

# Inspection of Chetwynd Junior School

Gipsy Lane, Nuneaton, Warwickshire CV11 4SE

---

Inspection dates: 15 and 16 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils are happy and safe at this improving school. Teachers care a great deal for pupils and meet their personal needs well. Pupils want to come to school. Bullying is rare, and pupils say that when bullying does happen, staff deal with it quickly.

In the main, leaders plan the curriculum well to help pupils develop personally and achieve academically. Pupils enjoy reading books and listening to their teachers read stories. On occasion, teachers do not expect pupils to think hard enough about what they are learning. The work can occasionally be too easy. When this happens, pupils do not achieve as well as they could, for example in science or French.

School leaders have high expectations for pupils' behaviour and conduct. There are three simple and easy-to-follow school rules. The 'Chetwynd Child' knows what is expected of them. Pupils are polite and courteous and want to please their teachers. They are respectful of their peers and adults during lessons and as they move around the school.

A range of clubs and enrichment activities develop pupils' wider interests and talents.

## **What does the school do well and what does it need to do better?**

Leaders are ambitious and want all pupils to do well. Subject leaders ensure that, in almost all subjects, teachers know what to teach and when to teach it. Because of this, pupils build up knowledge and understand the subjects they learn. For instance, in art, pupils develop an appreciation of the work of artists over time, which matures as they know more.

Pupils achieve well. On rare occasions when pupils drift off task, teachers use creative approaches to quickly re-engage them in their learning. Some teachers are new to teaching or new to the school. Leaders make sure that they receive good support to develop their expertise. Staff feel well supported by school leaders who manage their workload carefully and ensure they receive the training they need.

All staff prioritise reading and pupils enjoy books. Leaders' reading plans show how they intend pupils' reading knowledge and skills will build up over time. Teachers are more precise in their teaching of reading than they were in the past. Some pupils, including some who are new to the school, have fallen behind in their reading due to the pandemic. In response, leaders have reviewed reading plans as part of their work to help them catch up quickly.

Pupils learn well in many subjects. In mathematics, art and design technology, for example, pupils build up their knowledge in logical ways. They also revisit some aspects to help them remember important content. Leaders and staff plan, teach and assess these subjects well. Science and the modern foreign language of French, however, are current development priorities. In both these subjects, teachers have

some gaps in their expertise that mean pupils do not benefit from the most effective teaching.

Leaders make sure that pupils with special educational needs and/or disabilities (SEND) receive the support that they need. They work with a range of professional services to enhance this support. In addition, leaders and staff adapt curriculum plans when necessary. Disadvantaged pupils also do well. They are supported, as needs be, both in the classroom and pastorally.

Personal, social, health and economic education helps pupils to develop an understanding of themselves and others. Pupils aspire to the 'Chetwynd Children's Charter'. Special jobs for pupils, such as looking after the school's pets, help them to develop a sense of responsibility and independence.

The school has a well-being mentor, who offers help and advice to pupils. Furthermore, staff teach pupils to recognise and respect individual differences and to understand the harm caused by discrimination. They recently wrote to the national football team manager to share their concerns about racism experienced by three players and were delighted to receive a reply. Pupils find out about different faiths and religions and visit places of worship.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that all staff are well trained and understand their role in keeping children safe. They check that staff know what to do in different situations, for example being alert to and responding to any concerns about child sexual harassment. Staff swiftly report any concerns to safeguarding leaders. All pupils learn about online safety, and staff improve pupils' knowledge regularly. Leaders work well with external agencies to secure help for pupils where necessary. They carry out appropriate safeguarding checks before appointing staff. Parents are confident that their children are safe and well looked after.

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

### **(Information for the school and appropriate authority)**

- The curriculum in science and modern foreign languages requires further development. In these subjects, leaders need to make sure that curriculum content is sufficiently well sequenced so that new learning builds carefully on pupils' current knowledge. In doing so, they need to ensure that teachers have the necessary expertise to plan and teach those subjects with greater confidence.
- Leaders should now support subject leaders to review the implementation and evaluate the impact of recent curriculum developments. In particular, the impact of the support for those pupils, including those new to the school, who have fallen behind in their reading during the pandemic.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	125591
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10201039
<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	352
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Abercrombie
<b>Headteacher</b>	Stephanie Lawes
<b>Website</b>	<a href="http://www.chetwyndjuniorschool.co.uk">www.chetwyndjuniorschool.co.uk</a>
<b>Date of previous inspection</b>	23 and 24 January 2018, under section 5 of the Education Act 2005.

## Information about this school

- Ofsted last inspected the school in January 2018 under section 5 of the Education Act 2005. That inspection judged the school to require improvement.
- The current headteacher was appointed in September 2020. She was previously the deputy headteacher at the school.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school, and have taken that into account in their evaluation.
- During the inspection, inspectors carried out deep dives in reading, mathematics, science, art and design technology. Inspectors visited lessons, looked at pupils' work, examined teachers' plans and talked with pupils and staff about the way these subjects are planned and taught. Inspectors also looked at work from some

other subjects in less detail and spoke with pupils, staff and parents about the school curriculum.

- Inspectors considered information on the school’s website.
- Inspectors talked to pupils, staff, leaders, parents and governors about safeguarding arrangements and routines at the school. They examined the record of employment checks on school staff.
- Inspectors watched pupils’ behaviour in class and at other times during the day. They spoke to parents, staff and pupils about behaviour.
- During the inspection, the inspectors had formal meetings with the headteacher, deputy headteacher, subject leaders, the SEND coordinator, governors, teachers, learning support assistants, the school’s well-being mentor and pupils. Inspectors also talked informally with pupils and parents to gather information about school life. An inspector had a short conversation with a local authority education adviser.
- By the end of the inspection, there were 26 responses to Ofsted’s online questionnaire for staff and 94 responses to the pupils’ questionnaire. Inspectors took account of these and also looked at the 42 free-text responses to Ofsted’s survey for parents.

### **Inspection team**

Lorraine Lord, lead inspector

Ofsted Inspector

Mark Bailie

Ofsted Inspector

Jane Spilsbury

Her Majesty’s Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021