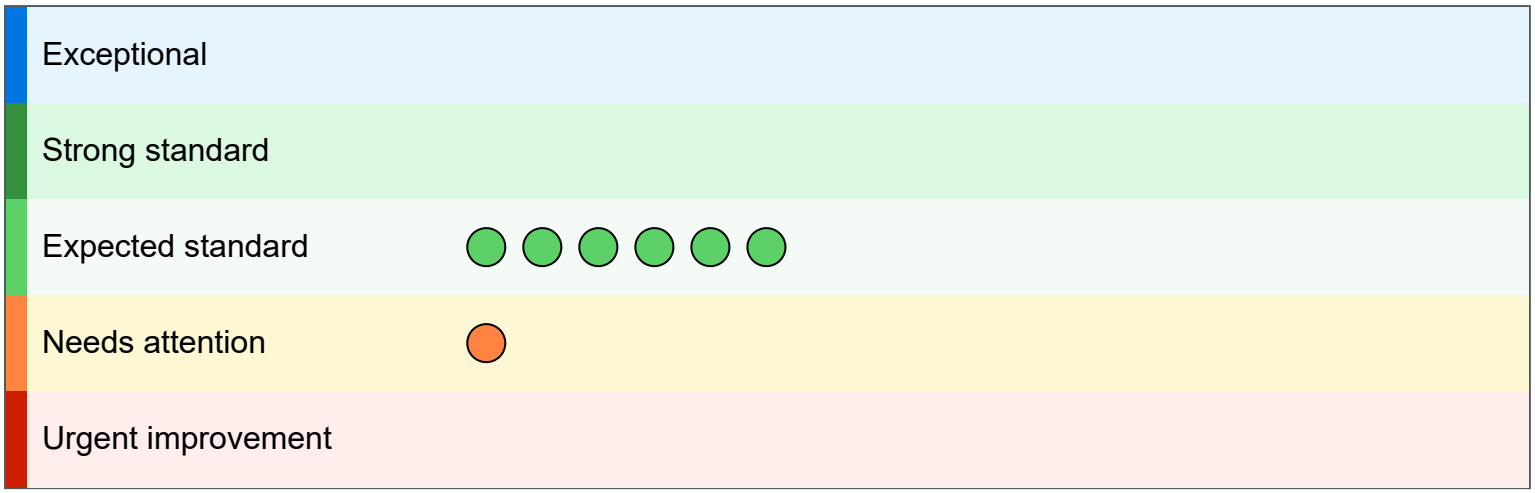
The Griffin Primary School

Address: Lower Lodge Avenue, Rugby, Warwickshire, CV21 1NU

Unique reference number (URN): 149781

Inspection report: 29 September 2026



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

Typically, pupils achieve well. They typically progress appropriately through the curriculum from their various starting points. In the early years, pupils are well supported to gain the knowledge they need in early number and reading. Across the school, pupils learn the skills of early reading confidently. They perform well in the Year 1 phonics screening check. Leaders ensure that the curriculum returns to key concepts and knowledge as pupils progress through the school.

Pupils generally produce high-quality work in all areas of the curriculum that reflects their secure knowledge and skills in each subject. Pupils eagerly talk about their learning, for example when telling adults about the Stone Age and Bronze Age. Pupils are generally articulate and recall facts and information about the topics that they have studied. They are generally well prepared for the next stage of their education. This includes pupils with special educational needs and/or disabilities and those who are disadvantaged.

Attendance and behaviour

Expected standard

Pupils attend well because they thrive at The Griffin Primary School. They enjoy their lessons and appreciate the kind outlook of staff. Leaders use information well to identify the causes of absence and work closely with families. They have reduced the number of pupils that do not attend school well. Leaders regularly promote the importance of good attendance, for example in the newsletter and in communication to parents. Where attendance is lower for particular groups, leaders use targeted support and attendance plans to secure improvement.

Most pupils behave well. Leaders have an accurate understanding of behaviour and use robust systems to record and analyse any incidents, which includes oversight by trust leaders. Most pupils behave well in lessons and around the school. They respond well to the school's expectations. However, occasionally, individual pupils do not listen and focus as well as they could. Leaders recognise this is because there is more to do to ensure the behaviour policy is implemented consistently by all adults. For those with special educational needs and/or disabilities or other vulnerabilities, staff make thoughtful adaptations. This means that these pupils engage positively alongside their peers. During social times, pupils interact respectfully and show consideration for others. Pupils say bullying is not tolerated, and they can easily approach adults with any concerns. As a result, incidents of negative behaviour are rare.

