

Nyewood Church of England Junior School

Inspection report

Unique reference number	126021
Local authority	West Sussex
Inspection number	381172
Inspection dates	21–22 June 2012
Lead inspector	Eileen Chadwick

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	252
Appropriate authority	The governing body
Chair	Steven Jupp
Headteacher	Jon Williams
Date of previous school inspection	18 May 2010
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Age group	7–11
Inspection date(s)	21–22 June 2012
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Introduction

Inspection team

Eileen Chadwick

Additional inspector

Richard Butler

Additional inspector

Frances Hurd

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 23 lessons taught by 12 teachers. They spent over 11 hours observing teaching and learning and also listened to pupils read in Years 3, 4,5 and 6, and discussed different aspects of their work with pupils. Meetings were held with the Chair of the Governing Body, groups of pupils and members of staff holding leadership responsibilities at the school. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work and plans for improvement, a range of pupils' work and records of pupils' learning and progress, curriculum plans, safeguarding arrangements, governing body minutes and records of the school leaders' lesson monitoring. In addition, inspectors considered questionnaires returned by 102 parents and carers, together with those from pupils and staff.

Information about the school

Nyewood Junior School is average in size compared with schools of its type. Pupils are mainly White British, although an above average proportion is from a range of minority ethnic groups and at early stages of learning English as an additional language. The proportion known to be eligible for free school meals is average. The percentage of disabled pupils and those who have special educational needs, including those supported at school action plus or with a statement of special educational needs, is above average. The majority of these pupils have communication, literacy and/or behavioural difficulties. The school has not met the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

A new headteacher took up post in September 2010 after a period of significant turbulence to staffing since the previous inspection, including at senior leadership level.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. Leaders have taken decisive action to raise attainment which is improving and is broadly average overall. The school is not yet good because actions to secure consistently good teaching have had less impact in Years 3 and 4 than in Years 5 and 6 due to staffing difficulties. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' achievement is satisfactory and improving. Pupils' progress is good in Years 5 and 6, and is best in mathematics. In reading, lower attaining pupils are sometimes held back by gaps in their phonics skills (knowledge of letters and their sounds). Most pupils develop their ability to write for a range of purposes but spelling and punctuation are weaker aspects and teachers do not always ensure pupils present their work neatly.
- The overall quality of teaching is satisfactory. It is often good in mathematics. Teachers ensure most lessons successfully build on pupils' prior learning but marking is less consistent. Teachers in Years 3 and 4 do not always model writing clearly enough during class introductions, which are sometimes over-long.
- Behaviour and safety are good. Pupils have positive attitudes to learning and enjoy school. This is shown in their improved attendance, which is now above average. They are confident that any inappropriate behaviour is dealt with fairly and swiftly.
- Senior leaders have taken robust action to improve the quality of teaching through effective performance management, training and leadership of teaching. The school's capacity to improve has been enhanced by the increased effectiveness of middle leaders who support colleagues to improve their teaching. However, recent initiatives for improving pupils' achievement in reading have yet to be fully evaluated, and the system for tracking pupils'

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progress does not provide enough detail.

What does the school need to do to improve further?

- By July 2013, raise attainment in reading and writing by:
 - improving pupils' spelling, punctuation and the presentation of their work
 - establishing a systematic programme for lower attaining pupils in Years 5 and 6 to understand how sounds link with letters
 - ensuring lower attaining pupils are heard to read every day.
 - enabling pupils to consistently sound out words when reading and writing.
- Improve the quality of teaching so that it makes a consistently good impact on pupils' progress by:
 - developing teachers' skills in modelling writing during lesson introductions
 - ensuring lesson introductions are not overlong
 - providing pupils with clear and constant feedback through marking which tells them what they need to do to improve.
- Strengthen the impact of leadership and management on pupils' achievement by:
 - monitoring initiatives for improving reading and writing so that any weaknesses are quickly followed up and addressed
 - ensuring pupils' assessment tracking shows clear attainment targets for pupils in different years.

