

Inspection of a good school: Nyewood CofE Infant School, Bognor Regis

Brent Road, Bognor Regis, West Sussex PO21 5NW

Inspection dates:

19 and 20 September 2023

Outcome

Nyewood CofE Infant School, Bognor Regis continues to be a good school.

What is it like to attend this school?

Pupils delight in attending this school. They are proud of their community. Through the well-promoted school values, pupils promise to 'share their smile'. Pupils and staff have warm relationships. One pupil remarked, 'Teachers always look after us.' Pupils show kindness to one another. They prize equality, knowing that everyone is valued in their school. The school has high expectations for pupils' behaviour. This means there is a calm atmosphere in the school.

Pupils are excited to learn the school's ambitious and interesting curriculum. Pupils are curious and eager to achieve. They are keen to impress their teachers, enthusiastically demonstrating the work they have completed. Pupils appreciate being recognised for living up to the school value of independence. The different rewards on offer help motivate pupils to focus and learn.

Pupils play harmoniously with each other during breaktimes. They particularly enjoy imaginative play in the tree-houses. Many pupils proudly act as 'play leaders', who help others to enjoy the enjoyable games and activities provided. Those taking on these roles develop a sense of responsibility. Pupils make a very positive contribution to their school community. They build confidence through leading collective worship and looking after the school library.

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

The school has carefully designed a broad and balanced curriculum. This is planned well to ensure that it is ambitious for all pupils. Leaders have identified the precise knowledge that pupils should learn at each stage of their schooling. The curriculum builds progressively over time. Thorough consideration is given to what children should learn in early years to be ready for key stage 1. This ensures that pupils develop the foundations of knowledge that help them to access future learning. In mathematics, children in Reception gain a firm understanding of number. As they get older, this enables pupils to develop impressive calculation skills. Further work is currently taking place to help pupils

strengthen their mathematical reasoning to help them solve interesting mathematical problems.

Teachers are highly knowledgeable and well trained. They adapt learning to ensure all pupils, including those with special educational needs and/or disabilities (SEND), are well supported. The school communicates well with local nurseries. This means that children's individual needs are known from their first day of Reception. High-quality resources are used effectively to support pupils who find some aspects of learning more challenging.

Teachers present information clearly. They are confident to model new learning to pupils. For example, in physical education, they demonstrate an excellent running technique. This helps pupils see what they are expected to do. Prior learning is regularly revisited to help pupils commit key knowledge to memory. Teachers frequently check on pupils' understanding and intervene when necessary. However, on occasion, the activities that some pupils complete are not well matched to the intended learning. When this happens, pupils develop gaps in their knowledge.

Reading is prioritised across the school. Books are a central part of the early years curriculum. Children enjoy a wide range of high-quality texts. The phonics scheme that the school uses is taught well. Teachers introduce the sounds and words that pupils should learn in a logical order. Pupils who need additional support, including some with SEND, get this through a carefully planned programme of interventions. 'Young interpreters' help other pupils who speak English as an additional language in their reading by translating words that they are not familiar with.

The programme for pupils' wider development is extensive. This helps pupils gain a rounded understanding of life beyond the school gates. The school organises stimulating cultural trips and experiences that enhance the curriculum. 'Terrific take-offs' introduce pupils to new themes through exciting visits or visitors. A recent talk from a tree surgeon helped pupils to think about the environment ahead of their upcoming topic. Extra-curricular activities and competitions are very popular with pupils. The dance club helps pupils gain the self-belief to perform on stage for large audiences at the 'Dance House' event.

Pupils have a strong moral compass. They know right from wrong and respect the school values. Pupils who find managing their behaviour more challenging get the help they need. Leaders invest significantly in supporting pupils' pastoral needs alongside their physical and mental health.

The school carefully manages staff's workload. Staff feel valued in their roles and are motivated to teach and support the pupils in their care. Governors provide valuable support to the school. They ensure that the systems and processes for safeguarding children are prioritised and working well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, planned activities do not always ensure that all pupils learn the intended curriculum as securely as they could. This means that some pupils do not always develop their understanding consistently. Leaders should ensure that teachers plan activities that ensure pupils build knowledge and skills consistently well across the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2018.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	126052
Local authority	West Sussex
Inspection number	10287975
Type of school	Infant
School category	Voluntary aided
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair of governing body	David Mobsby
Headteacher	Anna Wells
Website	www.nyewoodinf.co.uk
Dates of previous inspection	6 and 7 March 2018, under section 5 of the Education Act 2005

Information about this school

- The school is a Church of England primary school within the Diocese of Chichester.
- The school's religious character was last inspected under section 48 of the Education Act 2005 in February 2018.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher, senior leaders, subject leaders, the leader responsible for pupils with SEND, many teachers and support staff.
- The inspector met with governors and held discussions with a representative of the local authority and a representative of the Diocese of Chichester.

- The inspector carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Meetings were held with groups of pupils and staff to hear their views.
- The inspector considered the responses to the confidential Ofsted surveys for staff and pupils and the responses to Ofsted Parent View.

Inspection team

Martin Smith, lead inspector

His Majesty's Inspector

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