

Chilvers Coton Community Infant School

Address: Fitton Street, Nuneaton, Warwickshire, CV11 5RB

Unique reference number (URN): 125537

Inspection report: 3 February 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✔ 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Pupils' attendance is now a significant success. Leaders promote the importance of coming to school every day, and families respond well to this. Attendance is now above national figures, including for disadvantaged pupils and those with special educational needs and/or disabilities. The number of pupils who are often absent has reduced sharply. This is because leaders act quickly when concerns arise. Staff work closely with families to remove barriers and provide personalised support where needed, while maintaining clear expectations. Pupils understand why good attendance matters and how it supports their learning, confidence and future success.

Behaviour across the school is highly positive. Leaders have created a calm, orderly and respectful environment where pupils feel safe and well cared for. Staff apply behaviour expectations consistently. Pupils show excellent attitudes to learning. They concentrate well in lessons, follow routines confidently and support one another to stay focused. Pupils say that bullying is not tolerated and that staff deal with any worries quickly and fairly. The school responds swiftly to any unkind behaviour, including online concerns. This ensures that discrimination and harassment are not accepted. Staff know pupils well and adapt approaches sensitively, including for pupils with special educational needs and/or disabilities. This helps pupils learn successfully. Warm, trusting relationships create a culture where pupils 'thrive, not merely cope'. This is a message that is firmly embedded across the school.

Inclusion

Strong standard ●

The school has a deeply embedded culture of inclusion. Leaders provide a highly effective and well-organised approach to supporting pupils with special educational needs and/or disabilities and those who may face other barriers to learning. Leaders have a clear, step-by-step process for understanding pupils' needs and putting the right support in place. This means that the school identifies needs early and assesses them accurately. Staff know pupils extremely well. Staff use this knowledge to shape support that closely matches each pupil's needs. This inclusive ethos also extends to the school's large number of multilingual learners. Their languages and cultural backgrounds are highly valued. Staff provide well-targeted support that helps these pupils access learning confidently and achieve well.

Leaders act with determination to remove barriers to learning. They ensure that staff are well equipped through training, resources and specialist advice to make sensible adjustments to teaching and daily routines. Therefore, pupils can take part fully in lessons and wider school life. This includes highly personalised approaches that are carefully tailored to each pupil's individual needs. Leaders keep a close check on how well pupils are learning and taking part in activities beyond the classroom. Leaders review the impact of the extra help pupils receive regularly and meticulously. This careful oversight means staff refine support quickly when pupils need extra help.

Leaders also work closely with parents and carers and external specialists to shape pupils' support. Leaders ensure that any use of alternative provision is carefully matched to pupils' needs and interests. This ensures that learning remains purposeful and safe. Leaders use

additional funding with precision for pupils who may face barriers to learning. They direct this funding towards pupils' academic and emotional needs. Thoughtful pastoral work and highly personalised support, including the Harbour and Haven rooms, help pupils regulate their emotions and reintegrate smoothly into class.

Personal development and wellbeing

Strong standard 

The personal development programme is rich, varied and reflective of the school's diverse community. Pupils learn about different cultures and traditions through celebrations, visitors, family events and trips. Activities such as postcards to older residents, local shop visits, theatre experiences and Grandparents' Day broaden pupils' horizons. Pupils take an active role in shaping school life through the school council and 'happiness heroes'. Leaders act upon their ideas. The school's outdoor play provision further develops pupils' teamwork, independence and problem-solving. This includes creative materials, construction opportunities and imaginative spaces.

Wellbeing support is extensive. Staff deliver specialist guidance and structured sessions. These teach pupils how to manage feelings, practise gratitude and use calming strategies. Staff use a wide range of well-chosen strategies to help pupils manage their emotions and stay engaged in learning. This reflects the school's deep commitment to inclusion and pupils' emotional wellbeing. Disadvantaged pupils and those with special educational needs and/or disabilities receive tailored support. This helps them take part fully in lessons, enrichment and leadership roles.

