

Nyewood Church of England Infant School

Brent Road, Bognor Regis, PO21 5NW

Inspection dates 13–14 February 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' attainment in reading, writing and mathematics has risen since the previous inspection and is now average.
- All groups of pupils make good progress because teaching has improved and is now good with some outstanding.
- The provision for disabled pupils and those with special educational needs is particularly good. They reach standards that are above those expected in the same group nationally.
- Activities in Reception are more thoroughly planned and all adults engage well with children, meaning they make rapid progress.
- The school's strong emphasis on provision for pupils' spiritual, moral, social and cultural development underpins the excellent relationships.
- New initiatives have dramatically improved the attendance of some groups of pupils.
- Pupils enjoy school and feel safe and well cared for. They are polite and well behaved. This view is supported by parents and pupils.
- The headteacher's dedicated and committed approach, a re-structured leadership team and the development of teaching skills have brought about significant improvement since the previous inspection.
- A strong and ambitious team is now emerging ably supported and challenged by well-informed governors.
- A rise in the number of pupils, including a substantial number in the very early stages of learning English, has been exceptionally well managed.

It is not yet an outstanding school because

- Planning is not detailed enough to set work at the right level for some groups of pupils.
- Outstanding teaching in the school is not made the most of as an example to other staff.
- Some of the learning targets set for pupils are not easy for them to understand and not referred to enough to help gauge progress.

Information about this inspection

- The inspectors visited 18 lessons, observing 10 teachers across the school along with a number of teaching assistants working with small groups of pupils. Inspectors also talked to pupils about their work and heard individual pupils read from Year 2 as well as others in lessons.
- A wide range of documents was scrutinised, including pupils' work, systems for checking progress, records relating to behaviour and attendance, safeguarding procedures, the school's self-evaluation and planning for improvement, records of monitoring the quality of teaching and the minutes of the governing body meetings.
- Meetings were held with members of the governing body, school staff and groups of pupils. Individual pupils were spoken to in lessons and around the school. A telephone call took place with an adviser from the local authority.
- Questionnaires from 21 members of staff were analysed. The inspectors took account of the views expressed in 50 online responses to Parent View and spoke to a number of parents during informal meetings before school.

Inspection team

Anna Sketchley, Lead inspector

Additional Inspector

Jonathan Cooper

Additional Inspector

Full report

Information about this school

- Nyewood is an average-sized infant school. Most pupils attend from the local area.
- All pupils are taught in single-age classes.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, the children of service families and those known to be eligible for free school meals, is below average.
- The number of pupils from minority ethnic groups, including Polish, is above average and there are currently a significant number of pupils in the early stages of learning English.
- The school employs a Polish-speaking teaching assistant.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by:
 - planning in more detail for the needs of the different groups within the class so that pupils have work to do that is sufficiently demanding and make more rapid progress
 - providing pupils with targets that are easy to understand, reminding them to check whether or not they are meeting them
 - sharing more widely the outstanding teaching practice that exists in the school.

Inspection judgements

The achievement of pupils is good

- Children's levels of knowledge and skills when they join the school are below those typical for their age. This year a third of pupils are in the early stages of learning to speak English and have limited school experience.
- The thoughtful way in which adults take part in activities that children choose for themselves help children in Reception become confident learners and make good progress. Relationships and routines are very strong and Reception is an exciting place in which to learn.
- Phonics (the sounds that letters make) is taught particularly well. Last year, by the end of Year 1, the national screening check showed attainment to be below average. However, evidence gathered during the inspection showed that pupils' knowledge and skills in phonics are improving strongly. This is because of very good teaching and the way pupils are grouped for phonics according to ability across each year group. More-able children in Reception were observed being able to use their knowledge to spell 'fork' and 'train'.
- The school attaches considerable importance to every child being able to read well. There is a specially trained teacher to help pupils who find learning to read difficult. The teacher has ably trained some parents to act as reading volunteers in school. Pupils say the school helps them to read well and they recognise that this is an important skill.
- Pupils are very proud of their reading record and read aloud enthusiastically from books appropriate for their age. They discuss authors they like, talk of visits to the local library and know the difference between story books and information books. Less-able pupils consistently use the methods they have been taught to sound out difficult or unfamiliar words successfully.
- Key Stage 1 results of national tests have previously been below average, sometimes significantly so. This was because pupils of average and more-able ability were not making the progress of which they were capable. However, attainment for these groups of pupils has improved in reading, writing and mathematics. It is now average and all pupils make good progress from their various starting points. This is because developments in teaching have begun to improve pupils' achievement more rapidly, especially in writing.
- Pupils whose circumstances might make them vulnerable, disabled pupils and those who have special educational needs are extremely well supported and provided for by both teachers and skilled teaching assistants. The quality of teaching using special programmes to help this group of pupils to learn quickly is good and sometimes outstanding. As a result they make very good progress and consistently reach standards that are above those in the same group nationally.
- Although the attainment of pupils who are in the very early stages of learning English is below average, they make good progress given their low starting points. This is due to the rich provision in the classroom, the use of two specially trained teaching assistants and early identification and support for those pupils who might also have special educational needs. The 'Young Interpreters' programme and a Polish-speaking teaching assistant offer strong mutual support for both pupils and parents.
- The gap in attainment between pupils supported by pupil-premium funding and all other pupils has reduced significantly over time. School information shows that pupils currently receiving funding are on track to reach standards in reading and mathematics that are similar to all other pupils in this group nationally. The gap has already closed in writing and standards are above those found nationally.

