, CV22 7AU

Unique reference number (URN): 130883

Inspection report: 9 September 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 a secure understanding of pupils' attendance. Their work has ensured that more pupils attend school regularly and the school's rates of attendance are now in line with national averages. The improvement in attendance of pupils with special educational needs and/or disabilities is particularly notable. Attendance for this group is higher than what is seen nationally. Leaders work with families and provide pastoral support when pupils face barriers to attending regularly. This is an effective aspect of their work and is reflective of the positive relationships that leaders have with families.

Pupils behave well and understand the school's rules. They move around the building calmly and conduct themselves well at different points throughout the day. This helps them to feel safe. Staff model the school's values. They are positive role models and pupils follow their example. Pupils reflect the values and behaviours that they demonstrate. On the rare occasions when behaviour incidents occur, leaders record and monitor them to help provide support where needed. Suspensions are used appropriately. Pupils are kind and polite. They do not see bullying as an issue at the school. They know that adults will help them if they experience or see something that worries them.

Personal development and wellbeing

Expected standard 

Leaders are refining the personal development curriculum to ensure that it includes all of the key knowledge that pupils need to learn, know and remember. This includes aspects of relationships and health education. In the meantime, the school has established an inclusive curriculum that meets the needs of most pupils. Pupils are developing an understanding of key knowledge. They speak confidently about how to keep themselves safe online and understand why they should not share personal information. They can explain what action they would take if they encountered something that caused concern. Carefully planned sessions linked to the local community help pupils understand how to stay safe near water and railway lines. These opportunities equip pupils with practical knowledge that supports their safety beyond school.

The school encourages pupils to treat others with respect and to recognise and celebrate differences. Pupils know that it is never right to treat somebody differently because of any perceived or actual characteristics. They understand how tolerance links to the school's values of 'safe', 'include', 'kind' and 'respectful'. Pupils readily acknowledge when they make mistakes and they understand how their actions affect other people. They are developing an understanding of the values that are important in Great Britain.

Leaders promote pupils' spiritual, moral, social and cultural development when they come together as a whole school for assemblies. Pastoral support is a particular strength. Staff know pupils well and respond effectively when challenges arise. As a result, pupils feel safe, ready to learn and part of a caring community. They enjoy sharing their individual talents by organising talent shows. This contributes to their sense of belonging.

Pupils also contribute positively to the wider community. Visits to a local nursing home allow them to share prayers, songs and companionship, providing meaningful experiences for

both pupils and residents.

Needs attention

Achievement

Needs attention 

Too many pupils do not secure the knowledge and skills they need to be ready for the next stage of their education. Results have been below national averages over time, particularly in reading. Some pupils do not develop the reading, writing and mathematics skills they need. Gaps in learning persist because pupils do not regularly revisit and practise learning that they find difficult. New learning sometimes moves on before pupils have fully understood what they have been taught.

Disadvantaged pupils achieve less well than disadvantaged pupils nationally in most subjects, and the gap between them and other pupils remains too wide. Teachers do not have a precise enough understanding of what pupils already know and can do. As a result, some pupils fall behind or do not make up lost ground quickly enough, including pupils with special educational needs and/or disabilities.

Curriculum and teaching

Needs attention 

The school is determined that pupils, including those with special educational needs and/or disabilities (SEND), achieve well. Leaders have ensured that pupils study a broad range of subjects. The curriculum is typically well designed meaning that many pupils are able to build knowledge over time. Leaders have also correctly identified the areas of teaching that need to improve. For example, they have made changes to how teachers check pupils' understanding. However, too often these checks are not precise enough. Teachers do not always adapt the curriculum to ensure that all pupils learn well from their starting points. This means that some pupils move on to more complex learning before they are ready.

The ambition that leaders have for pupils with SEND is evident in planned learning opportunities and the school's inclusive approach. Leaders have made changes to how teachers give feedback to pupils. However, teachers are inconsistent in how effectively they make adjustments to their teaching in lessons. Teachers identify mistakes and misconceptions, but opportunities to practise and revisit the aspects of learning that pupils are less secure in are limited. This limits pupils' progress. and gaps in learning are not closing quickly enough.