The school teaches pupils how to build positive relationships, manage feelings and make responsible choices. Pupils learn about different beliefs and values and discuss fairness, kindness and acceptance with maturity. They gain a clear understanding of fundamental British values. For example, they learn about democracy by taking part in democratic elections. They learn to respect differences such as race, gender or religion. Pupils understand why everyone should be treated equally. Relationships and health education teaches them how to build positive friendships, keep themselves safe online and offline, and recognise risks.

A wide range of enrichment clubs gives pupils opportunities to discover new interests and develop confidence. This includes in sports, music and performing arts. Leaders thoughtfully plan creative, cultural and community-based opportunities. Pupils widely value these. They grow in character, resilience and pride. Pupils leave the school well prepared for the next stage of their education and life beyond school.

Expected standard

Achievement

Expected standard 

Outcomes in early reading remain a successful feature of the school. Results in the Year 1 phonics screening check have been above national averages over time. Disadvantaged pupils achieve well, and the gap between them and their peers is small. Disadvantaged

pupils at the school outperform those nationally, showing that early support is making a positive difference.

Improvements in early writing are clear in pupils' high-quality work. Pupils show increasing fluency, accuracy and confidence. In mathematics, most pupils learn key number ideas well and are prepared for the next stage of learning. Pupils with special educational needs and/or disabilities also achieve well. Staff know them well and break down learning carefully. This means they can take part successfully alongside their classmates. Extra help is well matched to pupils' needs. It improves their reading, writing and early number skills.

Pupils' learning in wider subjects is less consistent. Although pupils enjoy this learning, the depth of what they remember varies. Leaders are refining key content and helping staff check pupils' understanding more effectively so learning builds securely over time.

Curriculum and teaching

Expected standard 

Leaders have a secure understanding of the quality of teaching and the wider curriculum. Their decisions have led to improvements, particularly in early writing. The phonics programme is taught well, and pupils practise new sounds often. They grow in confidence and fluency as readers. Staff choose 'Favourite Five' stories that reflect the school's rich diversity. Revisiting these texts helps pupils build familiarity with high-quality books. The school has a clear focus on helping pupils secure the basic skills they need in reading, writing and mathematics. Pupils are well prepared for the next stage of learning.

Teachers have the subject knowledge they need. They model sounds, handwriting and early reading clearly. A whole-school approach to handwriting and letter formation helps pupils develop accuracy and fluency. Staff teach posture, pencil grip and letter shapes in simple, explicit steps. They correct misunderstandings quickly so pupils stay on track.

Teaching for pupils with special educational needs and/or disabilities is thoughtful and well structured. Staff know pupils well and break learning down into manageable steps. Therefore, pupils can take part successfully alongside their classmates. Extra help is well focused and improves pupils' reading, writing and language skills.

Although the wider curriculum is broad and ambitious, some subject content is not as clearly designed as it could be. Leaders are working to simplify key ideas, clarify expectations and enhance how staff check what pupils understand across different subjects.

Early years

Expected standard 

Children in the early years receive a warm, calm and well-organised start to school life. Clear routines help children feel secure. Classrooms are rich in language. Staff build children's vocabulary through stories, rhymes and songs. Children learn new words and practise speaking in full sentences. While interactions between staff and children are often effective, the consistency of high-quality questioning and vocabulary modelling varies.

Leaders fully include children who need extra help with their learning. These children benefit from well-planned support. This helps them take part confidently. Staff also provide thoughtful, well-targeted support for the school's multilingual learners. Staff use modelling,

visual prompts and scaffolded language to help children understand new ideas. This is while valuing and celebrating children's home languages.

The curriculum is carefully sequenced. Children build skills over time, especially in communication, language, early mathematics and physical development. This is particularly so in Nursery Year. Staff check what children can do. Staff use this information to plan activities that help children revisit and extend learning. Reading is a clear priority. Children in Reception Year learn phonics from the start and practise new sounds daily. This helps them to begin reading and writing with increasing independence. Children show curiosity, resilience and readiness for Year 1. Staff work closely with parents and carers, sharing guidance and celebrating progress. This means learning can continue at home.

