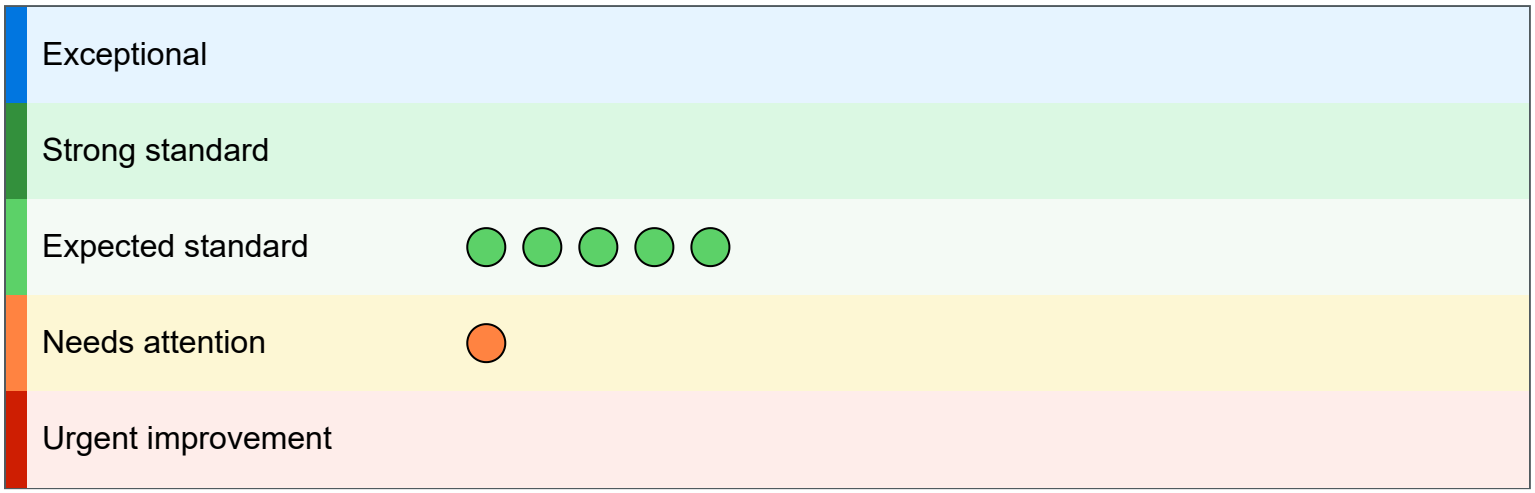
Queen's Church of England Academy

Address: Bentley Road, Nuneaton, Warwickshire, CV11 5LR

Unique reference number (URN): 140419

Inspection report: 3 March 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard

Leaders' work to develop attendance has been highly effective. Attendance for all pupils has been increasing year-on-year and is now above national averages. The same is true for the attendance of disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Leaders' strategies, systems and support for families have had a clear impact over time. As a result, as attendance has increased, persistent absence has rapidly reduced, including for disadvantaged pupils and those with SEND.

Staff apply the school's behaviour policies consistently; pupils understand the rules. This ensures that pupils' behaviour across the school is calm and orderly. Pupils are highly respectful and friendly, which creates a warm, positive environment. Pupils have positive relationships with staff and want to please them. This means that most pupils consistently work hard and concentrate well.

Leaders have a rigorous approach to monitoring discrimination and bullying. This ensures any incidents are dealt with quickly and effectively. They know their pupils well and provide appropriate support where needed. For pupils who may require additional support with behaviour, leaders implement effective adaptations such as morning check-ins and targeted support. This helps provide these pupils with the support they need to manage their behaviour well.

Curriculum and teaching

Expected standard

Leaders have designed a curriculum that is well sequenced across all subjects and considers pupils' starting points. They focus on the right areas for curriculum improvement. For example, they have recently sharpened their approach to teaching writing and multiplication. This has led to more structured programmes of learning, which is helping staff to begin to address gaps in pupils' knowledge.

Typically, teaching is effective. A comprehensive professional learning and coaching programme supports staff to develop the expertise to implement the curriculum. Where staff are still developing the expertise they need, this programme supports them. As a result, leaders have a clear understanding of the quality of teaching across the school.

Staff adapt the curriculum to remove the barriers pupils face to accessing their learning. These are more effective in some phases and subjects than others. As a result, occasionally work is not precisely matched to pupils' needs. Leaders are aware of this and provide support where needed.

Leaders have a sharp focus on pupils with gaps in their foundational knowledge, particularly in reading and mathematics. They implement targeted support, so these pupils receive the teaching they need to help them to catch up with their peers. In lessons, staff support pupils' vocabulary development. This helps them to communicate articulately.

Inclusion

Expected standard

Leaders have established a highly inclusive culture. They have designed effective systems to identify needs quickly and accurately on entry to the school. This enables them to implement effective support at the earliest stage. Leaders seek external feedback and act on it. This has recently led to sharper systems and processes, which have helped to further overcome pupils' barriers.

