

Chetwynd Junior School

Inspection report

Unique Reference Number	125591
Local Authority	Warwickshire
Inspection number	359909
Inspection dates	9–10 November 2010
Reporting inspector	Peter Clifton

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	333
Appropriate authority	The governing body
Chair	John Abercrombie
Headteacher	Roy Garner
Date of previous school inspection	9 June 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons and observed 15 teachers. Meetings were held with members of the governing body, staff and pupils. Inspectors talked to pupils in lessons and at break times. They observed the school's work and looked at school documentation, including development planning, monitoring information, evidence of safeguarding procedures and pupils' books. They analysed 163 responses to the parents' questionnaire and took account of the views expressed by parents and carers during informal meetings and conversations.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- What is the current picture of progress made in different years particularly by boys?
- How effectively does teaching meet the needs of pupils of different abilities?
- How successfully does the curriculum promote problem solving in mathematics and engage boys in writing?
- How effective are tracking procedures and actions taken by leaders to tackle any underachievement and to hold teachers to account for the progress made by pupils?

Information about the school

This is an above average sized primary school. Most pupils are of White British origin, with the largest other group being of Asian or Asian British heritage. A small number of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average. The school has a number of recent awards including those for promoting healthy living and caring for the environment.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Chetwynd Junior is a satisfactory school. Pupils achieve satisfactorily and their attainment is broadly average. Pupils make satisfactory progress from their different starting points. Learning and progress are improving as a result of recent good teaching and a lively and engaging curriculum. In most lessons, teachers draw well on pupils' previous learning and plan effectively for those of different abilities. Attainment is now rising, particularly in writing. Pupils' good behaviour and positive attitudes enable them to contribute actively to their own learning. Pupils are very proud of their school and express their views with a great deal of assurance. They participate keenly in discussions and evaluate how well they think they are doing. For example, they respond to the comments made in their books by teachers and write down what they think they need to do to improve their work. The many pupils spoken to during the inspection indicated that they feel safe at all times and that they have great confidence in the adults who look after them.

Leaders have made a positive start to extending pupils' understanding in mathematics through problem solving; providing pupils with more opportunities to apply their skills. However, these are not yet regular enough and not always introduced early enough in lessons. Changes made to improve writing and, particularly, to enthuse and motivate boys are much more advanced. This is helping pupils' progress to accelerate. Following a period of change, leaders have worked effectively to improve the quality of teaching. In the great majority of lessons seen during the inspection, learning was good. Strong teamwork and effective evaluation and staff development have been the main reasons for this success. The school's procedures for tracking pupils' progress are good and they indicate that progress, for most groups of pupils, in all year groups is now strengthening. More able pupils are making the strongest progress. Pupils with special educational needs and/or difficulties are making satisfactory progress overall, however a small number are 'stuck' and are making slower progress. This is mainly because they do not always receive enough regular support from teachers to fine-tune provision. The recent improvements in teaching are yet to have a significant impact on attainment. Therefore, the school is demonstrating a satisfactory capacity for sustained development based on its track record over time.

There are developing links with the partner infant school, especially in sharing information about pupils' academic achievements so that the school can quickly and confidently build on previous learning. Older pupils say that are prepared well for the transition to secondary school. Pupils are keen to take on leadership roles and work independently in lessons with confidence. Their very strong personal qualities and above average attendance equips them well for the future.

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What does the school need to do to improve further?

- Raise attainment particularly in mathematics by:
 - giving pupils more regular opportunities to apply their skills through problem solving
 - moving onto problem solving activities more quickly in lessons.
- Build on the developing links with the partner infant school in sharing information to ensure a smooth transition in learning.
- Ensure the teachers work more regularly with pupils who have special educational needs and/or difficulties to fine-tune provision and strengthen pupils' progress.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils' progress from their broadly average starting points in school is satisfactory and improving. Inspectors observed good learning in nearly all classes and the samples of work seen confirm this picture of good learning. In a mathematics lesson there was a spontaneous 'whoop' from the pupils when they moved onto a real problem, although a few struggled because they found it difficult to turn language into a calculation. Good learning in English was observed when older pupils discussed the differences between open and closed questioning. In another lesson, a room was set up to evoke the sights and smells of bonfire night and this helped both boys and girls to think about and discuss exciting and 'powerful' descriptive words. Pupils made good progress presenting their ideas using information and communication technology (ICT) because they had good support and were clear about the targets they were trying to reach. While this picture of good learning is typical, in a few lessons learning slows, for example, when too little is achieved in the time available. In many lessons, pupils with special educational needs and/or difficulties learn as well as other pupils. On a few occasions, tasks are not sufficiently refined to meet their particular needs and they make slower progress. Those who are at a fairly early stage of English language acquisition are provided with effective additional specialist support. Pupils from different backgrounds, including those of Asian heritage, work together well and make similar progress.

Pupils are very aware of the possible dangers of using the internet and 'cyber' bullying and have produced a range of informative safety posters which are on display. They value the visible presence of the headteacher and other staff who welcome them into the school and dismiss them safely at the end of the school day. They assess risk for themselves and debate with each other about being safe. Pupils have a good understanding of the benefits of being active and eating healthily. For example they know that walking to school contributes to the exercise their bodies needs. Members of the school council monitor lunch boxes and award points for those which are the healthiest. The school council plays an active role in the school and is influential in promoting the pupils' voice and recommending improvements which are published in newsletters. The school's 'jump rope' team have performed regularly in the local community and work with other pupils to pass on their skills. The pupils are curious about the world and thoughtful when faced with

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a moral dilemma. For example, older pupils reflected deeply about the impact of the Second World War on the local area during a lesson in which a visitor answered questions about her wartime experiences.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