Leadership and governance

Expected standard 

Leadership is effective, thoughtful and rooted in a strong commitment to the wellbeing of pupils and staff. New leadership has brought renewed clarity and direction, making purposeful, well-judged changes. These continue to improve the school. Leaders have a clear, accurate understanding of the school's strengths and the areas requiring further development. This informed evaluation drives well-prioritised actions, particularly in reading, writing and mathematics. This reflects leaders' commitment to making decisions that are in the best interests of all pupils. Leaders' thoughtful management of workload, wellbeing and professional expectations contributes to a positive working culture.

Staff benefit from structured guidance. Leaders provide useful training that builds expertise and meets whole-school priorities. Leaders recognise that aspects of the wider curriculum require further refinement. This is particularly in identifying the precise knowledge and vocabulary pupils need to know and remember. Leaders are taking action to develop this further.

Governance is very effective. Governors are highly committed and dedicated to their roles. They fulfil their statutory duties with diligence. They demonstrate a deep understanding of the school's context and priorities. This includes leaders' continued efforts to improve the wider curriculum.

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

Pupils experience a warm, nurturing and inclusive environment. They feel safe and valued for their unique qualities. Staff build strong, trusting relationships with pupils, and support is caring and responsive. Pupils know who to talk to if they are worried. They use a range of age-appropriate strategies to help manage their emotions. Bullying is rare. Pupils are confident that staff will act quickly and fairly if concerns arise.

Behaviour across the school is calm and respectful. Pupils understand routines well and help one another meet expectations. They show kindness and pride in their actions. They demonstrate the school's '5 Cs', 'curious, collaborative, confident, caring and courageous', in lessons, at play and in the wider life of the school. The popular 'Sparkle and Shine' rewards system motivates pupils to do their best and celebrates their successes. They cheer on

each other's achievements. Pupil voice is valued through the active school council and the 'happiness heroes'. These make sure pupils' ideas and views influence school life. Pupils' attendance is positive, especially for those who are disadvantaged or have special educational needs and/or disabilities (SEND).

Pupils enjoy their learning and take pride in their work. They achieve well, particularly in early reading, writing and mathematics. Pupils with SEND receive well-targeted support that builds their confidence and ensures that they can learn successfully alongside their peers.

The school's rich and diverse culture shines through daily life. Pupils enjoy a wide range of enrichment experiences that help them grow in confidence and celebrate who they are. The vast and varied outdoor play provision provides creative and inclusive opportunities. Those with SEND sometimes take the lead in designing play features.

By the time pupils leave the school, they are confident learners, thoughtful friends and well prepared for the next stage of their education. Leaders are clear that pupils should 'thrive, not simply cope'. This commitment is evident throughout the school.

Next steps

- Leaders should continue to refine the wider curriculum by identifying the precise knowledge and vocabulary pupils must know and remember in each subject. Leaders should ensure that checks on learning enable teachers to see how securely pupils retain knowledge over time so that learning builds consistently across year groups.
 - Leaders should further strengthen the consistency of high-quality staff–child interactions across the early years, ensuring that all staff use questioning and vocabulary modelling that maximises learning. Leaders should continue to use structured support for staff and focused professional development so that these high-quality interactions become fully embedded.
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About this inspection

The chair of the board of governors in this school is Shirin Patel.

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 school leaders, including the headteacher and other leaders. They also spoke with representatives from the governing body and the local authority.

The inspectors confirmed the following information about the school:

The school makes use of one alternative provision, which is unregistered.

The headteacher joined the school in January 2025.

Headteacher: Terri Hitchcox

Lead inspector:

Catherine Young, His Majesty's Inspector

Team inspectors:

Marilyn Mottram, Ofsted Inspector

Helen Lowe, 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 February 2026

School and pupil context

Total pupils

212

Close to 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

258

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)

26.83%

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

3.30%

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

8.49%

Below 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).

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)	4.8%	5.2%	Close to average
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	5.4%	5.9%	Close to average

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)	15.0%	13.3%	Close to average
2023/24 (3 term)	13.0%	14.6%	Close to average
2022/23 (3 term)	13.1%	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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