Early years

Expected standard

Children benefit from a nurturing and well-structured start to their education. Adults and children have secure relationships built on kindness. Children are happy, enjoy their learning and willingly engage in the activities provided. Staff interact positively and encourage children to participate in learning and explore.

The curriculum supports progress across the early years through careful sequencing, with learning activities planned across all areas so that knowledge and skills build over time. Leaders have identified a range of ambitious vocabulary that children encounter throughout their learning. Leaders ensure reading is prioritised. Children in Reception Year begin phonics from the start, and phonics is taught effectively. There is a strong focus on communication and language. Most staff use questioning effectively to extend learning, language and independence skills.

Children with special educational needs and/or disabilities or other vulnerabilities are supported well to learn the same curriculum as their peers. Staff consider children's individual needs, and targeted support is provided where required. This helps children access learning successfully. Children typically achieve well from their starting points. Overall, most are ready for their next stage of learning.

Leaders prioritise the early years. They monitor provision regularly and provide feedback and training where needed to improve practice. Leaders have high expectations and have established clear routines that support children's development and wellbeing.

Inclusion

Expected standard

Leaders have established a culture where inclusion is valued and visible in daily school life. Pupils feel welcome and supported because adults prioritise the support of pupils with special educational needs and/or disabilities and those with other vulnerabilities. Staff make appropriate adaptations in lessons so that pupils can access learning alongside their peers. Staff use their knowledge of pupils' needs to ensure that support is typically well matched and purposeful.

Leaders have suitable assessment strategies to identify the emerging needs of pupils who may have special educational needs and/or disabilities. They consider the views of parents as they identify potential barriers to learning. Teachers use effective systems to track and monitor pupils' needs and their progress towards individual support plans. This means pupils generally benefit from the right support at the right time. Leaders ensure there is a broad range of appropriate additional support that is in place for all pupils, including those with high levels of need. Leaders collaborate with a range of external agencies, and teachers act on the advice they receive, such as from educational psychologists.

Leaders have ensured their pupil premium strategy correctly targets disadvantaged pupils, including helping pupils with attendance. They help pupils to attend visits and trips. This has aided pupils to gain a wider range of experiences to prepare them for future education.

Leadership and governance

Expected standard

Leaders have an unshakeable moral purpose to provide high-quality education for all. Leaders ensure the needs of pupils are at the heart of decision-making. Leaders and governors have a clear and accurate oversight of the school. Those responsible for governance understand their statutory responsibilities well. Informed trust leaders have taken an instrumental role in supporting the headteacher to build a leadership team. This means that the school can make more rapid and sustained improvement. At times, leaders have not matched training carefully to the improvement priorities at the school. As a result,

leaders know they need to carefully train staff to ensure that their expectations are successfully met. They also need to ensure that training is monitored and evaluated in a timely and effective way.

Leaders ensure the needs of disadvantaged pupils and those with special educational needs and/or disabilities are prioritised. Leaders work hard to ensure that pupils who may face barriers to their learning or wellbeing participate and receive high-quality interventions and support. All staff are proud to work at the school. They appreciate that their workload and wellbeing is considered. Parents and carers speak positively about the school and value the kind relationships between teachers and pupils. Parents highly recommend the school to others.

Personal development and wellbeing

Expected standard

Leaders have developed an entirely suitable personal development programme that is well sequenced and age appropriate. The programme helps pupils to develop a range of personal and social skills, such as building their independence and confidence. Leaders have further refined the programme for personal, social and health education (PSHE) and continue to make improvements, such as introducing additional musical opportunities. Leaders ensure the PSHE programme is an entitlement for every pupil. Teachers adapt provision to allow all pupils to participate, including those with special educational needs and/or disabilities and those with other vulnerabilities.

There is an appropriate relationships and sex education and health education curriculum, which is shared with families and teaches pupils about important topics such as consent, health and wellbeing. They learn about different values, including the school values of being happy, kind and confident. They begin to develop their understanding of fundamental British values, such as tolerance. Pupils understand the importance of the local community and support local charities. Leaders provide meaningful opportunities for pupils to live out these values, for example being talk and listening ambassadors. This means pupils develop understanding of the roles they can play to help others and be responsible. Pupils are taught effectively and sensitively about positive relationships and health education. Pupils understand how to manage risks to their wellbeing when online and offline.