In nearly all lessons, pupils' enthusiasm and positive attitudes strongly support their learning because they enjoy the activities and challenges presented. Planning for different abilities is typically good and matches the needs of the different pupils. However, in mathematics, there is not yet a sufficiently strong emphasis on problem solving. There are occasions when pupils have to spend too long practising basic skills before moving on to the more challenging problem solving activities. Teachers use discussion and questioning well to promote better understanding. Time is given for the pupils to think deeply and as a result, answers given often indicate good understanding of the lesson objective. When asked to talk with each other, there is typically a buzz of activity and interest. Pupils value marking and sometimes write lengthy comments in response and identify how they think a piece of work could be improved. On a few occasions learning slows, for example when not enough work is completed in the time available. Learning is made relevant and often exciting for pupils by making links between subjects. For example, using history as a starting point for extended writing. Memorable experiences include good use of drama and role play. An assembly observed during the inspection used humour to great effect to

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capture the pupils' interest and reinforce a message about the importance of being honest. The curriculum is also brought to life by visitors coming into the school to talk about their experiences. The art displays around the school indicate that pupils are making good progress in developing drawing and painting skills. There is a very wide range of activities provided after school, including an 'Eco' club, which are well attended and add to pupils' overall enjoyment of school. Older pupils talk enthusiastically about the range of new and different activities they experienced on a residential visit.

Leaders are very aware of those pupils who may be vulnerable because of their circumstances and follow up any concerns quickly and ensure that action is taken to support individual children. Pupils are confident to express their views openly because they know their views will be valued and respected. The pupils play their part and, for example, buddy arrangements help younger pupils settle quickly and gain in confidence. There are good procedures in place to promote regular attendance, which is improving.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

There is a clear determination amongst the leaders of the school to improve progress and raise attainment further. There are suitable plans in place which are addressing the right priorities. However, the success measures within these plans are not always sufficiently well linked to pupils' progress. Pupils' progress is tracked termly and this shows an improving picture of progress in all year groups and enables leaders to hold the staff to account. Gaps in the performance between girls and boys are closing; provision to secure equal opportunities and tackle discrimination for all pupils is satisfactory.

The school has been successful in introducing and sustaining a number of key improvements to teaching. Leaders have a clear view of the strengths and weaknesses in teaching and have worked systematically to build on strengths and develop the provision. Common strategies to involve and engage the pupils in their learning are established in all classes. The governing body is fully involved in the work of the school and is very ready to challenge the headteacher and other leaders. Governors are well informed about the current picture of progress being made by pupils. The school offers a very safe, caring and secure working environment. There is a good understanding of safeguarding issues among governors and staff. Training for child protection is regular and of good quality.

The school is a very cohesive community with different groups getting on well together. Wider links with an orphanage in Africa and countries in Eastern Europe ensure the pupils have an appreciation of different cultures and backgrounds. The school is beginning to

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strengthen engagement with different cultures and communities within the wider area of the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The responses to the questionnaire reflect a very positive relationship with most groups of parents and carers. A good number of questionnaires were received and there were many comments made indicating a high level of satisfaction with the school. Parents also value the 'visibility' of the headteacher and how willing staff are to accommodate their views. Inspectors agree that the school is improving and that provision is good. No one specific concern was repeated through the questionnaires. Their typical comments include, 'We are thrilled with the opportunities and learning offered by the school. It is a school we are pleased with. Nothing is ever too much trouble.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chetwynd Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 163 completed questionnaires by the end of the on-site inspection. In total, there are 333 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	97	60	63	39	1	1	0	0
The school keeps my child safe	113	70	48	30	0	0	0	0
My school informs me about my child's progress	78	48	78	48	4	2	2	1
My child is making enough progress at this school	69	43	86	53	3	2	1	1
The teaching is good at this school	77	48	81	50	1	1	0	0
The school helps me to support my child's learning	75	46	79	49	5	3	1	1
The school helps my child to have a healthy lifestyle	67	41	93	57	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	72	44	77	48	3	2	0	0
The school meets my child's particular needs	77	48	79	49	2	1	1	1
The school deals effectively with unacceptable behaviour	77	48	76	47	3	2	0	0
The school takes account of my suggestions and concerns	60	37	89	55	4	2	1	1
The school is led and managed effectively	76	47	77	48	3	2	2	1
Overall, I am happy with my child's experience at this school	87	53	70	43	1	1	3	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 November 2010

Dear Pupils

Inspection of Chetwynd Junior School, Nuneaton, CV11 4SE

Thank you for welcoming us to your school and for talking to us so confidently about your work. You were very polite and friendly. You go to a satisfactory school, but we agree with you that it is improving all the time and that teaching is good. Here are some of the things we particularly liked about your school.

Your progress is improving because teachers give you activities which are challenging and are helping you to learn well.

You are cared for well in school and have an excellent understanding of how to stay safe.

Your very positive attitudes and good behaviour help you to learn well. You are keen to say what you think and share your ideas.

You work well on your own and together when asked.

You have a good understanding about the importance of being active and eating healthily, and contribute well to the school and the wider community by helping each other.

Many of the activities you are given are interesting and memorable, including assemblies.

Your headteacher has worked hard to improve teaching and this is helping you to learn better.

To help you make faster progress, we are asking your teachers to help you improve your work in mathematics by giving you more regular opportunities to apply your skills through problem solving. We have also asked your headteacher to work even more closely with the infant school to ensure that you are helped as much as possible as soon as you come into school. Lastly, we have asked teachers to work more regularly with those of you who have learning difficulties and/or disabilities so that you can make even better progress.

You can help your teachers by always doing your best work.

Yours sincerely

Peter Clifton

Lead inspector

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