



Abingdon Learning Trust



Rush Common School

Primary School Prospectus

2026



'Pupils thrive at this warm, ambitious and highly inclusive school'

Ofsted January 2026

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Registered in England and Wales. Company no 7931886.
Registered office: Rush Common School, Hendred Way, Abingdon. Oxon

Welcome to Rush Common School

We pride ourselves on pupils feeling happy and safe in our school at all times, and to achieve this we provide a wonderful learning environment and have a welcoming and talented team of staff. Pupils love coming to our school and this is always reflected in parent surveys, which demonstrate overwhelming support for the school. Whilst the children's happiness, well-being and safety will always remain our priority, we are also hugely ambitious for our pupils and set ourselves high standards for the quality of education we provide.

We believe in balancing pupils' academic achievement with their all-round personal development, and as such we have developed a broad, creative and exciting curriculum that builds learning characteristics over time and enriches the lives of our pupils. We treat children as individuals and look to nurture their talents and interests as they progress through our school, so they can truly 'Dream, Aspire and Succeed'.

Kristen Fawcett

Headteacher



'Leaders have created an inspiring culture'

'Pupils are deeply engaged in their learning and show kindness and respect towards one another'

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School Introduction

Rush Common School was built in 1968 and the name derives from Rush Common Field, which was part of Northcourt Farm towards the end of the 19th century. The school badge incorporating the stag and crown indicates our earlier connection with the Royal County of Berkshire.

In 2012 the school converted to an academy and in 2016 became part of 'The ALT Trust'. The Trust is funded directly from Government (the Department for Education) and independent from local authority control. As such, we have greater freedoms on how we run, enabling us to focus on the needs and priorities of our children and our community.

The school has many facilities including its own football pitches, playgrounds, forest school area, a trim trail and an adventure playground. There is also a performance area, a sensory garden, outdoor reflection space, library and music room. Additionally, here is a newly refurbished preschool and a very popular Before and After School Club facility (BASC), which is housed in one of our newer buildings.

School Organisation

We have two classes in each year group and our school is organised as follows:

Year Group	Ages	Phase
Preschool	2–4 years	Early Years Foundation Stage (EYFS)
Reception	4–5 years	Early Years Foundation Stage (EYFS)
Year 1	5–6 years	Key Stage 1
Year 2	6–7 years	Key Stage 1
Year 3	7–8 years	Lower Key Stage 2
Year 4	8–9 years	Lower Key Stage 2
Year 5	9–10 years	Upper Key Stage 2
Year 6	10–11 years	Upper Key Stage 2



School Day Timings



Reception

8.30 Pupils arrive
11.45 Eat Lunch
12.30 Lunchtime play
1.00 Afternoon starts
3.00 End of School day

KS1

8.30 Pupils arrive
10.10 Break time
10.30 Break time ends
12.00 Eat Lunch
12.30 Lunchtime play
1.00 Afternoon starts
3.00 End of School day

KS2

8.30 Pupils arrive
10.30 Break time
10.50 Break time ends
12.00 Lunchtime play
12.30 Eat lunch
1.00 Afternoon starts
3.00 End of School day

Starting School - Reception children

The successful education of pupils comes from a strong partnership between parents/carers and the school. We have a comprehensive transition programme that enables children (and their families) to feel comfortable and confident as they begin their school journey with us. This starts with home visits, where you will have the opportunity to talk to the Reception teachers about your child's likes, dislikes, abilities and any relevant details about home life that will help us settle your child into school. We also use reports and profiles from preschool and/or nursery settings to build a picture of your child.

Before starting in September, all new Reception children will join us for three visits. It is an opportunity to work with and get to know the Reception Teachers and Teaching Assistants and the rest of the children in their class. They are introduced to the routines and learn where key parts of the school are. There is also an Initial Parents Meeting where the Early Years Reception (EYFS) curriculum is explained as well as ideas to best support

your child at home. Additionally, we offer a meeting to support parents with phonics and reading at home.

The children are divided into two Reception Classes. However, they will become familiar with, and work with, all of the Reception staff team. Each child will be assigned a class teacher, who will be the main contact for any questions and information sharing. Pupils from both classes will have lots of opportunity to play and interact together, using both inside and outside spaces and resources.

Once your child has started school, you will be able to attend another 'Meet the Teacher' meeting to share key aspects of the curriculum, routines, timetables, and home activities for the year. You will also be able to book individual meetings with the class teacher to discuss your child's progress.

'Staff interact skilfully with children, using precise vocabulary and well-chosen questions to extend language and deepen understanding'

'Children in Reception are well prepared for Year 1. They demonstrate confidence, independence and well-developed social skills.'

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Curriculum

Reception - Early Years Foundation Stage (EYFS) curriculum

The EYFS curriculum covers children's development from birth to the end of their first year in school. The Early Years Foundation Stage Curriculum covers six key areas:

- Personal, Social and Emotional Development
- Communication and Language
- Mathematics
- Understanding of the world
- Physical Development
- Literacy
- Expressive Arts and Design



The purpose of EYFS is to give every child the best start at school because it is firmly recognised how much early experiences impact on children's future chances. Clear emphasis is given to children learning actively, through play and conversations and that their learning should take place inside and outside.

School curriculum – KS1 and KS2

Our curriculum vision is for all children to grow into:

- Effective communicators
- Knowledgeable learners
- Critical thinkers
- Confident learners
- Self-aware and empathetic pupils
- Creative learners



We achieve this through implementing a broad, balanced, coherent and enriching curriculum.

The subjects covered are the core subjects of English, Maths and Science, alongside the foundation subjects of History, Geography, Computing, Languages, Art and Design, Music, PE, Design and Technology and PSHE.

