

# Chetwynd Junior School

Gipsy Lane, Nuneaton, CV11 4SE

**Inspection dates** 13–14 February 2013

|                                |                      |              |          |
|--------------------------------|----------------------|--------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory | 3        |
|                                | This inspection:     | <b>Good</b>  | <b>2</b> |
| Achievement of pupils          |                      | Good         | 2        |
| Quality of teaching            |                      | Good         | 2        |
| Behaviour and safety of pupils |                      | Outstanding  | 1        |
| Leadership and management      |                      | Good         | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- School leaders have worked successfully to improve the school since the last inspection. Pupils make good progress in English and mathematics.
- Teaching is good and outstanding teaching occurs with increasing regularity.
- Leadership and management throughout the school, including the governing body, are good. Governors support the headteacher in improving the quality of teaching and monitor teachers' performance, securing the improvements in pupils' achievement.
- Pupils have excellent attitudes to learning and their behaviour is outstanding.
- Pupils say that they feel safe in school and almost all parents agree. Bullying is extremely rare. Pupils have an extremely good understanding of how to stay safe and healthy.
- All groups of pupils achieve well whatever their ability or background. Pupils are provided with good opportunities to learn about other countries and peoples, and so have a good understanding of other societies and cultures.
- The school is a calm and happy place in which to work and every classroom and corridor promotes an enthusiasm for learning.

### It is not yet an outstanding school because

- The quality of teachers' marking is not consistent across the school, and so does not always give pupils enough information to help them improve their work.
- A few teachers are not always clear about what they want different groups to learn.
- The proportion of outstanding teaching is not yet high enough to make sure that pupils make rapid and consistent progress, as insufficient use is made of the best teachers to model good practice and so demonstrate how to make all lessons consistently challenging.

## Information about this inspection

- The inspectors visited 21 lessons taught by 12 teachers; 18 were joint observations with the headteacher or deputy headteacher.
- Inspectors observed and spoke to pupils during lessons and at lunch and break times. They met formally with a group of pupils.
- Meetings were held with senior leaders and managers, and members of the governing body. A meeting also took place with a representative from the local authority.
- Inspectors observed the school's work and looked at a range of documents, including arrangements for safeguarding, setting targets for teachers, attendance, information about pupils' attainment and progress, and pupils' books.
- They took into account the 52 responses from parents and carers shown on Parent View (the online questionnaire), responses to the staff questionnaire and replies to a recent school parent questionnaire, which was representative of 58% of the school population.

## Inspection team

Ronald Hall, Lead inspector

Additional Inspector

Rosemary Saunders

Additional Inspector

Deborah Whittle

Additional Inspector

## Full report

### Information about this school

- This is an above-average-sized junior school.
- Most pupils are White British heritage, but the proportion of pupils who speak English as an additional language is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The proportion of pupils eligible for support through the pupil premium (additional money allocated to schools by the government because pupils are known to be eligible for free school meals, are looked after by the local authority or are from armed forces families) is average.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is slightly higher than the national average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school teaches all its pupils on site and does not educate any of them in alternative provision elsewhere.

### What does the school need to do to improve further?

- Raise achievement by making sure that teachers' marking consistently tells pupils how to improve their work.
- Increase the proportion of outstanding teaching by:
  - using the current best practice in the school to provide examples of high quality teaching to improve the practice of others
  - making sure that all teachers are clear about what it is the pupils are going to learn in their lessons.

## Inspection judgements

### The achievement of pupils is good

- From their starting points in Year 3, all groups of pupils make good progress so that attainment in reading, writing and mathematics by the end of Year 6 is at least in line with age expected levels and rising rapidly.
- Progress is monitored rigorously so that any pupils, whose performance dips, are identified quickly and measures put in place to get them back on track. Consequently, most current pupils are now making good progress across Key Stage 2, and so are on track to exceed national averages by the end of Year 6.
- Pupils for whom English is an additional language make good progress because they are provided with well-planned individualised support.
- Disabled pupils and those with special educational needs achieve well from their starting points. The school makes sure that the individual needs of these pupils are met well and they are provided with high-quality support.
- Those who are eligible for support through the pupil premium funding achieve as well as their peers. Their progress is similar to other pupils in school and so any gaps are closing rapidly. This good achievement is due to the school's strong focus on the development of literacy and numeracy skills for this group, and the support given by the well-trained adults who support their learning.
- In lessons, pupils make good progress because they are interested in learning and behave exceptionally well. Their teachers have a good understanding of pupils' abilities and in most cases provide work that is well matched to individual needs.

