

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Nyewood Church of England Aided Infant School	
Brent Road, Bognor Regis, West Sussex, PO21 5NW	
Current SIAMS inspection grade	Outstanding
Diocese	Chichester
Previous SIAMS inspection grade	Outstanding
Local authority	West Sussex
Date of inspection	5 & 6 February 2018
Date of last inspection	22 May 2012
Type of school and unique reference number	Aided 126052
Headteacher	Jacqueline Cobb
Inspector's name and number	Richard Dyer 513

School context

Nyewood CE Aided Infant School is an average sized school sharing a site with its partner Junior school in the northern part of Bognor Regis. It is part of a network of 14 schools serving Bognor and surrounding district. It has 259 pupils from four local parishes which include the three most deprived wards in the area. There are above average numbers of pupils for whom English is an additional language and who are eligible for additional Pupil Premium Funding. Attendance is below national expectation and being robustly addressed by the school. Since the previous inspection there has been an increase in pupil numbers, additional accommodation built and several teaching staff changes.

The distinctiveness and effectiveness of Nyewood CE Aided Infant School as a Church of England school are outstanding.

- The headteacher's clear Christian vision and firm belief in the 'Nyewood Family' solidly underpins the school's Christian distinctiveness and is strongly supported by the whole school community.
- The school's clear Christian vision and ethos impacts deeply and positively on the school's outstanding provision and outcomes for the pupils, and the excellent relationships within the school community.
- The central position of collective worship and religious education in the life of the school, interwoven across the curriculum in a nurturing and caring environment, strongly promotes opportunities for meaningful spiritual development.

Areas to improve

- Develop pupils' understanding of diversity by establishing links with other local Christian communities and more culturally diverse communities in the wider world.
- Develop the indoor shared area spaces and the new outdoor creativity area to promote greater opportunities for spirituality, prayer and reflection.
- Develop consistency across the school in the teaching and learning of religious education (RE) by embedding the 'Understanding Christianity' materials and the new RE assessment procedures.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Nyewood CE Infant School has a strong and distinct Christian character and ethos based on a clear mission statement supported by four values underpinned by biblical examples centred on the stories and teaching of Jesus. Displays around the school celebrate the school's Christian character and include numerous colourful crosses, a mosaic of the school's mission statement, the school's values, worship theme, and Lord's prayer. The school's Christian mission and values are shared and modelled by all members of the school community who confidently articulate them and their impact on the school's daily life. The school passionately believes in the 'Nyewood Family' as part of God's family and the school community talk positively about its impact on them and on the well-being and achievements of the pupils. For example, staff and parents report the strength and support the school family gives them in times of personal and domestic crises. The school mission, values and sense of family strongly underpin curriculum provision and the high quality of care and relationships across the school community. Staff clearly know the pupils very well and make excellent provision for their pastoral needs and well-being. For example, providing effective support for vulnerable pupils and strategies to promote regular attendance. The impact is seen in pupils' successful progress and very good achievements which are improving year on year. Relationships among all members of the school community are outstanding. Pupils describe feeling safe, and parents praise the school for its care and nurture of pupils. A positive behaviour policy puts the school's Christian values into practice supported by a set of pupil behaviour 'School Promises' which underpins their daily lives. Pupils clearly talk about the link between the school's values and how the teachings of Jesus are the basis for how they should live their lives. For example, showing care for each other and forgiveness after wrongdoing. Behaviour is excellent and attendance significantly improving. Spiritual, moral, social and cultural (SMSC) opportunities are promoted through all aspects of school life, its creative curriculum, religious education, collective worship, and enrichment experiences such as visits into the local environment. SMSC is also promoted through charity fund raising activities and partnerships with the local churches. It is strongly promoted through pupil responsibilities such as the School Council which impacts significantly on school developments. For example, greater pupil involvement in worship and initiating a creative project to produce a new sensory garden. Promoting SMSC through links with the wider national or global communities is less developed. Religious education contributes significantly to the school's Christian character. It strongly promotes the school's values and pupils SMSC development including raising their awareness and understanding of different faiths. Pupils talk confidently about other faiths and their similarities with Christianity.

