



Nyewood CE Infant School, Bognor Regis

Diocese of Chichester

Statutory Inspection of Anglican Schools

Inspection Report



Date of inspection:	22 nd May 2012
Name of inspector:	Julie Burnett-Kirk
NS inspector's number:	748
School address:	Nyewood C of E Infant School Brent Road Bognor Regis West Sussex PO215NW
Unique reference number:	126052
Status:	Voluntary Aided
Number on roll:	207
Age range of pupils:	4-7years
LA:	West Sussex
Name of chair of governors:	Mr Adrian Pinel
Name of headteacher:	Jacqueline Cobb
Date of previous inspection:	16 th October 2008

The inspection of denominational education and collective worship in the school was carried out in accordance with Section 48 of the Education Act 2005

Description of the school

Nyewood CE Infants School is part of a church community serving four parishes located in the northern part of the seaside town of Bognor Regis. They are particularly linked to the parish church of St Wilfrid Bognor. The children come from varied backgrounds of owner occupied and social housing with 54% of the school's intake from the three most deprived wards in the area. The school has a high 14% FSM and 12% of pupils have English as an additional language and for 50% of these children, their English is very limited. 12 different languages are spoken at home. There are currently just over 200 pupils on roll of which a quarter receive additional support with their learning. The school has achieved the Artsmark Silver Award, Activemark Award and National Healthy School Status.

Summary judgement

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

The children's motto, developed with the school council, 'smiling, caring and learning together on a journey with God' is reflected throughout the life of the school creating a safe and exciting environment for learning. The school's very strong Christian beliefs and values underpin all the school does. These can be seen in the children's spiritual development, very good quality leadership, worship and the teaching of Religious Education (RE) that is highly valued by the children, their families, the local churches and the wider community.

Grade: 1

Established strengths

- The clear Christian vision and leadership of the headteacher, strongly supported by the leadership team, governors, staff and their church community that drives the school forward
- Children's strong spiritual development that has resulted from vibrant and exciting Collective Worship and Religious Education (RE) closely interwoven into the whole curriculum and the life of the school
- Stimulating use of class reflective areas, the outside environment, the church building and spaces that nurture the spiritual development of children

Focus for development

- Devise a systematic way to track children's progress in Religious Education
- Improve governor involvement in the self evaluation process as a church school

The school meets the statutory requirement for Collective Worship	Yes
The school meets the statutory requirement for Religious Education	Yes

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

Since the last inspection great care and attention has been taken over time to create a new mission statement and embed the core values of 'Uniqueness and spirituality' into the culture and ethos of the school. Children and their parents, staff and governors have been listened to and actively involved in identifying their core values and creating their mission statement. Christian beliefs and values are carefully and creatively linked across the curriculum and to worship so that children make connections between God's world and their own lives. For example, children in Y2 explored together the meaning of the story of Joseph and discussed how Joseph reacted when receiving bad news and linked it to what they could do that would help them. All children flourish in this environment of care and encouragement. Parents described how this extends to when their children are playing at home with family and friends. For example, conversation between sisters and brothers at times included talking about what Jesus would do.

The outside environment is used extensively for children's spiritual development. For example, children constructed Joseph's prison and acted out the roles with masks as they talked about the feelings of the characters; in another class children gathered under the hawthorn tree where they were encouraged to notice changes in the tree and 'hold their prayers out to God' while members of the class said prayers aloud for others to follow.

Relationships within the school and with the church community are excellent. Members of staff provide very good Christian role models. Their needs are also carefully considered when managing change processes and their working environment. A good example of this is the creation of a pond area outside the staff room to encourage rest and reflection. All pupils work very well with each other and projects such as 'working with others' and learning buddies support this. Behaviour is of a high order and pupils are polite and considerate around the school. Families feel involved and supported through a range of experiences including the church, diocesan family support worker projects and 'Dads behaving Daddily' days.

Grade: 1

The impact of Collective Worship on the school community is outstanding.