Main report

Achievement of pupils

Pupils' average attainment on entry to Key Stage 2 varies from year to year, from below average to average. By the end of Year 6, attainment is broadly average in reading, writing and mathematics, although fewer pupils reach average levels in reading and writing than in most schools. Targeted specific support and intervention and much good teaching and progress in Years 5 and 6 are raising pupils' attainment by the time they leave the school. Progress, therefore, is best in Years 5 and 6 but is satisfactory overall because it is weaker in Years 3 and 4. This includes progress for disabled pupils and those who have special needs and for those at early stages of speaking English as an additional language. Inspection evidence shows that pupils with emotional needs have been well supported and have made accelerated progress by the time they leave the school.

By Year 6, average and higher attaining pupils are keen fluent readers but the lowest attaining pupils in Year 6 sometimes have gaps in their phonics skills which limit their ability to sound out unfamiliar words. Systematic phonics teaching during the past two terms for pupils in Years 3 and 4 is beginning to address gaps but pupils are not always encouraged to apply phonic skills when writing. For example, in a mixed Year 3 and 4 lesson when pupils wrote an account of their day, staff did not systematically encourage pupils to 'sound out' words when writing. By Year 6, pupils write in a

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range of styles and formats but weaker spelling, punctuation or untidy presentation sometimes limit writing standards. Initiatives to raise attainment in mathematics, including through staff training, are having a positive impact for pupils of all abilities and ages, particularly in Years 5 and 6. Pupils develop accurate calculation skills and apply these well when solving real mathematical problems. This was seen in Year 6 lessons when pupils of all abilities successfully applied their calculation skills to work out the cost of different rides for their 'theme park'.

Quality of teaching

Most parents and carers feel that the quality of teaching is good. They say that recent initiatives such as setting in mathematics and systematic phonics teaching in Years 3 and 4 are promoting better achievement. Inspectors agree but judge the impact of teaching to be satisfactory overall. It is improving quickly but there are some inconsistencies in the quality of literacy teaching to address in Years 3 and 4. Initiatives to improve mathematics teaching, including the setting of lower attaining pupils, are promoting much good teaching and learning. However, reading records and discussion with pupils show that lower attaining pupils in Years 3 and 4 do not always have enough opportunities to read at home or at school on a daily basis and this prevents reading attainment rising more quickly.

Relationships are good and the atmosphere in lessons is calm and conducive to learning. Initiatives such as 'peer coaching', when teachers support each other, are helping to increase good teaching. Teachers usually plan well, using assessment data to provide for the ability range. They ensure pupils are clear about their learning purposes. Mathematics teaching is invariably good and excellent lessons were observed for higher attaining pupils in Years 3, 4, 5 and 6. In one such lesson, all pupils in Years 3 and 4 made rapid progress when they learned to measure and calculate angles accurately on a 180 degree line. An excellent match of activities to pupils' prior attainment in calculation, geometry and problem solving ensured that all learned extremely well. Pupils in lower attaining sets are given good support through the use of practical apparatus, where needed, and adults enable them to become self-sufficient in their learning.

In Years 5 and 6, teaching in literacy and mathematics is consistently good between different classes in the same year group. However, teaching in literacy lessons in Years 3 and 4 is mainly satisfactory. Teachers do not always model writing sufficiently well during lesson introductions. Occasionally, lesson introductions are overlong and teachers talk too much, which prevents pupils from taking a more active part in their learning. Teaching assistants often provide an effective contribution to pupils' learning, including those pupils with limited English, disabled pupils and those with special educational needs. However, in a minority of lessons, they do too much for lower attaining pupils and do not consistently encourage them to use phonics to sound out words before writing. Intervention includes phonics support for pupils who speak English as an additional language, disabled pupils and those with special educational needs. However, systematic phonics teaching is not yet a regular feature for all lower attaining pupils in Years 5 and 6.

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Target setting is developing but marking does not always explain what pupils need to do to improve their work. Teachers plan activities to develop pupils' basic skills of communication and literacy across different subjects and this extends pupils' writing experiences. Mathematics across the curriculum is developing through science and information and communication technology (ICT). Teaching provides satisfactory opportunities to promote pupils' spiritual, moral, social and cultural development.