The impact of collective worship on the school community is outstanding

Worship is an important and central part of daily school life. It is seen as a special time when the whole school come together as the Nyewood family. It strongly promotes the school's Christian values and ethos and is clearly linked to the Bible and the teachings of Jesus. Worship significantly impacts positively on the daily life of the school. It sets the whole school theme for the day which is continued into the classrooms where clearly defined areas make visible links with the worship. Pupils keenly follow up the worship theme with self-initiated learning activities through art, drama, and writing recorded in displays and in 'Big Books' for sharing with the school community. Worship is carefully planned and linked to the school values, the Bible, the teachings of Jesus and how these relate to the pupils lives. Key Anglican festivals are celebrated, often in the local church and are well supported by the parents who also keenly attend the regular class led worship in school and appreciate the opportunities to do so. Worship is led by staff, local clergy and pupils. Pupil involvement in worship is seen as very important and includes them opening and closing the worship, leading prayers and the weekly class worship. The key elements of Christian worship and symbolism are present (e.g. pupils lighting a candle and saying opening and closing responses) and includes the school mission statement adapted into an opening greeting with actions said by the whole school. Pupils can articulate an age appropriate understanding of the meaning of this symbolism. For example, that lighting a candle represents Jesus being the light of the world and what this means. Worship is imaginatively conducted in different ways to engage the pupils, encourage participation and help develop spirituality. For example, a whole class using dance and music to promote a message of caring for each other and using drama to retell Bible stories. The Trinity is imaginatively explained in ways understandable to the children and reinforced regularly by saying 'God the Father, Son and Holy Spirit' with actions ending in arms folded across their chest to symbolise God's love as they say 'Amen'. A bi-termly family Eucharist has also been established in the local church which parents and pupils are invited to attend. Prayer is an important and integral part of worship which extends to other times of the day. It is currently a focus with the school taking part in the diocese 'Year of Prayer' initiative. Pupils learn a range of prayers and are encouraged to write their own which are frequently shared in the worship. Prayer opportunities extend into the classrooms with each having a prayer focus area with displays and a prayer box. Pupils are able to easily talk about the range of different ways they can pray and that prayer is important to Christians because 'it helps you talk to God'. Parents report how the prayer 'habit' continues at home with pupils saying prayers before meals and at

bedtime. Worship and prayer also develop pupils' spirituality through, for example, opportunities for stillness and reflection. These opportunities extend into a small designated outdoor area which is currently underused. A child initiated creativity project in the school grounds to develop a new sensory area for quiet reflection and prayer is planned. Opportunities for quiet reflection using the school's indoor shared areas need further development. There are well embedded and effective systems for the monitoring and evaluation of worship. This is done on a regular basis by the school leadership team, governors and RE team. Pupil voice also strongly contributes to the evaluation process resulting in various developments in worship. These include greater pupil involvement in the planning and delivery of worship, new actions and responses to promote the school's mission and values, and the child initiated outdoor creativity project.

The effectiveness of the religious education is good.

Religious Education (RE) has significantly developed since the previous inspection. It is now seen as a core subject and has a high priority in the school. It has strong leadership with a highly committed new RE leader supported by an effective RE Team. The RE curriculum is carefully planned and closely linked to the whole school worship and the school's values. The school is successfully adopting the new 'Understanding Christianity' RE materials to deliver the RE curriculum but this is not yet fully embedded. It is taught using a variety of creative strategies such as art, drama, dance, and model making which engage and motivate the pupils, and help them think about religious and spiritual concepts. An enquiry approach underpins all aspects of teaching and learning in RE and pupils are strongly encouraged to engage in self-initiated learning activities. Their high quality learning is captured in writing, pictures and photographs in class 'Big Books' alongside their individual pupils' books. Examples of the high quality RE linked to 'Understanding Christianity' can be seen in the award winning work produced as part of the diocese 'Year of the Bible'. Pupils are clearly excited by and enjoy RE. A significant development since the previous inspection has been the introduction of a systematic way to track pupils' progress in RE. A new deanery system of RE assessment linked to the new 'Understanding Christianity' materials has recently been introduced and is used with increasing competency. Although not yet fully embedded, its impact is showing improvements in pupils' RE attainment and progress as each unit of 'Understanding Christianity' is introduced. Religious education is part of the termly monitoring and evaluation programme. The governors have a keen interest in RE and its development and RE is a regular focus in governor meetings. Governors undertake regular monitoring of RE lessons and books. Religious education is included in the school improvement plan and has a clear action plan to ensure its effective development.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher has a clear Christian vision for the school rooted in Christian values and a strong belief in the school being the Nyewood family as part of God's family. The vision, values and belief in the Nyewood family are central to the life of the school which staff and governors strongly support and promote. The impact is seen in the self-assured way pupils engage with all aspects of school life; their confident independence in thought, learning and communication; their positive achievements and well-being; excellent behaviour and relationships; and spiritual, moral, social and cultural development. School self-evaluation has significantly developed since the previous inspection. Regular and effective systems for monitoring and evaluating all aspects of school life, including its Christian distinctiveness, are now securely embedded. The views of all staff, parents and pupils are actively sought and welcomed. Governors and senior leadership regularly undertake clearly focused monitoring and evaluation visits which are reported and discussed at governor meetings. As a result, governors clearly know the school well and both challenge and support the headteacher. The school leadership have a secure understanding of the school's performance, its distinctiveness as a church school and the school's strengths and areas for development which lead directly into effective school improvement planning. The impact of monitoring and evaluation is seen in the significant development of RE, improved governor effectiveness, and continuing improved progress in pupils' curriculum achievements. There is a strong culture of the school community wanting to improve their effectiveness. There are close and effective links with local schools and the diocese for sharing expertise and development opportunities, including preparing staff for future leadership in church schools. The impact of these development opportunities is seen in the diocesan support given to the new RE lead and the effective development of RE, the strengthening of the school's middle leadership, and staff gaining senior leadership qualifications. There are close links with parents and the local community. Parents regularly join class worship and visit classrooms to share their child's learning and the school supports families to access local community services. There are also close links with the four local churches, with the diocese and with local schools, especially local pre-schools and the partner Junior School. These all contribute to school life, the promotion of its values and pupils SMSC development. Links with the wider national and global community are less developed. Arrangements for RE and worship meet statutory requirements and both areas are very effectively led and managed.