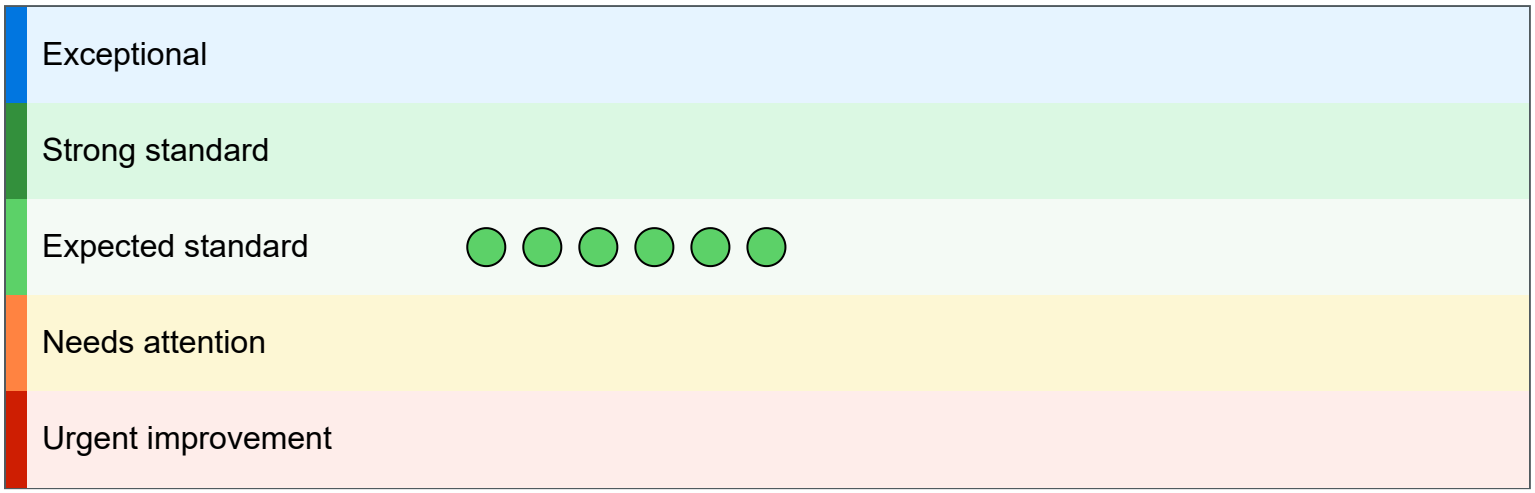
Chetwynd Junior School

Address: Gipsy Lane, Nuneaton, Warwickshire, CV11 4SE

Unique reference number (URN): 125591

Inspection report: 27 January 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

Achievement

Expected standard

Pupils achieve well overall. Across the last 3 years, the school's results in national tests at the end of key stage 2 show that pupils perform close to or above the national average in reading, writing and mathematics. Pupils who are disadvantaged generally achieve well at the end of Year 6 in comparison to disadvantaged pupils nationally. They are supported effectively to thrive and achieve well.

Most pupils reach at least the expected standard in reading by the end of Year 6 thanks to effective teaching. Pupils who need help learning to read receive the support that they need to catch up.

Pupils' books demonstrate the standards they achieve. Pupils discuss their learning with confidence. They are keen to share their work. They are knowledgeable in many areas of the curriculum, such as science and history, when talking about what they have learned.

Attendance and behaviour

Expected standard

Pupils enjoy coming to school. Their attendance is above the national average overall. This is because leaders and staff have established a collaborative culture that helps pupils to thrive academically and beyond. Pupils feel they belong. Persistent absence is low as leaders quickly provide support to encourage regular attendance. Leaders build positive relationships with families through considerate and effective pastoral support. This helps to tackle any barriers to attendance.

Leaders have established a considerate culture in which pupils thrive. Around the school, a respectful and positive environment helps pupils to focus and learn. Generally, pupils behave cooperatively. They are usually supportive of one another. They listen and concentrate well, particularly when staff reinforce their high expectations. Pupils are typically keen to learn. Staff do not tolerate bullying or discrimination and react quickly to any incidents. As a result, pupils feel cared for and safe. They develop improved self-control and empathy for others. Staff carefully adapt their approach to ensure pupils with special educational needs and/or disabilities and those with other vulnerabilities are supported to manage their emotions and meet the behaviour expectations.