Early years

Needs attention 

Children get off to a positive start in the early years. Nursery staff interact purposefully with children and help them develop their understanding through a well balanced range of activities. Relationships are warm and positive. At times, children choose to access activities independently, while at other times they work directly with adults. Children settle down to tasks quickly and staff know them well. Communication and language is an important focus, and children have opportunities to write and develop letter formation.

However, the curriculum does not always sufficiently build on what children already know and can do. Some children spend too long accessing activities without adult interaction. In addition, teachers do not always plan activities carefully enough to develop children's language, problem solving, mathematical thinking, fine motor skills and knowledge of the world.

The assessment information that is shared with teachers when pupils leave Reception is not used as well as it could be to shape the learning that follows in year 1. It means that, from the outset, pupils are not building on what they can or cannot already do. Tasks are often too challenging which slows the rate of progress that some pupils make.

Inclusion

Needs attention 

Leaders place considerable emphasis on providing care and pastoral support for pupils who have barriers to their learning or wellbeing. These pupils are well known by staff. This includes pupils who are in the school's specialist resourced provision, The Lighthouse. Parents of pupils in The Lighthouse are very positive about the care that these pupils receive.

There are a range of strategies in place to support pupils with special educational needs and/or disabilities (SEND). However, these strategies are not always specific enough for pupils' current stage of learning. There are also inconsistencies in how well staff apply these strategies to meet pupils' needs. Furthermore, leaders are not always precise in reviewing the impact of strategies they adopt for pupils with SEND.

The school's work to promote pupils' wellbeing is well organised and effectively led. This helps to ensure that staff respond promptly to any concerns raised by pupils or parents. This means that pupils who need extra support receive appropriate help that promotes their wellbeing.

Leaders use pupil premium funding effectively to minimise barriers to learning and to ensure that pupils benefit from a full range of broader opportunities. This is having some of impact on pupils' learning. However, the achievement of disadvantaged pupils is lower than that of other pupils, including disadvantaged pupils nationally.

Leadership and governance

Needs attention 

Staff feel valued and appreciate the support that leaders provide for their wellbeing. They describe a culture where they feel cared for. Their wellbeing is prioritised. Staff work together effectively as a happy, cohesive and collaborative team, united in their commitment to achieving the best outcomes for pupils.

Leaders have identified the right priorities for improvement, including raising attainment in reading, writing and mathematics. They have started to take steps to address these. However, these actions have not yet secured the improvements needed in pupils' outcomes.

Leaders provide a broad programme of professional learning, which staff value. However, professional development is not always targeted sharply enough to strengthen staff's

expertise in the areas of greatest need. For example, teachers' confidence and consistency in adapting learning to meet the needs of all pupils remain variable.

Governors are committed to the school and ambitious for its pupils. They value the positive relationships leaders have established with families. While governors receive information about the school's performance, they do not yet use this consistently well to evaluate the impact of leaders' actions or provide sufficient challenge where improvement is needed.

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

St. Matthew's Bloxam is a school that cares. Pupils know that adults have their best interests at heart and this makes them feel valued. Pupils speak warmly about staff and know who their trusted adults are. This helps them to feel secure and supports them in building a sense of belonging. The school's 'Shine' values shape daily life. Pupils live up to these values by showing kindness, respect and forgiveness. A sense of warmth, kindness and compassion permeates all aspects of school life.

Pupils behave well around the school. They know the rules and follow them, treating their school with pride and respect. They listen and settle well during whole school assemblies. Pupils say that bullying is not a concern and are confident that adults would help them if they had a worry.

Pupils enjoy a range of experiences beyond lessons. They take part in clubs that develop talents and interests in sports, dance and music. They also enjoy trips and visits that are organised to help bring learning to life. They value opportunities to take on responsibilities such as prefects and school councillors. School councillors provide a valuable contribution to school decision making, such as sharing ideas to improve the learning environment and organising fund raising events. These opportunities help them to understand the importance of their ideas and opinions.

