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## Diocese of Chichester

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## Statutory Inspection of Anglican Schools

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## Inspection Report

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Name of school: Nyewood CE Junior School

Address: Brent Road  
Bognor Regis  
West Sussex  
PO21 5NW

Name of inspector: Alyson Heath

NS inspector's number: 432

Date of inspection: 16 - 17 October 2008

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

## Information about the school

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Type of school:	Junior
Unique reference number:	126021
Status:	Voluntary Aided
Number on roll:	274
Age range of pupils:	7-11
Gender of pupils:	Mixed
LEA:	West Sussex
Name of chair of governors:	Revd Andrew Wadsworth
Name of headteacher:	Jane Wells
Date of previous inspection:	June 2004

### Description of the school

Nyewood Church of England Junior School is situated in a residential area of Bognor Regis. The school shares its campus with the feeder church infant school. The pupils, who are drawn from a range of social backgrounds, are organised into eight mixed ability classes. Recent major building work has enhanced the school's learning environment. To keep the children safe a new security system has recently been put in place around the school site. The school has been awarded The Dyslexic Friendly School Award in 2006 and Healthy Schools status in 2007.

### Key for inspection grades

<b>1</b>	<b>Outstanding</b>
<b>2</b>	<b>Good</b>
<b>3</b>	<b>Satisfactory</b>
<b>4</b>	<b>Inadequate</b>

## **Summary judgement**

The distinctiveness and effectiveness of Nyewood Junior School as a Church of England school are satisfactory. The children are well cared for. The school has strong links with the local churches and wider community. The headteacher promotes a culture which is continually seeking to improve the quality of the experiences the school provides for its pupils. The senior leaders have a clear vision of what needs to be done to further raise the school's profile as a church school. A more rigorous system of monitoring, evaluating and assessment of all aspects of a church school are currently being implemented.

## **Established strengths**

- the good quality of acts of worship, which contribute greatly to the spiritual, moral, social and cultural development of all pupils
- strong links with local churches
- the high quality of the care, guidance and support given to the whole school community
- strong pupil voice which allows for pupils' views to be considered

## **Focus for development**

- develop the outside learning environment involving all the stakeholders
- implement a system to monitor and evaluate the teaching of RE
- enable governors to gain a greater understanding of what it means to be a governor of a church school
- make the Christian nature of the school more explicit in all classrooms

### **How well does the school, through its distinctive Christian character, meet the needs of all its learners?**

The school, through its distinctive Christian Character, is satisfactory at meeting the needs of all its learners. Pupils, parents and governors spoke highly of the supportive, friendly environment that permeates the school and enables pupils to develop in all aspects of their learning and well being. Behaviour management is good and pupils appreciate the rewards systems that are in place, especially the gold headteacher's award. Pupils enjoy school and feel safe, valued and respected.

However, more needs to be done to raise the profile of the school as a Church school within its buildings and grounds. The hall clearly reflects the Christian character of the school with beautiful banners made by the children, but in the classrooms there was little evidence to suggest that this was a church school. Consideration needs to be given to developing reflective areas in classrooms and to ensure that RE displays are prominent around the school. This would raise the profile of the school's Christian foundation and make Christian beliefs and values more explicit around the school. The school grounds, too, have huge potential for developing quiet reflective areas to further enrich the curriculum. The headteacher has a clear vision of how she sees this developing and recognises the need for all stakeholders to be involved.

**Grade: 3**

### **What is the impact of Collective Worship on the school community?**

The impact of Collective Worship on the school community is good. Worship is well planned and based on the Christian year and events in the life of the school. The two acts of worship observed were good. One led by the clergy was lively, engaging and involved all the children acting out the creation story. Pupils interviewed later in the day could talk about how they had enjoyed it and how they could apply the message to their everyday lives. The children commented that they enjoyed the acts of worship they were actively involved in and that helped them to remember the messages given. There were similar responses to the second act of worship observed led by the headteacher. During this worship a puppet was used to convey the message to the children, who were fully engaged and attentive. Candles were lit at the beginning of both acts of worship and children entered the hall in a respectful manner. The local clergy come in on a regular basis to lead worship. Although distance is a problem, children attend churches for major festivals. There are strong links between the school and the local churches.