Staff understand the continuous step-by-step process used to identify pupils' needs. Leaders provide support and training so that this is generally implemented well. Thoughtful reasonable adjustments help pupils with disabilities access the curriculum. For example, writing slopes, wider lines and thicker pencils help support pupils who struggle with transcription.

Leaders monitor pupils' progress and intervene swiftly. They ensure pupils access the support they need to overcome barriers. Recently, leaders have introduced more effective assessment systems, particularly for pupils with social, emotional and mental health needs. This means they are starting to adjust support more responsively.

There are effective partnerships with a wide range of external agencies. This includes dieticians, paediatricians and special educational needs advisory partners. Leaders work closely with parents and carers. This means leaders ensure pupils' targets are closely matched to their needs.

Leaders spend additional funding for disadvantaged pupils well. Their recent review of the strategy has led to more targeted support and earlier intervention. The specially resourced provision is effective. It enhances pupils' experiences.

Leadership and governance

Expected standard

Leaders have an astute understanding of the school's strengths and areas for improvement. They evaluate the provision insightfully and intervene swiftly if an area falls short of their expectations. For example, writing outcomes recently declined, so leaders have implemented new programmes of learning to address gaps in handwriting and spelling knowledge. This has quickly started to have an impact.

Those responsible for governance meet their statutory duties. Local governors and trustees understand their different roles and support the school to safeguard pupils and improve standards. The trust provides effective support, such as commissioning external expertise. This has supported the school in further developing key areas of its provision, such as inclusion.

Leaders are reflective and act with integrity. Everything they do is in the best interests of pupils. They ensure that those who are disadvantaged, pupils with special educational needs and/or disabilities and those known (or previously known) to social care access the support they need to reduce barriers. Recently, they have implemented tighter tracking systems to support pupils who do not achieve as well.

Leaders have designed a professional learning programme that is closely linked to monitoring. They tailor support appropriately and ensure staff develop the expertise they need to fulfil their role well. Early career teachers access effective support.

Leaders, including trust leaders, are mindful of staff's workload and wellbeing and monitor these carefully. Staff report positively about leaders' actions to support them with this.

Personal development and wellbeing

Expected standard

Leaders have created a respectful culture based on the school's distinctive Christian ethos. Pupils develop the values and skills they need to become thoughtful, respectful and resilient citizens. They show kindness and respect in their conduct and day-to-day interactions. Leaders' work ensures that pupils understand right from wrong and can reflect on their beliefs and on the perspectives of others. Pupils understand the importance of fundamental British values such as democracy and the rule of law. As a result, they develop a secure understanding of the principles that underpin life in modern Britain.

Leaders have designed a carefully considered personal development programme. Effective personal, social, health and economic provision ensures that pupils understand diversity, safety and how to keep themselves healthy. In addition, the relationships and sex education and health education programme teaches pupils effectively how to maintain healthy relationships. They also know how to keep themselves safe, both online and offline. Pastoral support is thoughtfully matched to pupils' needs. Vulnerable pupils feel safe and valued due to the positive and trusting relationships they have with staff. Staff teach pupils to better understand their emotions. This is helping pupils maintain positive wellbeing.

A wide range of trips, visits and clubs enrich pupils' knowledge and experiences. Pupils enjoy attending trips such as to Bosworth Battlefield and Coventry Cathedral, which provide concrete links to their learning across the curriculum. Disadvantaged pupils and those who may have additional needs participate widely because leaders remove barriers through targeted support. This enhances these pupils' sense of belonging and ensures they access valuable learning opportunities. Leaders provide a wide range of leadership opportunities so pupils can help shape key aspects of the school's work.

Needs attention

Achievement

Needs attention

Pupils typically achieve well in most areas of the curriculum. Over time, a lot of pupils are generally ready for the next stage. However, some pupils have gaps in their spelling and handwriting knowledge. This means that too many pupils do not reach age-related writing expectations at the end of key stage 2. Although achievement at the end of key stage 2 in writing is lower than national averages, pupils do achieve in line with national averages in reading and mathematics. However, disadvantaged pupils do not achieve as well in mathematics. In addition, too many pupils do not secure key multiplication knowledge early enough, as reflected in the school's multiplication tables check outcomes. The school has recently taken action to address these gaps in writing and multiplication knowledge.

Pupils develop their knowledge across the curriculum. Those with lower starting points learn to read quickly. Disadvantaged pupils and those with special educational needs and/or disabilities generally make suitable progress in most areas of the curriculum.

What it's like to be a pupil at this school

Pupils flourish in this happy and welcoming community. They enjoy their lessons and have warm, caring relationships with the adults who work with them. Everyone, whether visitor, staff or pupil, is welcomed warmly. The school is a harmonious and highly inclusive place, where pupils of all backgrounds feel they belong. Pupils are rightly proud of their school.