Worship plays an extremely important part in the life of the school and is highly significant to the pupils' spiritual and moral development. Acts of worship are exciting, reflective and often memorable. Children described many favourite times in worship including the practice of 'taking out the silence' in their cupped hands 'so that you can listen to God wrapped in God's love'. The children are engaged in the worship in many different ways and further involved through 'take away' experiences, which link worship to other times in the school day and at home. It is planned very thoughtfully and effectively to link with RE, the rest of the curriculum and the use of class worship areas. These areas are used regularly by the whole class for further reflection and described by one child as a 'quiet peace area near our prayer focus'. Reception children happily added their own crosses to their worship areas and children regularly write and use their own prayers. As a result of these experiences, children have a strong spiritual awareness and knowledge about Jesus and other Bible stories. Parents described the impact of worship at home explaining that their children are 'full of questions about God', 'love the songs' and ask to 'say prayers for their friends'. Daily worship is led by staff and weekly by the parish vicar. Other local clergy are also involved at different times in the school year. Worship is linked to patterns of Anglican worship and children are familiar with a range of practice relating to Anglican tradition. The parish vicar explained that the children 'in church have a sense that it is part of what they do. They don't feel at all intimidated by being in church.' Y2 wrote the Christmas nativity and are involved in a joint transition service 'One More Step' with children from other Infant schools in the town. Collective Worship is regularly monitored and evaluated formally by the worship co-ordinator through surveys and informally through conversations with children and staff.

Grade: 1

The effectiveness of Religious Education is outstanding.

Children's RE experiences are exciting and varied and inter-related with the school's creative curriculum and worship. For example, through the current topic 'Colour in our World' children are 'immersed in the story of Joseph through art, music, drama, ICT and literacy.' Each unit of work has clear learning objectives based on the West Sussex Agreed Syllabus. Assessment is linked to children's knowledge of RE and what they have learned from their experiences. This thorough planning has led to greater teacher knowledge and confidence to teach RE to a high standard. Children's work and assessment shows that the achievement of children is high. They respect and understand other faiths and talk about their work confidently and enthusiastically. In each of the lessons observed, children were absorbed in their learning and their responses were thoughtful. For example, in Year 2, children experienced part of the story of Joseph through Godly play, followed by opportunities to write, draw or paint their own dreams and use puppets to retell the story. Reflective questioning was used to link the work to three core values of trust, loyalty and making good decisions. The work in the RE books from across the school show evidence of exciting RE teaching including Godly play, circle time, construction, handling artefacts, art, film, drama, music, dance, visits, use of ICT, model making, first hand experiences and visitors. RE stories are adapted for children where English isn't their first language to share at home with their parents. The high standards in the teaching and learning of RE are monitored and evaluated closely through lesson observations and collections of work from each year group. The development of a system to track progress suitable for an infant children would further strengthen the effectiveness of RE. Parents feel informed about the work children do in RE through celebration assemblies, church services and class newsletters.

Grade: 1

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

The strong Christian vision and leadership of the headteacher drives forward the direction of the school as a church school. Consultation with all stakeholders has ensured that this clear vision is shared by the whole school community and incorporated into all aspects of the school's life. The headteacher sees the school as 'on a journey' and takes a careful measured approach to putting this vision into practice. There is strong subject leadership in RE and worship. There is a very good relationship between the school and their parish church as well as the three local churches. The parish vicar ensures that the school is regularly included in the prayers in church and every Thursday the school is prayed for with a 'Special Intention'. The parish magazine includes school information. Two of the vicars are also governors. There has been an increased focus by governors in the life of the school, however this needs to be strengthened further through wider involvement in monitoring and evaluating elements of the impact of RE and Worship. The school has close relationships with other local church schools in their deanery group, which provides mutual support. Staff are well supported through diocesan and locality training e.g. Godly play, Leading from the Middle in a Church School, Inspired to Lead in a Church School, Nurturing Church Leaders and joint INSET with the junior school focusing on worship and the teaching of RE. Parents feel valued and well supported by the school and it is clear from questionnaires and conversations that they hold the school in high regard and value it as a church school. The sense of a school community has increased with the termly class worship for parents. Parents comment that the school has a special quality that enables all children to flourish. There is a strong pupil voice through listening to children and the use of the school council. The headteacher the staff, have successfully worked together with their church community to create an exciting, happy and safe school where children's spiritual and moral development is nurtured.

Grade: 1