Curriculum and teaching

Expected standard

Leaders have organised a structured and sequenced curriculum. This helps teachers know what to teach and when to teach it. Leaders prioritise the teaching of reading in the curriculum. Phonics support is effective. Most pupils learn to read successfully and those that need support, including disadvantaged pupils, are helped to catch up quickly. Pupils access reading books, for example through mini-libraries that are placed throughout the school.

Pupils enjoy a variety of lessons. Overall, the curriculum is broad and ambitious. However, in modern foreign languages, leaders have structured the curriculum in a way that means

pupils do not have sufficient opportunities to build their knowledge and skills securely over time.

Leaders ensure that all pupils can access the curriculum. Teachers adapt their approach in a wide variety of ways to ensure that pupils with special educational needs and/or disabilities (SEND) or other vulnerabilities learn as well as their peers.

Across classes, teaching is generally effective. Leaders provide professional learning that supports teachers' subject knowledge and expertise. Typically, teachers model accurately and explain concepts clearly. Occasionally, teaching lacks precision. For example, teachers do not consistently use questioning well to check all pupils understand, or to extend those who are ready for a challenge.

Inclusion

Expected standard

Leaders take a collaborative approach to inclusion. They involve staff, parents, carers and external agencies in identifying needs and arranging support for pupils as soon as they enter Chetwynd. Typically, staff quickly identify the support that pupils need through careful observations and checks on their learning. Leaders successfully build effective partnerships with external agencies. As a result, help is focused in the right areas to remove barriers to learning and enable pupils to achieve well.

Leaders know pupils individually and understand their needs. They establish targeted support that enables pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils, and pupils with other vulnerabilities to succeed. Some pupils benefit from a range of practical aids, such as writing slopes, wobble cushions and weighted blankets. These help pupils to make suitable progress from their starting points.

Staff benefit from a programme of professional learning. This helps them to understand the full range of pupils' SEND and other needs, and ensure that all pupils thrive. Leaders track pupils' progress and participation in academic and non-academic activities. This helps pupils to benefit from the full range of opportunities the school provides. Leaders make appropriate use of pupil premium funding to support disadvantaged pupils.

Leadership and governance

Expected standard

Leaders have established a clear vision, based on collaboration and empowering others, including pupils. Leaders always act in the best interests of pupils. They care about and listen to pupils’ thoughts and feelings. Leaders know pupils and their families well. Parents and carers engage positively with the school.

Leaders and governors have a broadly accurate understanding of the school’s priorities for improvement. Leaders collect detailed information about pupils’ learning and the quality of provision. However, they do not routinely analyse this as rigorously as they could. As a result, some priorities are not followed through well enough. Where leaders' analysis is more robust, and they are insistent about how their vision should be implemented, practice improves. This is supported by a programme of professional learning that helps teachers to improve.

Governors dispense their statutory duties with thought; they challenge school leaders. In collaboration with school leaders, governors take steps to manage staff workload and protect their wellbeing. As a result, the staff body is very stable. This enables staff to build lasting relationships with pupils and families, strengthening the quality of the support they offer in the long term.

Personal development and wellbeing

Expected standard

The school ensures that the curriculum goes beyond academic subjects. The personal, social and health education curriculum gives pupils clear guidance for life in modern Britain. As they progress, pupils learn that everyone has the right to feel safe at all times. Pupils develop a deep understanding of how to stay mentally healthy, for example by talking about problems. Pupils are intolerant of discrimination. They say everyone is welcome at their school.

Pupils are taught effectively about fundamental British values. They speak confidently about the impact of not following rules and the importance of being tolerant. They know how to keep themselves safe both physically and when online. Pupils develop morally and socially, for example in their understanding of right and wrong. By the time they leave the school, pupils fully appreciate difference and value everyone’s uniqueness.

Assemblies and trips enhance the curriculum and pupils' understanding. Pupils value learning new skills such as playing instruments or joining the choir. Older pupils appreciate their residential visit to Wales, where they extend their safety awareness. Younger pupils enjoy visiting a local farm, fishing for the first time and riding a tractor. These experiences help pupils understand environmental issues and local changes. Leadership roles such as eco- and school councillors help to prepare pupils for their next steps and enable them to play an active part in their community. Leaders track pupils' participation in the wider offer, ensuring that all have access and that all pupils’ interests and talents are supported.

Leaders consult parents and carers on the relationships and sex education (RSE) and health education policy. Pupils, including those with special educational needs and/or disabilities, and other vulnerabilities access an age-appropriate RSE curriculum. Pupils discuss sensitive topics with maturity.