Behaviour and safety of pupils

Attendance is above average and pupils are punctual and rates are improving. Pupils enjoy school and demonstrate positive attitudes to learning. The school has worked hard to reduce absence rates and has successfully introduced a range of strategies to encourage pupils to attend school regularly on time. Exclusion rates have dropped markedly in the last two years. Most parents and carers are pleased with pupils' behaviour and say how much it has improved in the last two years. Inspection findings echo these views.

Moral and social development, founded on the need to respect others, is promoted well. This, together with established rewards and sanctions, ensures pupils' behaviour is typically good. There is a calm and happy atmosphere in lessons, at lunchtimes and at playtimes. Pupils conduct themselves safely around the school site and their behaviour in whole-school activities, for example in assembly, is excellent. By Year 6, pupils of all abilities work well together in small teams and take some responsibility for their own learning.

Parents, carers and pupils report that pupils are well cared for and are kept and feel very safe. Pupils demonstrate an awareness of risk and unsafe situations and have a well-developed awareness of different types of bullying and internet safety. A few pupils and their parents and carers expressed concern about behaviour in lessons and a few incidents of bullying associated with name-calling or rough behaviour. However, parents, carers and pupils were adamant these were not a major concern, were dealt with successfully and did not impede learning. Disruption to learning is unusual because pupils with emotional difficulties are helped well to adjust to school.

Leadership and management

The headteacher sets clear direction and vision for improvement. Many parents and carers commented positively on his leadership. He is well supported by the senior team and staff. Leaders have introduced much improved self-evaluation and monitoring systems. School leaders' initial emphases were accurately focused on consistent behaviour management, professional development for teachers' subject skills and the accuracy of assessment. Senior leaders hold teachers to account and teachers now make detailed analyses of the progress their pupils make. Leaders have correctly identified that tracking does not show enough attainment targets for individuals, which hinders the checking of pupils' attainment in each year group. Middle leaders are starting to monitor teaching through classroom observations across the school. The work of senior and middle leaders in supporting teachers

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through coaching, professional training and a wide variety of monitoring activities is leading to better teaching and improved achievement, for example in mathematics, showing the school has a continuing capacity to improve. However, recent initiatives for improving the teaching of reading, including the application of phonics to literacy tasks, have not yet been rigorously and consistently evaluated through lesson observations.

The governing body is aware of the strengths and weaknesses of the school and is increasingly holding the school to account. Its members monitor school performance and develop their skills through training. They fulfil their statutory duties and are establishing strong links with subject leaders and specific aspects of the school. Arrangements for safeguarding pupils meet requirements and give no cause for concern. The school promotes equal opportunities and tackles discrimination. Pupils from different backgrounds get on well together and are able to take part in all activities. The satisfactory curriculum is broad and balanced and successfully promotes pupils' spiritual, moral, social and cultural development.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

25 June 2012

Dear Pupils



**Inspection of Nyewood Church of England Junior School, Bognor Regis
PO21 5NW**

Thank you for being so welcoming and helpful when we visited your school. We enjoyed talking to you about your work and hearing some of you read. We found that your school is providing you with a satisfactory education. This means that it does some things well but there are also some areas for improvement.

Here are some of the good things about your school:

- You make good progress in mathematics and you told us you love this subject.
- You said in your discussions and in the questionnaire that you enjoy school, and we could see that you are happy.
- You listen to your teachers carefully, behave well and get on well with each other.
- You are kept very safe and all adults in school are caring and give you suitable help if you have worries.

The school leaders are doing the right things to make the school even better and are clear about what is not good enough.

We have asked the school to ensure that:

- you improve your spelling and punctuation and always present your work neatly
- you improve your reading and understanding of how to use sounds and letters to work out new words
- teaching is at least good throughout the school
- all the ideas that have been introduced are working equally well across the school.

You can help too by always presenting your work neatly and working as hard as you can.

Yours sincerely

Eileen Chadwick
Lead inspector

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