### The quality of teaching is good

- Teachers have high expectations and generally plan lessons accordingly. Pupils talk enthusiastically about how much their teachers and the other adults who support them help them to learn. Parents also expressed the view that teaching in the school is good.
- In the majority of lessons, questioning is skilful in the way it allows teachers to check for understanding, learning and progress and change lessons appropriately. However, this approach is not yet consistent in all classes and so opportunities are lost to fully assess what the pupils have learnt.
- Where teaching is at its best, pupils are keen to engage as fully as possible in their learning and actively try to improve their work. They make effective use of the excellent 'success criteria' provided to support them when working in ability groups. However, not all teachers have a clear view of what the pupils are going to learn and so pupils are not as well engaged and progress is slower.
- Teaching engages and motivates pupils because adults make learning exciting through questions that encourage pupils to think. Some teachers are exceptionally skilled in the use of classroom resources, such as games and the use of information and communication technology, to make learning fun and imaginative. In a Year 6 lesson, pupils were encouraged to be journalists and

the use of the interactive whiteboard provided excellent examples of how they could improve their work. However, not all staff are equally skilled in this respect and this prevents learning from being more vibrant and captivating.

- Many teachers provide the pupils, both verbally and in their written marking, with the knowledge and understanding they need to improve their work. This is, however, inconsistent across the school and so some pupils are not clear as to how to improve their work and so reach the levels of which they are capable.

### **The behaviour and safety of pupils** are outstanding

- Pupils are totally enthusiastic about all aspects of school. They enjoy their lessons. 'Teachers make learning fun,' said one pupil, which reflected the views of all the pupils spoken to. Pupils are just as positive about the other educational experiences they are given, such as the wide range of out of school activities on offer at lunch times and after school.
- Pupils are fully aware of different forms of bullying. They show maturity in understanding how to deal with any kind of incident and records over time show that bullying of any kind is extremely rare.
- Pupils' attitudes to learning are of an exceptionally high calibre. Pupils not only listen well to each other, respecting each other's viewpoints, but they also share resources as an active part of learning. Even where teaching is not at its best, pupils are well behaved and join in as fully as possible.
- All groups of pupils feel safe at school. They are very clear about what could be an unsafe situation and they are highly effective in supporting each other.
- Pupils are very proud of their school and conscientiously apply for positions of responsibility such as 'buddies' for younger pupils, and monitors for supporting a range of areas, such as in the playground.
- The school council is active in contributing to decisions about school life and pupils express themselves confidently. The weekly assembly is a prime example of this, where the pupils organise, present and monitor behaviour during the assembly. The school council award a range of certificates and the pride pupils take in receiving these was clearly evident on their faces.
- Parents and staff firmly believe that pupils behave exceptionally well. The school works closely with parents, who praise the school and are happy that their children are safe and making progress. Staff work closely with parents who need more support in understanding how to help their children at home. Pupils are well known for their exceptional behaviour in the local community.
- Pupils' attendance is above average. Staff and governors work hard to promote high expectations about the importance of good attendance.

