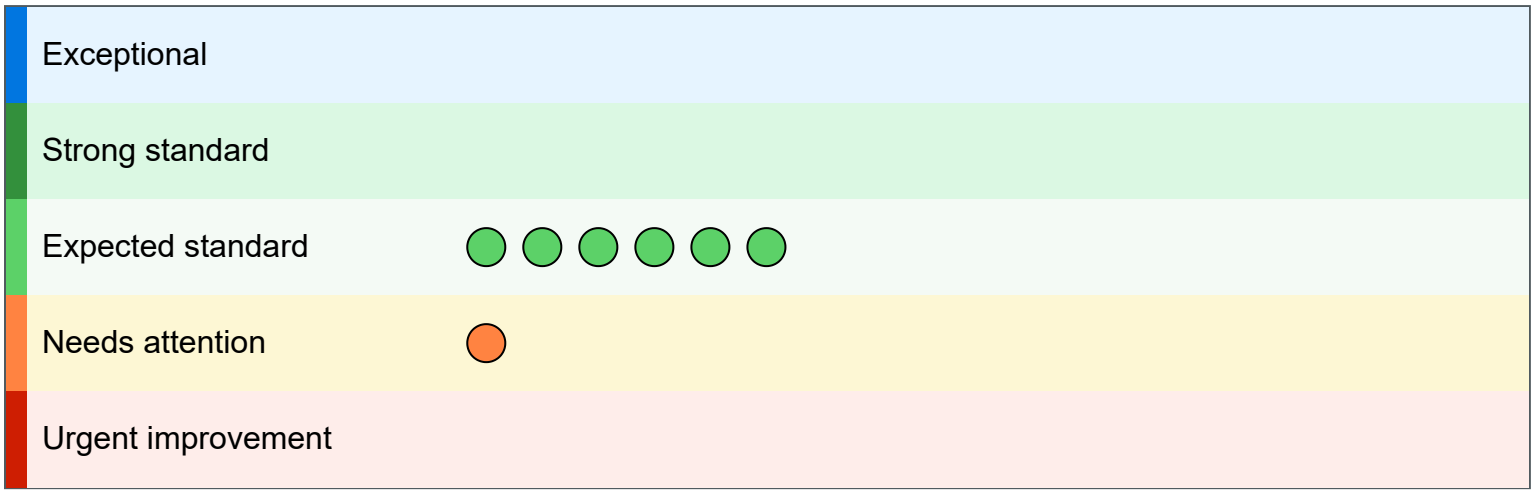
Bilton Infant School

Address: Magnet Lane, Bilton, Rugby, Warwickshire, CV22 7NH

Unique reference number (URN): 125579

Inspection report: 14 July 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

Pupils typically gain secure knowledge and skills in reading, writing and mathematics. By the time they leave the school, pupils are ready for the next stage of their education. Disadvantaged pupils and pupils with special educational needs and/or disabilities make steady progress from their individual starting points.

The teaching of phonics is effective, with staff providing targeted support for pupils who need additional help. The proportion of pupils meeting the expected standard in the Year 1 phonics screening check is generally in line with national averages.

Leaders prioritise the development of foundational knowledge and skills in English and mathematics. Pupils regularly practise handwriting and letter formation, which are improving over time. Across the wider curriculum, pupils typically remember what they have been taught. For example, pupils can explain the knowledge and skills they have used when designing and making products in design and technology.

Curriculum and teaching

Expected standard

Leaders have designed and implemented an ambitious curriculum. Clear progression enables pupils to build up their knowledge, skills and vocabulary over time. Leaders have prioritised the foundational knowledge and skills that pupils need in reading, writing and mathematics, helping them to develop secure foundations for future learning.

Staff teach phonics consistently and effectively, reflecting the positive impact of ongoing training across the school. Reading and language development are key drivers for the school's work. Leaders ensure that staff have secure subject knowledge so that they can teach confidently. Generally, staff teach the curriculum as intended. Occasionally, however, staff do not check pupils' understanding as carefully as they could. This means that some errors are not addressed consistently.

Leaders ensure that teaching takes account of pupils' varying starting points. Staff are deployed effectively so that pupils who face barriers to learning receive the nurture, support and adaptations that they need to learn alongside their peers. Those pupils who need targeted academic support or an individualised curriculum are provided with this successfully. Staff make regular observations and use these to check how well pupils are developing across all areas of learning.

