

# Chetwynd Junior School

## Inspection report

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<b>Unique Reference Number</b>	125591
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	315265
<b>Inspection dates</b>	9–10 June 2008
<b>Reporting inspector</b>	Mike Capper

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

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<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 on roll</b>	
School	390
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Abercrombie
<b>Headteacher</b>	Roy Garner
<b>Date of previous school inspection</b>	10 November 2003
<b>School address</b>	Caroline Close off Gipsy Lane Whitestone Nuneaton CV11 4SE
<b>Telephone number</b>	02476 340154
<b>Fax number</b>	02476 354762

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This larger than average junior school is located on the edge of Nuneaton and takes pupils mainly from homes close to the school. The proportion of pupils identified with learning difficulties is broadly average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

One parent captured the essence of this good school when commenting that 'Staff are well aware of our children's needs and encourage them to work to their potential.' Most parents are rightly pleased with the friendly and welcoming atmosphere in the school and with the good progress being made by their children.

Over the last two years, the school has made great steps in improving provision and raising standards. Leadership has been significantly strengthened by the appointment of new senior staff to support the headteacher. Teaching and academic guidance are now good, with leaders making increasingly good use of test data to check how well pupils are doing and to set challenging targets for improvement. Any pupil, including those with learning difficulties, who falls behind is given good support that helps them to catch up quickly. Consequently, pupils achieve well, reaching above average standards by the end of Year 6. Teachers have very good relationships with their pupils and manage behaviour well. They are generally very successful at meeting differing needs, especially in English and mathematics where pupils are grouped by ability for most lessons. However, in other subjects, there are occasions when teachers do not expect enough of pupils and do not give them sufficient opportunity to take responsibility for their own learning. Consequently, the quality of work in subjects such as history, geography and art does not reflect pupils' ability, and research and investigative skills improve too slowly.

Pupils are brilliant ambassadors for the school. They are well cared for and supported and this ensures that their personal development is good. Pupils' behaviour is exemplary and they are very friendly and sociable. They show great concern for the environment through activities such as the superb 'Eco-club'. Pupils are prepared well for the next stage of their education and later life because they make good progress in developing basic skills, develop positive attitudes towards learning and have a good understanding of their responsibilities in the wider community.

Most pupils thoroughly enjoy school. They particularly like being with their friends and the exciting range of clubs, visits and visitors that enrich the otherwise satisfactory curriculum. The school has rightly been focusing on raising standards in English and mathematics and provision in these subjects is now good. However, some areas of the curriculum such as history, geography and art have had too low a profile and the school knows that topics in these subjects are studied in insufficient depth.

Good leadership is instrumental to the success of the school. Senior leaders work together well. Their commitment to ensuring that all pupils fulfil their potential can be seen in all aspects of school life and is shared by governors and other adults. Subject leaders are enthusiastic and where they have been able to take a full part in monitoring provision, they have had a good effect on pupils' learning. Where monitoring is less well established, inconsistencies in provision are not being picked up quickly enough. Nevertheless, the many developments since the last inspection have had a positive effect on standards in English, mathematics and science, demonstrating the school's good capacity for further improvement.

### What the school should do to improve further

- Give pupils more opportunities to develop and use research and investigative skills.
- Raise the quality of provision in subjects such as history, geography and art so that pupils produce higher quality work and study topics in more detail.

- Strengthen monitoring by leaders in to ensure that areas for development are identified and tackled more quickly.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. Pupils of differing ability, including those with learning difficulties, make good progress and standards rise from slightly above average at the start of Year 3 to above average by the end of Year 6 in English, mathematics and science. Pupils' progress has picked up significantly in the last two years as teaching has improved and leaders have tackled with ever-increasing rigour a history of underachievement. These improvements are beginning to be reflected in higher test results at the end of Year 6 and these are set to rise further as improved standards lower down the school filter through. Comparative weaknesses in attainment are pupils' handwriting and their research skills. Even in Year 6, pupils do not always write neatly enough and their work demonstrates only a limited range of research skills.

## **Personal development and well-being**

### **Grade: 2**

Pupils' excellent behaviour and their positive attitudes towards learning are contributing enormously to the school's recent success. There is a calm and purposeful working atmosphere in lessons and pupils are confident and articulate. They express clearly why they are so happy at school: 'The teachers are so kind and caring and we make lots of new friends.' Pupils work hard in most lessons, although some do not always take enough care to ensure that their handwriting is neat and tidy.

Pupils' spiritual, moral and social development is good. Pupils show a good concern for the needs of others and make a good contribution to the community by taking part in charity events such as an annual 'Big Sleep-In'. Pupils very happily take responsibility. They show good initiative beyond lessons, with one pupil commenting that 'when we see something that needs doing, we do it', but too few of these opportunities are provided within lessons.