Pupils take part in a range of events to build their experiences, including visiting a zoo and seeing Chinese dance workshops. These focus on broadening pupils' cultural awareness and raising their aspirations for the future. Pupils are typically ready for the next stages of their education and look forward to the challenges of being the first pupils to help shape this new school.

Needs attention

Curriculum and teaching

Needs attention

In classes, pupils learn from the broad and balanced curriculum that reflects the school’s context and priorities. However, teachers sometimes miss opportunities to use assessment to identify pupils' next steps accurately enough. As a result, they sometimes do not respond

promptly to pupils' learning. Teachers do not always maintain consistently high expectations of what pupils can achieve. Leaders are taking action to address the weaknesses.

Staff demonstrate secure subject knowledge and explain concepts with clarity. Leaders understand what works well in teaching and what needs to improve. Teachers teach early mathematics accurately and ensure that pupils build the skills they need in early number. Pupils generally progress well across the school.

Teachers generally teach phonics well. Pupils who fall behind usually catch up quickly. Leaders have ensured that the teaching of reading is prioritised, and most pupils learn to read well. Staff generally adapt lessons appropriately for disadvantaged pupils, those with special educational needs and/or disabilities and pupils previously known to children's social care. This helps them to access the same learning as their peers. Most pupils catch up quickly, as interventions to help are implemented and evaluated regularly.

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

Pupils are happy and vibrant at The Griffin Primary School. Pupils attend the school well because they enjoy coming to school and feel eager to see their friends. Pupils know that bullying does not happen and trust staff to quickly resolve any issues. Leaders and smiling staff are keen to go the extra mile for pupils at the school. Leaders regularly share the school values of 'happy, kind and confident' so that pupils develop their understanding and respect for one another. Pupils feel safe. On the playground, pupils merrily get along with each other and play a variety of running and chasing games.

In classes, teachers explain learning clearly to pupils. Pupils listen carefully most of the time. However, teachers could be more accurate when assessing pupils' learning and addressing misconceptions. Teachers could have even higher expectations of pupils' ability and push them even further. Nevertheless, pupils achieve well on the whole.

Pupils with special educational needs and/or disabilities, disadvantaged pupils and those with other vulnerabilities are typically well supported. Adults around the school provide extra help for pupils who need it. This support is generally effective. Pupils with the highest levels of need often benefit from tailored support that helps them to make suitable progress from their individual starting points.

Pupils benefit from a range of clubs and trips to help them develop skills such as confidence and, more importantly, their knowledge of the wider world. Pupils take part in charity events such as cake sales and non-uniform days to help raise funds for a range of local and national charities so that they develop understanding for those who are disadvantaged in life.

Next steps

- Leaders should insist that their expectations for teaching and learning are met by all staff so that teachers' assessment of learning further impacts on pupils' knowledge and skills

over time.
- Leaders should strengthen adults' pedagogical understanding by ensuring that the professional learning programme is rigorously matched to the school's priorities.
- Leaders should ensure that pupils further deepen their understanding of fundamental British values so that they learn their importance.

About this inspection

This school is part of The Griffin Primary School Academy Trust, a single-academy trust, which means other people in the trust also have responsibility for running the school. The headteacher is also the chief executive officer. The trust board is chaired by Dr Peter Kent (OBE).

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

This inspection took place on 29 and 30 September 2026.

Following our updated 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 school leaders during the inspection. They held meetings with the headteacher, school leaders, teachers and pupils. They looked at pupils' work and books. They also talked to pupils and staff to gather information about school life.

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 considered responses to the online survey, Ofsted Parent View, and free-text comments.

The school currently uses no alternative provision.

Headteacher: Alison Hine

Lead inspector:
Rob Matthews, His Majesty's Inspector

Team inspector:
Gill Turner, 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 29 September 2026

School and pupil context

Total pupils

124
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: 268

School capacity

242
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)

6.67%
Well below 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

4.84%
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: 4.1%

Pupils with special educational needs (SEN) support

9.68%
Below average

What does this mean?

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

National average: 15%

Location deprivation

Well 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).

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
2025/26 (1 term)	3.8%	5.1%	Below
2024/25 (3 term)	3.7%	5.2%	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
2025/26 (1 term)	9.7%	14.4%	Below
2024/25 (3 term)	6.5%	13.0%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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