Pupils enjoy learning, but their experiences are not consistently well matched to what they already know and can do. Some pupils are given work that is too difficult, while others receive too much adult help. This can limit their opportunities to think, practice and show what they know. Consequently, some pupils do not make the progress they are capable of making and are not well prepared for the next stage of their education.

Children in the early years settle quickly. They benefit from the positive relationships that they build with staff.

Next steps

- Leaders should ensure that staff consistently provide pupils with special educational needs and/or disabilities work and support that is well matched to their individual stages of learning.

- Leaders should ensure that teachers use accurate knowledge of pupils' starting points to build securely on what pupils already know, understand and can do.
 - Leaders should ensure that teachers use assessment information effectively to identify when pupils need further support. They should ensure that this information is used to adapt teaching and inform subsequent learning.
 - Leaders should ensure that assessment information from the end of the early years foundation stage is used to inform Year 1 learning, enabling pupils to make a smooth and effective transition.
 - Leaders should ensure that the school's improvement priorities are sharply focused. Actions taken to bring about improvements should be reviewed regularly, including by governors, so their impact can be measured effectively. Governors should continue to develop their understanding of the school's performance measures in order to hold leaders to account more effectively.
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About this inspection

The chair of the board of governors in this school is Hazel Maher.

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

The inspection took place from 9 September 2026 to 10 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher and the deputy headteacher. They spoke with representatives from the governing board, including the chair, and the local authority. They also spoke with pupils, staff and parents.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Coventry. Its last section 48 inspection was 30 June 2023.

The school includes provision for up to 8 pupils in the specially resourced provision. The provision caters for the needs of pupils with cognition and learning and communication and interaction difficulties. There are currently 7 pupils attending.

The school currently uses no alternative provision.

The school runs its own breakfast club and after school club.

Headteacher: Anita Timson

Lead inspector:

Keri Baylis, His Majesty's Inspector

Team inspectors:

Andrew Madden, His Majesty's Inspector

Razia Ali, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

199

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: 268

School capacity

210

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)

28.14%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

8.54%

Well 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: 4.1%

Pupils with special educational needs (SEN) support

18.59%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support 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)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (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	48%	61%	Below
2024/25 (final)	56%	62%	Close to average
2023/24 (final)	41%	61%	Below
2022/23 (final)	47%	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	56%	74%	Below
2024/25 (final)	59%	75%	Below
2023/24 (final)	56%	74%	Below
2022/23 (final)	53%	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	69%	72%	Close to average
2024/25 (final)	66%	72%	Close to average
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	69%	71%	Close to average

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	65%	73%	Below
2024/25 (final)	75%	74%	Close to average
2023/24 (final)	53%	73%	Below
2022/23 (final)	66%	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	29%	46%	Below
2024/25 (final)	44%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	23%	46%	Below
2022/23 (final)	25%	44%	Below

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	38%	62%	Below
2024/25 (final)	44%	63%	Below
2023/24 (final)	46%	62%	Below
2022/23 (final)	25%	60%	Below

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	50%	59%	Below
2024/25 (final)	56%	59%	Close to average
2023/24 (final)	54%	58%	Close to average
2022/23 (final)	42%	58%	Below

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	47%	60%	Below
2024/25 (final)	67%	61%	Close to average
2023/24 (final)	31%	59%	Below
2022/23 (final)	50%	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	29%	68%	-38 pp
2024/25 (final)	44%	69%	-25 pp
2023/24 (final)	23%	67%	-44 pp
2022/23 (final)	25%	66%	-41 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	38%	80%	-41 pp
2024/25 (final)	44%	81%	-36 pp
2023/24 (final)	46%	80%	-34 pp
2022/23 (final)	25%	78%	-53 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	50%	78%	-28 pp
2024/25 (final)	56%	78%	-23 pp
2023/24 (final)	54%	78%	-24 pp
2022/23 (final)	42%	77%	-36 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	47%	80%	-33 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	31%	79%	-49 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	79%	-29 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 (3 term)	5.1%	5.2%	Close to average
2023/24 (3 term)	5.1%	5.5%	Close to average
2022/23 (3 term)	6.1%	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)	10.6%	14.6%	Below
2022/23 (3 term)	16.4%	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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