School councillors give the pupils a good voice and they are pleased that teachers take good account of their views. Pupils have a good understanding of the dangers they face in their everyday lives and they know how to avoid them. Internet safety is particularly well understood because teachers give frequent reminders of the importance of being vigilant when working on the computers. Pupils are happy to adopt healthy lifestyles. They take frequent exercise and usually, but not always, make healthy choices of food and drink.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Thorough monitoring and support from senior managers have resulted in teaching improving over the last two years and this is why pupils' progress has picked up so much. Throughout the school, teachers manage pupils' behaviour well and ensure that there is a good pace to learning. In numeracy and literacy lessons, pupils are grouped by ability. This has helped to improve progress because work is being very closely matched to differing needs, resulting in good challenge for all pupils. Teaching assistants provide valuable support when they are working with small groups of pupils in lessons and also when taking whole classes for lessons in the

computer suite. Outside English and mathematics, teachers do not always expect enough of the pupils or give them sufficient opportunities to work independently, leading to some work being of low quality and slowing the pace at which research and investigative skills develop.

## **Curriculum and other activities**

### **Grade: 3**

There has been a recent focus on improving pupils' progress in developing basic literacy and numeracy skills and this has been effective. The curriculum meets statutory requirements although subjects such as history, geography and art have a much lower profile than English and mathematics in the school. This means that pupils' good work in English and mathematics is not always reflected in their recorded work in other subjects, some of which is of insufficiently high quality.

Enrichment of the curriculum is good. The school provides every pupil with a wide range of experiences by planning a good number of clubs, visits and visitors. Pupils are especially positive about their residential trips, when they learn to live together and to try out new activities such as abseiling and caving.

## **Care, guidance and support**

### **Grade: 2**

The quality of pastoral care given to pupils is good. There are robust systems for safeguarding pupils' well-being. Members of staff know their pupils well and the headteacher has worked extremely hard to strengthen links with parents since the last inspection. These links are now good. The headteacher is a highly visible presence at the start and end of each day and this means that most concerns can be tackled quickly. The school identifies and supports pupils with learning difficulties well. Teachers work closely with outside agencies when necessary to support pupils in need of specialist help.

Thorough assessment procedures in English and mathematics ensure that pupils' progress is monitored closely. The process of setting targets for pupils to aim at is well established in English and mathematics and this helps pupils understand how to improve their work. However, teachers do not take enough account of these targets when marking work in other subjects, and this means that some errors are not corrected quickly enough.

## **Leadership and management**

### **Grade: 2**

The drive and commitment of the headteacher and other senior leaders have been key factors in the many recent improvements in the school. Their high aspirations for the school are shared by all members of staff and there is a clear focus in development planning on raising standards even further. There are good systems for checking school effectiveness and senior leaders have an accurate picture of what needs to be developed next. The school has collected a great deal of information about pupils' progress and this is used well to identify and support quickly any pupils who are at risk of underachieving.

Members of staff work together closely. The role of subject leaders has been strengthened significantly over the last two years, especially in English and mathematics which has been the focus of school improvement. They support their colleagues well and are starting to take an

active role in checking pupils' progress across the school. The school rightly knows that subject leaders beyond English and mathematics do not yet have enough time to check on their subjects so that areas for development can be identified more quickly.

Governors provide good challenge and monitor provision carefully. They manage the school's budget successfully and spending is carefully prioritised so that it can have the best effect on pupils' achievement. For example, a significant investment on teaching assistants has a good effect on learning. They are aware that the library is poorly resourced and that this limits opportunities for pupils to carry out independent research.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

11 June 2008

Dear Pupils

Inspection of Chetwynd Junior School, Nuneaton, CV11 4SE

Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly. We agree with you that yours is a good school that is helping you to learn well.

Some of the things we found out about your school.

- Good teaching means that you make good progress and by the end of Year 6 standards are above average in English, mathematics and science.
- You behave extremely well, thoroughly enjoy school and take responsibility very sensibly. The school council makes a good contribution to school life.
- All the adults are very kind and caring and they look after you well.
- You are taught all the subjects you should be, although we found that in some subjects you could be expected to do more.
- The school successfully teaches you about the importance of staying safe and healthy and there are lots of interesting clubs, visits and visitors – we were particularly impressed with the efforts of the Eco-club.
- The headteacher, other members of staff and governors are leading the school well and they are taking the right steps to help you learn even more quickly.

What we have asked your school to do now.

- Give you more opportunities to learn how to carry out research and investigations.
- Ensure that teachers expect more of you in subjects such as history, geography and art, so that you produce higher quality work and study topics in more detail.
- Give teachers who are in charge of subjects more opportunities to check work so that any areas needing improvement can be identified and tackled more quickly.

You can help your teachers by making sure that you take greater care with your handwriting to make sure that your work is more neatly presented.

We thoroughly enjoyed talking to you about your work and watching you learn and we wish you well for the future.

Yours sincerely

Mr Mike Capper Lead inspector