Pupils join the school from several infant feeder schools. This means they have experienced different curriculums. They are supported well to transition into junior school and leaders are mindful of the different prior knowledge that pupils may have. As a result, pupils access a curriculum that they find interesting, and which considers their different starting points. This helps pupils to achieve well in most subjects. However, some pupils do not secure important writing knowledge by the time they leave the school. Recently, pupils have received more effective writing provision, which is starting to improve their spelling and handwriting.

Across the curriculum, pupils develop a broad range of knowledge. Pupils value the well-planned programme of trips and experiences that supplement their learning. Leaders remove barriers to access so pupils, including vulnerable pupils, fully benefit from the school offer.

Pupils behave well. They typically focus on their work and respond well to staff's expectations. The positive relationships that characterise the school help pupils to feel safe. On the rare occasions bullying occurs, pupils say it is dealt with quickly and effectively. A shared sense of belonging ensures that pupils feel valued and known as individuals. They want to come to school and they attend well. Pupils say it is easy to make friends, and they interact confidently and happily with their peers during social times.

Pupils learn how to contribute positively to modern Britain, which prepares them well for the next stage. For example, pupils support vulnerable peers on the playground and show respect to all. This contributes to an environment where pupils thrive.

Next steps

- Leaders should ensure that pupils develop their spelling and handwriting knowledge over the course of the key stage so that they are ready for the next stage of learning.
- Leaders should ensure that all relevant staff have the expertise to deliver the curriculum consistently effectively.
- Leaders should ensure that staff have the expertise to consistently adapt work across the curriculum to precisely match pupils' needs.

About this inspection

This school is a junior school.

The executive headteacher is Hannah Carvell and the head of school is Daniel Chadwick.

This school is part of The Diocese of Coventry Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Michael Cowland, and overseen by a board of trustees, chaired by Barry Cockcroft.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher, the head of school, the special educational needs and disabilities coordinator, a group of trust directors, members of the local academy governance and other leaders during the inspection.

This school is registered as having a Church of England religious character. Its last section 48 Statutory Inspection of Anglican and Methodist Schools (SIAMS) was on 4 May 2022. The overall grade was 'Excellent'.

The school includes specially resourced provision for pupils with communication and interaction needs. There are 8 places.

The school does not currently use alternative provision.

The school has undergone changes since the last inspection. The previous headteacher is now the executive headteacher. The school has also opened a specially resourced provision.

Executive Headteacher: Mrs Hannah Carvell

Lead inspector:
Matthew Seex, His Majesty's Inspector

Team inspectors:
Gill Turner, Ofsted Inspector
Janet Tibbits, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 3 March 2026

School and pupil context

Total pupils

354
Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

368
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

31.92%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.24%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

20.34%
Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SLCN - Speech, language and Communication

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	61%	Below
2024/25 (revised)	50%	62%	Below
2023/24 (final)	54%	61%	Close to average
2022/23 (final)	55%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	74%	Close to average
2024/25 (revised)	71%	75%	Close to average
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	67%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	72%	Below
2024/25 (revised)	60%	72%	Below
2023/24 (final)	66%	72%	Close to average
2022/23 (final)	71%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	73%	Close to average
2024/25 (revised)	70%	74%	Close to average
2023/24 (final)	69%	73%	Close to average
2022/23 (final)	67%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	34%	46%	Below
2024/25 (revised)	33%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	34%	46%	Close to average
2022/23 (final)	35%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	62%	Close to average
2024/25 (revised)	63%	63%	Close to average
2023/24 (final)	78%	62%	Above
2022/23 (final)	48%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	59%	Close to average
2024/25 (revised)	43%	59%	Below
2023/24 (final)	59%	58%	Close to average
2022/23 (final)	52%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	60%	Below
2024/25 (revised)	47%	61%	Below
2023/24 (final)	47%	59%	Close to average
2022/23 (final)	48%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	34%	68%	-34 pp
2024/25 (revised)	33%	69%	-36 pp
2023/24 (final)	34%	67%	-33 pp
2022/23 (final)	35%	66%	-32 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	80%	-15 pp
2024/25 (revised)	63%	81%	-17 pp
2023/24 (final)	78%	80%	-2 pp
2022/23 (final)	48%	78%	-30 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	78%	-26 pp
2024/25 (revised)	43%	78%	-35 pp
2023/24 (final)	59%	78%	-18 pp
2022/23 (final)	52%	77%	-25 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	47%	80%	-33 pp
2024/25 (revised)	47%	81%	-34 pp
2023/24 (final)	47%	79%	-33 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	48%	79%	-31 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.1%	5.2%	Close to average
2023/24 (3 term)	5.6%	5.5%	Close to average
2022/23 (3 term)	6.8%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	11.4%	13.3%	Close to average
2023/24 (3 term)	13.1%	14.6%	Close to average
2022/23 (3 term)	20.1%	16.2%	Close to average

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 🟢

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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