The quality of teaching is good

- Teachers choose exciting and imaginative ways to engage pupils, often using the interactive

whiteboards at the beginning of lessons. Pupils' interest was immediately captured by a letter from the zookeeper when learning to gather and present information about the animals they were studying prior to a visit to an animal park.

- The quality of teaching and learning in Reception has improved considerably since the previous inspection and is now consistently good. Teachers plan effectively across all areas of learning.
- Pupils are usually clear about what they are to learn and in most lessons teachers plan demanding tasks at the correct level of difficulty for different groups of pupils. Sometimes, because plans are not sufficiently detailed, tasks are very similar for all pupils and then learning is either too easy or too hard so pupils do not make as much progress as they could.
- In the best lessons, teachers' subject knowledge and skills of questioning successfully enable them to assess pupils' understanding correctly as the lesson progresses. In a mathematics lesson for example, where pupils were learning about numbers that made 10 and 20, progress was very rapid because the teacher realised that some group tasks were too easy and immediately introduced a more challenging activity for some pupils.
- Teachers mark pupils' work very well and often talk to them individually showing them how to improve. However, although pupils have learning targets to use, such as remembering punctuation, or leaving finger spaces to make work easier to read, many are not sufficiently aware of their targets and are not reminded of them enough in lessons. This slows the pace of improvement over time.
- Teachers have high expectations of work and behaviour. Behaviour is well managed and individuals and small groups are very well supported by teachers and skilled teaching assistants, enabling them to make good progress. Pupils are given many opportunities to share their ideas and they do this very sensibly. This makes a substantial contribution to the good pace of learning and helps pupils to develop their thinking and social skills.

The behaviour and safety of pupils is good

- The behaviour of pupils is good. Exclusions and incidents of challenging behaviour are rare. Where incidents have occurred they have been well managed. Pupils, other adults and a high proportion of parents support this view.
- The school's aims and values powerfully underpin the way pupils behave. This shows itself in the strong mutual respect that exists between adults and pupils and the impeccable behaviour observed in assembly, at lunchtime and in the playground during the inspection.
- Pupils are enthusiastic about school and thoroughly enjoy their lessons saying 'sometimes our teachers dress up!' They are actively involved in evaluating how good the school is by having a voice through the school council and caring for the school grounds. They say, 'we are expected to be kind and helpful.'
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school and this is very well supported by parents both in Parent View and in informal discussions with parents during the inspection.
- Pupils have a good idea about who to go to if they are in any difficulty. They say, 'teachers sort it out quickly if you talk to them.'
- Behaviour and safety are not outstanding because some pupils do not yet have a strong enough understanding of the types of behaviour required for learning. Consequently, a very small minority of pupils are not always on task in some lessons. However, this is quickly and positively managed and is not allowed to disrupt the learning of others.

The leadership and management are good

- Since the previous inspection the headteacher has successfully guided the school through substantial change and improvement. Not least is the impressive development of the school environment to take account of rising numbers. Pupils are now presented with exceptionally

well-organised and stimulating learning areas encouraging them to do their best and take a pride in their school.

- With support from the local authority the headteacher has effectively re-structured the senior leadership of the school and used the expertise of an advanced-skills teacher to work alongside teachers to improve the quality of teaching and learning. This has been particularly effective in the Early Years. However, the school has not made enough of its own outstanding teaching to develop further the skills of teachers.
- Alongside these initiatives, regular checking of teachers' performance against the national 'Teachers' Standards' is providing information about teachers' professional needs. The identification and subsequent development of skills in the teaching of writing and the marking of pupils' work are just two examples of successful improvement. Teachers are very clear that their teaching is only as good as the progress pupils make. All of these successful strategies show that the school has the capacity to improve further.
- The role of subject leaders is being developed through local training to enable teachers to take a leading part in continuing to raise achievement in the subject for which they are responsible.
- A more rigorous approach to gathering and using information about pupils' progress and sharing this directly with teachers at regular meetings is making sure that pupils make good progress.
- Pupils speak enthusiastically about the 'Alien Day', 'Super Heroes' and 'Mr Harvey's Strange Box' the builders found, that are all part of a carefully planned and exciting curriculum. New primary school sport funding is being used effectively to buy specialist physical education training to develop teachers' skills. Teachers are already growing in confidence and their ability to teach improved sports lessons.
- There is a strong partnership between the infant school and the junior school on site. They are working together to define expectations of good and outstanding teaching so that pupils across both schools receive the best possible practice. Strong partnerships also exist between the school and other local schools, external agencies and the local church and community. These all support the learning and development of pupils well.
- Equal opportunities for different groups of pupils are promoted well and the school does not tolerate any form of discrimination. The governing body and the school staff make sure that safeguarding procedures are followed rigorously.
- **The governance of the school:**
 - Governors identified that they needed to improve the way in which they checked the work of the school and challenged it to do better. With the help of the local authority they undertook an audit and produced an action plan with key priorities for improving their work. Each governor now has a specific responsibility. They are well organised and skilled because they have attended relevant training. The result is a knowledgeable governing body that monitors the work of the school carefully, enabling it to ask searching and challenging questions about pupils' progress information and the quality of teaching. Governors are particularly well informed about the spending and impact of funding for the pupil premium and primary school sport and can discuss these initiatives in detail. Robust arrangements are in place for setting the headteacher's annual objectives and reviewing her performance regularly throughout the year. Governors also receive comprehensive information about teachers' performance, pay and progression. Governors carry out all their statutory duties very diligently.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	126052
Local authority	West Sussex
Inspection number	431067

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Infant
School category	Voluntary aided
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chair	Julie Starmer
Headteacher	Jacqueline Cobb
Date of previous school inspection	16–17 May 2012
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