Early years

Expected standard

The early years provision gives children a highly positive and effective start to their education. Adults take time to get to know the children and families well. Clear routines and expectations allow children to feel safe, settled and ready to learn.

Passionate leaders have established an ambitious vision, supported by a well-sequenced curriculum. Early reading, communication and language, writing and mathematics are

prioritised effectively. Children benefit from a wide range of purposeful, play-based experiences. Children demonstrate confidence and enthusiasm as they learn to explore, collaborate, problem solve and develop independence. This is enhanced by visitors coming to school, for example grandparents sharing stories about what life was like when they were children.

Staff interact well with children, developing their vocabulary. Phonics is taught systematically, with staff demonstrating secure knowledge of early reading development. Leaders have ensured that staff have appropriate skills and maximise opportunities to model learning with children.

Staff know children's starting points and adapt provision appropriately so that all children, including those with special educational needs and/or disabilities, access learning successfully. This ensures that all children make progress across the early years curriculum. Children generally leave Reception with the knowledge and skills needed for Year 1.

Inclusion

Expected standard

The school has a highly inclusive ethos and a relationship-focused approach. This creates a sense of belonging for all pupils. Leaders identify barriers to learning and wellbeing quickly when pupils start school. Pupil profiles and individual support plans are carefully designed and, in most cases, implemented consistently by staff. Reasonable adjustments, including sensory breaks, personalised timetables and adapted learning resources, help pupils access learning successfully. As a result, pupils with special educational needs and/or disabilities participate fully in classroom learning and wider school life. Leaders measure the impact of interventions and support effectively. This means leaders are responsive and support evolves according to pupils' changing needs.

Leaders use additional funding effectively, including for pupils who are known or previously known to social care. They consider pupils' individual barriers and put the right support in place to help pupils overcome them. As a result, pupils achieve well from their starting points and are fully included in school life.

Leaders ensure that staff have the expertise needed to meet pupils' needs effectively. Staff benefit from ongoing professional development, including training in trauma and attachment. Staff draw on specialist advice and work closely with families to plan next steps. For example, educational psychologists provide workshops for parents and carers.

Leadership and governance

Expected standard

Leaders are determined in their focus on creating a highly inclusive culture that places pupils' best interests at the centre of decision-making. Leaders at all levels know their school well and work together to plan for whole-school improvement. Leaders evaluate the impact of their work carefully, ensuring that they remain focused on the priorities that will have a positive impact on pupils' education. The hard work and dedication of leaders over time have had a positive impact on many areas, for example the environment, curriculum and behaviour.

Leaders and governors are united in their commitment to ensure that social disadvantage is not a barrier to pupils' success. Governance is a strength of the school. They understand and meet their statutory duties well and are determined to make a difference. Governors hold leaders to account for the education that pupils receive, while also prioritising leaders' wellbeing.

Staff appreciate the way leaders consider their workload and take into account their wellbeing. Staff feel valued and proud to work at the school. They benefit from well-planned professional learning opportunities. This includes working with other professionals beyond the school.

Leaders have established highly effective working relationships with parents and carers. Parents are highly complimentary about the school, recognising the caring and nurturing ethos. They say that teachers are approachable and listen to any worries they may have.

Personal development and wellbeing

Expected standard

Leaders provide a thoughtful and coherent programme of personal development that reflects the school's local context. The programme is inclusive and enables all pupils, including those with special educational needs and/or disabilities and those who face other difficulties, to benefit fully. Leaders monitor the impact of most provision carefully and have a clear understanding of its effectiveness. A range of enrichment opportunities, including visits and visitors, enables pupils to extend their experiences beyond the classroom. Pupils benefit from a vast range of clubs, including lunchtime clubs, that they help to design.

From the start of the early years, children are supported to develop resilience, manage their emotions and think about how their actions make others feel. As they move through the school, pupils develop their understanding of fundamental British values, including democracy and respect. They learn about different cultures, beliefs and lifestyles, helping them to develop tolerance and positive relationships.

Pastoral support is a strength of the school. Staff know pupils well and respond effectively to their emotional and wellbeing needs. Carefully planned transition arrangements support pupils and their families. Targeted interventions, including support from trained staff, help pupils to regulate their behaviour and build confidence. This has a positive impact on their readiness to learn.