### **The leadership and management** are good

- The headteacher and deputy headteacher provide determined leadership. They are assisted by a united team of teachers and supportive governors, in a successful drive to raise expectations of what pupils can achieve.
- Key issues from the last inspection have been fully addressed and the school has a very good understanding of what needs to be improved further. Good improvement planning makes sure that staff, governors and parents are clear about the school's priorities for development. All these factors show that the school has strong capacity to continue to improve further.
- Teaching is good because of the close attention to monitoring planning and the effective organisation of learning for all groups of pupils in most lessons. This is monitored closely by senior leaders as part of setting targets for teachers. There are good opportunities for teachers to develop their skills which are leading to securing improvements for all and making sure that the standards expected of teachers nationally are being met.
- Senior leaders and managers are beginning to use the best teachers in the school to model good practice and to show the skills needed to raise the quality of teaching. This is in its infancy and so has not as yet had time to have an effect on the quality of teaching across the whole school.
- The senior leadership team and governors all have an accurate view of the school's strengths and weaknesses. They all use the school's own data robustly to drive improvements and effectively share this with all staff. This approach means that pupils' progress is at the heart of the school. The school is working ever more closely with the adjacent infant school to secure accurate attainment on entry data for the benefit of all pupils.
- The school utilises its close links with the local authority well to support improvements and to provide an external moderation of its work. Hence the local authority feels this is a good school and so provides only 'light touch' support for the school. Other specialist resources are also used effectively to make sure that all pupils' needs are fully met, and so that specialist teaching enhances learning.
- The school is increasingly working with the neighbouring infant school to make sure that all teachers from both schools have an accurate and consistent understanding of pupils' attainment. This is beginning to help teachers to build quickly on pupils' skills and knowledge when the pupils join the junior school.
- Pupils are provided with opportunities to link with schools in other parts of the United Kingdom and the world. This allows them to increase their knowledge of different environments and cultures. They take part in a wide range of excursions and residential visits, which reinforce their learning and understanding of their local and wider environment.
- Discrimination is not tolerated in any form. Senior leaders and managers check the progress of all groups of pupils with a clear focus on closing any gaps in performance, demonstrating that the school promotes equal opportunities well.
- Pupil premium funding is used well to provide one-to-one and/or small group support for pupils and access to a wide range of both day and residential visits so that any gaps in the performance, confidence and self-esteem of these pupils compared with other groups are greatly reduced.
- The range of subjects and activities provided for pupils is a real strength of the school. Theme-based learning means that literacy, numeracy and communication are integral to all pupils'

experiences, both in and beyond the classroom. Pupils talk enthusiastically about their learning and the opportunities they are given to explore together. What the school offers to develop pupils' spiritual, moral, social and cultural understanding is good throughout all the subjects pupils are taught.

■ **The governance of the school:**

- The governing body makes sure that school leaders carry out their responsibilities effectively to raise achievement through improved teaching. Governors visit the school regularly and meet with teachers and managers. This adds to their knowledge of the school's strengths and areas for development. Governors take part in specialised training provided for them by the local authority, so that they are up to date with every aspect of their roles. They effectively use data to understand how well the school is doing compared to schools nationally and understand how school leaders use it to drive improvement. Governors work closely with school leaders to make sure that teachers' performance is measured and tracked, so that they may reward teachers appropriately. The governing body makes sure that pupil premium funding is allocated effectively so that pupils concerned make good progress.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |              |
|--------------------------------|--------------|
| <b>Unique reference number</b> | 125591       |
| <b>Local authority</b>         | Warwickshire |
| <b>Inspection number</b>       | 406317       |

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

|  |                           |
|--|---------------------------|
| <b>Type of school</b>                      | Junior                    |
| <b>School category</b>                     | Community                 |
| <b>Age range of pupils</b>                 | 7–11                      |
| <b>Gender of pupils</b>                    | Mixed                     |
| <b>Number of pupils on the school roll</b> | 330                       |
| <b>Appropriate authority</b>               | The governing body        |
| <b>Chair</b>                               | John Abercrombie          |
| <b>Headteacher</b>                         | Roy Garner                |
| <b>Date of previous school inspection</b>  | 4 November 2010           |
| <b>Telephone number</b>                    | 024 76340154              |
| <b>Fax number</b>                          | 024 76354762              |
| <b>Email address</b>                       | office2581@welearn365.com |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