Topics are creatively planned, largely (but not exclusively) following the National Curriculum, to be challenging, meaningful and as cross-curricular as possible. Objectives and key skills have been carefully integrated within these topics, and curriculum planning is reviewed on a regular basis. Please see our website for more information.

We have subject specific expert teachers in PE and Mandarin (our modern foreign language), who teach these subjects to pupils across the whole school.

‘Leaders have developed an ambitious and engaging curriculum that inspires pupils and nurtures their enthusiasm for learning’

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Enrichment activities and School Trips

In every year group, we offer a wide variety of enrichment activities, to reinforce and extend learning, develop confidence and independence, and create lifelong memories. This includes external school trips each year, visiting experts, a range of exciting ‘wow’ experiences, and residential trips in Years 4, 5 and 6.

We want children to have the very best experiences and opportunities at our school, and we are proud of the exceptional array of enrichment activities throughout their journey at Rush Common School.

‘Pupils benefit from a rich range of opportunities beyond the classroom’

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Lunch Times

Children are well supervised throughout the lunchtime period, and children in Reception transition towards playing with those in Year 1 and 2. During play, they have access to the adventure playground, trim trail, reflective space and an extensive field and playground. Older children in Years 5 and 6 act as play leaders to initiate fun activities for younger children, and will often run clubs at lunchtime.

Under the Universal Infant Free School Meals Policy, all children in Reception, Year 1 and Year 2 are entitled to a free meal at lunchtime each day. A hot school meal is recommended and the school actively encourages as many children as possible to have school meals each day.

For year groups 3 – 6, school prepared hot lunches are available to order. In some circumstances, children are entitled to free school meals and this is covered under the pupil premium.

Before and After School Club (BASC)

Rush Common has an extremely popular Before and After School Club. The BASC is available for Rush Common School children and exists to offer a wraparound child care service to extend the school day.

The BASC runs between 7.30am – 8.30am and 3.00pm – 5.00pm on each school day apart from the last day of each term. Extended sessions are available until 6.00 pm. The club is run by a well-qualified team of play workers who provide a safe and stimulating environment for the children.

Each session provides flexible opportunities for play, activities and relaxation in a friendly, cooperative and supportive atmosphere. The emphasis is on leisure activities to ensure the children do not see the club as an extension of their working day.

‘Parents hold positive views of the school and value the positive relationships they have with leaders and staff.’

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Clubs and Activities

There are a wide range of clubs and activities for the children to attend at various times during the year, either after school or during the lunchtime break. These **may** include:

Art Club
Italian Club
Choir
Drama Club



Premier Soccer Club
Netball Club
STEM Club
Dance Club
Orchestra
Reading Club
Running Club
Chinese Club
Construction Club
Football Club
Sculpture Club
Golf Club
Wildlife Club
Chess Club
Orienteering Club



Most of the clubs are run by staff members although some are offered by independent organisations or volunteers. Occasionally, children themselves run clubs, where a staff member is available for supervision.

‘Leaders demonstrate a sustained commitment to providing a rich and ambitious extra-curricular offer.’

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Behaviour

At Rush Common School, we strive to ensure that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all: Be Safe, Be Kind, Be Respectful.

Through a restorative approach to behaviour, we aim to promote an environment where everyone feels happy, safe and secure which is fundamental for effective teaching and learning.

At Rush Common School no form of bullying will be accepted. Four children each year have the responsibility of being anti-bullying ambassadors for the school.

‘Behaviour is excellent.’

‘A calm, respectful and highly positive atmosphere is firmly established across the school.’

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Special Educational Needs and Disabilities (SEND)

Pupils with special educational needs or disabilities at Rush Common School are entitled to the same opportunities and education as their peers, which is personalised and adapted where necessary, to their particular needs. We are committed to raising achievements and high expectations for all our pupils.

The Special Educational Needs Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND.

We offer ELSA (Emotional Literacy Support Assistant) sessions to work 1-1 or with small groups. It recognises that children learn better and are happier in school if their emotional needs are also addressed. ELSA sessions take place in our very own 'ELSA room' which provides a calm, safe space for the child to feel supported and nurtured.

‘Leaders commitment to ensuring that every pupil, regardless of need or starting point, receives the support required to learn successfully is unwavering.’

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More Able Pupils

Pupils identified as achieving significantly in advance of the average for their year group, in any subject area, are placed on the school More able register which is reviewed regularly within school. Identified children are given challenging learning experiences which support them in realising their potential.

‘Pupils say that everyone is welcome at their school with open arms and that difference is celebrated.’

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Pupil Leadership

A pupil representative from each class, attends School Parliament meetings in order to devise and work towards targets for improving our school environment, the curriculum and for promoting healthy lifestyles.

Our children also have an opportunity to become Head Girls and Boys, Sports Captains, House Captains, Librarians, Anti Bullying Ambassadors, Play-leaders, and Digital Leaders with varied duties and responsibilities.

‘Pupils speak with pride about being part of the community and describe it as a place where they feel safe, valued and encouraged to do their best’

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Whilst this prospectus will provide you with a sense of what we can offer, the best way to experience our school, is to see it for yourselves. Please contact the school office to arrange a visit, and our Headteacher, Mr Kristen Fawcett, will be happy to show you around. You may also wish to visit the school on one of our open days between September and November 2026.

We look forward to welcoming you to our school!

‘Pupils enjoy coming to school. They understand the school’s values deeply and demonstrate them in their daily interactions. This is a school where pupils are well supported to live out the school’s aims of ‘Dream, Aspire, Succeed.’

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