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

Chetwynd Junior School has pupils at its heart. A collaborative and kind approach permeates the school. Pupils are happy and keen to share their stories and jokes. Most pupils are polite. They are eager to attend school. Pupils enthusiastically take Ted, the school dog, for an early morning stroll.

Pupils belong at Chetwynd. They feel safe and well looked after. Pupils benefit from the wide range of caring and thoughtful pastoral support on offer. Pupils with special educational needs and/or disabilities, disadvantaged pupils, and those known or previously known to social care are well supported to grow and learn. Staff take steps to reduce any barriers they face. Pupils develop increased independence and emotional control. They generally behave

well as a result. Pupils say that bullying does not happen often. When issues do arise, staff deal with them promptly.

Pupils enjoy learning and generally engage well with lessons. On the whole, pupils achieve well and talk about their learning confidently. Occasionally, they do not achieve as well as they could due to inconsistencies in the way the curriculum is structured.

Leaders are keen to develop pupils academically and beyond. Pupils are well prepared for life in modern Britain. They discuss being ready for secondary school and the challenges that they will face. Leaders provide a wide range of trips for pupils. Pupils engage enthusiastically with these trips and talk about their experiences. Pupils are inspired to be ambitious. Pupils live the school values, and believe ‘A Chetwynd child is one for now, in the future, forever.’ Pupils are rightly proud of their school.

Next steps

• Leaders should ensure that the curriculum for modern foreign languages is structured to provide pupils with sufficient opportunities to build their knowledge and skills over time.
• Leaders should ensure that teachers consistently use questioning well to identify and close gaps in pupils' knowledge and challenge pupils who are ready to move on.
• Leaders should ensure they strategically use their detailed and insightful analysis of the information they collect to improve provision in all aspects of the school's work.

About this inspection

The chair of the board of governors in this school is Mr Chris Atkins.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors met with members of the local governing board. They held meetings with the headteacher, school leaders, teachers and pupils.

The inspectors confirmed the following information about the school:

The school does not make use of any alternative provision.

Headteacher: Stephanie Lawes

Lead inspector:
Rob Matthews, His Majesty's Inspector

Team inspectors:
Richard Kentish, Ofsted Inspector
Jane Edgerton, 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 27 January 2026

School and pupil context

Total pupils

368
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

360
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)

18.21%
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

3.26%
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

17.93%
Close to average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (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	65%	61%	Close to average
2024/25 (revised)	59%	62%	Close to average
2023/24 (final)	68%	61%	Close to average
2022/23 (final)	68%	60%	Above

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	80%	74%	Above
2024/25 (revised)	73%	75%	Close to average
2023/24 (final)	84%	74%	Above
2022/23 (final)	83%	73%	Above

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	76%	72%	Close to average
2024/25 (revised)	70%	72%	Close to average
2023/24 (final)	78%	72%	Close to average
2022/23 (final)	79%	71%	Above

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	80%	73%	Above
2024/25 (revised)	71%	74%	Close to average
2023/24 (final)	87%	73%	Above
2022/23 (final)	83%	73%	Above

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	57%	46%	Above
2024/25 (revised)	38%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	65%	46%	Above
2022/23 (final)	63%	44%	Above

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	73%	62%	Above
2024/25 (revised)	63%	63%	Close to average
2023/24 (final)	70%	62%	Close to average
2022/23 (final)	81%	60%	Above

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	68%	59%	Above
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	75%	58%	Above
2022/23 (final)	74%	58%	Above

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	70%	60%	Above
2024/25 (revised)	44%	61%	Below
2023/24 (final)	80%	59%	Above
2022/23 (final)	78%	59%	Above

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	57%	68%	-10 pp
2024/25 (revised)	38%	69%	-32 pp
2023/24 (final)	65%	67%	-2 pp
2022/23 (final)	63%	66%	-3 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	73%	80%	-7 pp
2024/25 (revised)	63%	81%	-18 pp
2023/24 (final)	70%	80%	-10 pp
2022/23 (final)	81%	78%	3 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	68%	78%	-9 pp
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	75%	78%	-3 pp
2022/23 (final)	74%	77%	-3 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	70%	80%	-10 pp
2024/25 (revised)	44%	81%	-37 pp
2023/24 (final)	80%	79%	1 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	78%	79%	-1 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)	4.2%	5.2%	Below
2023/24 (3 term)	4.3%	5.5%	Below
2022/23 (3 term)	4.5%	5.9%	Below

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)	8.1%	13.3%	Below
2023/24 (3 term)	8.9%	14.6%	Below
2022/23 (3 term)	8.8%	16.2%	Below

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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