Children's views on worship are collected regularly in the form of a questionnaire and notes are made at the end of each act of worship. These are analysed and have had an impact on subsequent planning of worship. Further evidence that worship is central to the life of the school can be found in a DVD which was made to show the recent harvest celebrations that were planned and organised by the children. This was a moving documentary of the celebrations, one of which the children are very proud. Governors do not as yet formally evaluate acts of worship.

**Grade: 2**

### **How effective is Religious Education?**

The effectiveness of Religious Education is satisfactory. During the inspection two lessons were observed reflecting a wide variety of teaching methodology and styles. The pupils enjoy this variety in Religious Education with one child commenting that "this is fun" when acting out the story of Zacchaeus. The school, supported by the diocese, has recently undertaken a review of the scheme of work for RE; this new scheme of work has only been in place since September. The school now needs to ensure that a consistent system of assessment and tracking of pupil's progress is in place throughout the school to ensure consistency of teaching and planning. The RE Co-ordinator has a clear plan as to how to raise the profile of RE within the curriculum. RE displays also need to be given the same profile as other core subjects within the school.

The pupils interviewed commented on how they enjoyed RE lessons and how it allowed them to take part in drama activities. Children spoke knowledgeably and confidently about Bible stories they had been told and could discuss aspects of other world religions. The school makes good use of the local churches as a resource for RE; a recent topic involved the comparison of the font at St.Wilfrid's and the baptistry at the local Baptist church. The school uses music, ICT and drama to bring the subject alive and good links are made between RE and PSHE to support pupils' moral development. Year 6 pupils had recently completed Power-Point presentations of their recent visit to Chichester Cathedral which captured the awe and wonder of their visit. The school works hard to find visitors from other cultures to support the children's learning about other world faiths.

**Grade: 3**

### **How effective are the leadership and management of the school as a Church school?**

The effectiveness of the leadership and management of the school, as a Church school, is good. The Christian purpose is clearly expressed in the school documentation and is reflected in the positive behaviour and attitudes of most pupils. The school is currently undergoing a review of its mission statement to make it more accessible and meaningful to the children, governors and staff.

The relationships between home and school are good. The pupils are given opportunities through questionnaires to evaluate the school and make suggestions on how things can be improved. In order to gain the views of parents/carers, a survey of their impressions of the school as a church school is planned. The parents commented that the head teacher is very visible and approachable. Parents spoke supportively about the links the school has with the local churches and with the church infant school, which makes the transition from year 2 to year 3 seamless. The school has strong links with four local churches who support the school in many different ways, including leading worship, supporting the curriculum and through the children visiting the churches to enrich their learning. As part of its Christian outreach the school supports both national and local charities.

The headteacher, together with the Chair of Governors, has a clear plan to raise still further the profile of the school as a church school by developing all stakeholders' awareness of what it means to be a Church of England school. The school has begun its self evaluation and it is intended that this process will help to raise still further the quality of Religious Education and the impact of Christian ethos on the life and work of school.

**Grade: 2**

<b>The school meets the statutory requirement for Collective Worship</b>	Yes
<b>The school meets the statutory requirement for Religious Education</b>	Yes



**Diocese of Chichester**

**Judgement Recording Form**

Name of school:	Nyewood CE Junior School
Date of inspection:	16 - 17 October 2008
NS Inspector's number:	432
Status:	Voluntary Aided
Number on roll:	274
Type of school:	Junior

Rating 1-4

<b>How well does the school, through its distinctive Christian character, meet the needs of all its learners?</b>	3
<b>What is the impact of Collective Worship on the school community?</b>	2
<b>How effective is Religious Education?</b>	3
<b>How effective are the leadership and management of the school as a Church school?</b>	2

<b>The school meets the statutory requirement for Collective Worship</b>	Yes
<b>The school meets the statutory requirement for Religious Education</b>	Yes