Pupils are encouraged to take on leadership roles, such as school councillors, eco-representatives and wellbeing leaders. These opportunities help pupils develop responsibility, collaboration and problem-solving skills.

The school's curriculum for relationships and health education helps pupils understand healthy lifestyles and how to build safe and trusting relationships. Pupils recognise risks online and offline and learn how to keep themselves safe.

Needs attention

Attendance and behaviour

Needs attention

Leaders have strengthened systems to promote regular attendance. Although attendance remains below national averages, leaders' actions are beginning to improve attendance, including for some pupils who have previously been persistently absent. Leaders ensure parents and carers know why attendance is important. Regular attendance is celebrated. The monitoring of attendance is generally effective, including through regular meetings with the attendance officer. Positive relationships are formed with pupils' families. This helps in understanding barriers to attendance, and tailored pastoral support is provided where needed. Leaders have systems in place to challenge parents when necessary. However, despite this, absence remains too high for some pupils.

Leaders have established a clear approach to behaviour that is understood and implemented consistently by staff. Staff use a relationship-led approach when responding to behaviour. Pupils learn what positive behaviour looks like from the early years onwards and respond well to the school's expectations and routines. As a result, behaviour across the school is calm and orderly. Pupils show positive attitudes to learning and engage well in lessons. Pupils understand what bullying is and are confident that staff would address any concerns quickly and effectively, should they arise. They describe the school as a welcoming and inclusive community where they feel safe and respected.

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

Pupils feel safe, valued and well supported in this nurturing school. They are greeted warmly at the start of each day and enter school ready to learn, excited for the day ahead. Strong, trusting relationships help pupils feel safe and confident in an environment that supports their wellbeing. Thoughtfully planned learning spaces provide opportunities for pupils to manage their behaviour and seek support if needed.

Pupils know what is expected of them. Children in the early years learn routines quickly, helping them feel secure and settled. Classrooms are typically calm and purposeful. When pupils need help with their learning, staff provide timely and appropriate support. Guidance is given to those pupils who need additional support to stay focused or access the curriculum. As a result, pupils typically develop the knowledge and skills they need for the next stage of their education.

Parents and carers value the work the school does to encourage and celebrate positive behaviour. Pupils have a clear understanding of what bullying is and say that it is rare. They are confident that staff will respond quickly and effectively if they have any worries.

Pupils benefit from a thoughtful personal development programme. Trips, clubs, leadership roles and experiences beyond the classroom develop confidence, resilience and an understanding of the wider world. Visitors, such as police officers and doctors, help pupils understand how to keep themselves safe and where to seek help when needed. The curriculum also teaches pupils how to keep safe, both online and in the local community.

Most pupils attend regularly and benefit from the school's nurturing environment. However, some pupils do not attend as regularly as they should. As a result, they miss important learning and wider experiences.

Next steps

- Leaders should continue to strengthen the systems they use to identify and reduce barriers to attendance to secure sustained improvement for all pupils, especially those who are persistently absent.
- Leaders should ensure that all staff have the skills and expertise to check for pupils' understanding, including in pupils' work, and to identify and address any misconceptions swiftly and accurately.

About this inspection

This school is part of Bilton Community Federation, which means other people also have responsibility for running the school. The Executive Headteacher is Ed Newton.

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 head of school during the inspection, as well as the executive headteacher, senior leaders, local authority representatives, governors, staff, parents and pupils.

Inspectors reviewed documentation about the school, as well as plans for improvement.

The school does not currently make use of alternative provision.

Head of school: Charlotte Fawbert

Lead inspector:
Karen Hambleton, His Majesty's Inspector

Team inspector:
Jane Edgerton, 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 14 July 2026

School and pupil context

Total pupils

143
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: 272

School capacity

180
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)

27.97%
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: 26.3%

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

3.50%
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

18.18%
Above 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).

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)	6.3%	5.2%	Above
2023/24 (3 term)	7.0%	5.5%	Above
2022/23 (3 term)	5.2%	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)	18.1%	13.0%	Above
2023/24 (3 term)	21.1%	14.6%	Above
2022/23 (3 term)	12.5%	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.

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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