

Nyewood CofE Junior School

Inspection report

Unique Reference Number	126021
Local Authority	West Sussex
Inspection number	315398
Inspection dates	14–15 October 2008
Reporting inspector	Janet Sinclair

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 on roll	
School (total)	274
Appropriate authority	The governing body
Chair	Steve Beadle
Headteacher	Jane Wells
Date of previous school inspection	15 June 2004
School address	Brent Road Bognor Regis PO21 5NW
Telephone number	01243 825871
Fax number	01243 841581

Age group	7–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Nyewood is a larger than average junior school. Over time, attainment on entry from the adjoining infant school has been broadly average. The proportion of pupils with learning difficulties is higher than average, as are those with a statement of special educational needs. These relate predominantly to speech and language, moderate learning, and emotional and behavioural difficulties. Pupils are mainly White British, with a few from minority ethnic backgrounds, some of whom are at an early stage of learning English. The school has Healthy Schools status, the Dyslexia Friendly Award and Active Mark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing and governing the school are not demonstrating the capacity to secure the necessary improvement in the school. The school's overall effectiveness is inadequate because, although standards are broadly average, there is significant underachievement in writing and mathematics across the school. Whilst some new initiatives have been put in place to support pupils' learning in writing and mathematics, these have not been implemented consistently across the school. As a result, pupils are not making sufficient progress in their learning. Teaching and learning are not effective, as too many teachers do not match work well enough to pupils' needs. They do not fully engage pupils in their learning through stimulating lessons. There is appropriate specialist provision for supporting pupils with learning difficulties and those at an early stage of learning English. These pupils make good progress towards the targets set in their individual plans in sessions outside the classroom. However, the benefits from this provision are often not extended into the classroom. Activities set for these pupils in lessons do not always sufficiently meet their learning needs. The curriculum provided across the school is unsatisfactory because the range of activities planned does not excite or interest pupils fully in their learning so they do not progress as well as they could do. However, the school does provide a good range of clubs, visits and visitors, which enrich the curriculum. Although the school has had support from the local authority, and leaders are working hard to tackle pupils' underachievement, leadership and management are unsatisfactory. The monitoring of the work of the school is not effective and, as a result, the school does not have a clear understanding of its strengths and weaknesses. Because of this, self-evaluation is inadequate and the school has a more positive view of its performance than the inspection team in almost all respects. The lack of effective evaluation has prevented the school from taking appropriate action to improve areas of weakness and ensure pupils make the progress they should. It has also resulted in a lack of clear direction and inconsistent implementation of initiatives. Whilst senior staff track the progress of pupils, the process lacks rigour and pupils are not being supported well enough to make the progress they should. The school provides a caring environment ensuring most pupils are happy to come to school, feel safe, and are confident of adult support should they need it. This contributes well to pupils' satisfactory personal development. Most pupils behave well in lessons and across the school. Parents are mainly supportive of the school and what it provides, although they have some concerns about bullying and poor behaviour. The inspection team found no evidence of bullying. The school has sound procedures in place including an anti-bullying week to raise pupils' awareness. Occasionally, a small minority of pupils behave badly and disrupt the learning for others. This is often the result of lessons that do not provide activities that interest or stimulate the pupils. The school's declining standards along with a lack of clear action plans to indicate how the provision can be turned around mean that the capacity for improvement is unsatisfactory.

What the school should do to improve further

- Raise standards and achievement especially in writing and mathematics by ensuring that lessons are planned to provide activities that match precisely the needs of pupils of all ability levels.

- Develop rigorous systems to track and analyse pupils' progress to provide information that precisely informs teachers' planning and target setting.
- Develop more effective monitoring and self-evaluation systems so that the school can more exactly pinpoint what needs to be done to improve provision.
- Improve the curriculum by providing more interesting and exciting activities to boost pupils' enjoyment, motivation and interest in learning.

Achievement and standards

Grade: 4

Standards are broadly average, but pupils across the school are not achieving well enough in mathematics and writing. This situation has continued over several years. Pupils have not made enough progress given their capabilities when they join the school. They make broadly satisfactory progress in science and reading. There has been a slight improvement in mathematics this year due to some of the actions taken by the school such as greater attention to mental arithmetic and computation skills. However, there remains much to do to ensure pupils achieve as well as they should in this subject. Similarly, in writing, the school has recently introduced 'ten minute' writing tasks and termly assessments, and there is evidence of this having a positive impact on pupils' writing skills in some classes. Whilst pupils with learning difficulties and those at an early stage of learning English make good progress when given small group or individual support, their progress within the classroom is similar to their peers.

Personal development and well-being

Grade: 3

Spiritual, moral, social and cultural development is satisfactory overall. Throughout the school, pupils are polite and friendly towards visitors. Most pupils say they enjoy school and attendance is broadly average. Pupils get on well together and mainly behave well. However, there is poor behaviour from a small minority of pupils which on occasions disrupts lessons. Pupils feel safe in school and say that any bullying is dealt with quickly. They are confident that they can trust their teachers to help them sort out their problems. Pupils willingly discuss the merit of a healthy lifestyle and understand what they should eat, as well as getting exercise through taking part in after school sporting clubs. The school council has a voice in developments in the school and pupils are proud of the improvements they have suggested. A number of pupils take on responsibilities such as assembly and break times. They contribute soundly to the community through, for example, the very active school choir and fund raising for various charities. However, there are limited opportunities for pupils to develop their awareness of different cultures. Pupils' unsatisfactory progress in acquiring basic writing and mathematics skills means they are not well prepared for future life.

Quality of provision

Teaching and learning

Grade: 4

Teaching is inconsistent across the school and does not have enough impact on pupils' learning. This is because there are not sufficiently rigorous monitoring systems in place to help teachers improve. In most lessons, teachers have good relationships with pupils so pupils behave well and are motivated to learn. Teachers make good use of interactive whiteboards to enhance learning. Occasionally, the pace of lessons slows and pupils' attention wanders or they lose

interest. This sometimes results in pupils behaving inappropriately. In some lessons, effective questioning and a good match of work ensures that pupils are challenged and engaged fully in their learning. However, this is not consistently the case and in too many lessons work is not well matched to pupils' needs and they therefore make too little progress. Planning for what pupils will learn is variable; it is often not informative to support effective pupil progress. This affects the small number of pupils at an early stage of learning English who are not always supported enough to ensure they are clear about what is expected of them. Additionally, teachers have limited involvement in the individual education plans for pupils with learning difficulties so they do not have a precise view of pupils' specific needs, making it difficult for them to include them effectively. Marking, although regularly undertaken, rarely tells pupils what they need to do to improve or ensure that improvement takes place.

Curriculum and other activities

Grade: 4

The curriculum does not cater sufficiently for the needs of pupils of different ability groups. There is sound provision for science and information and communication technology. However, while the school has been focusing on improving mathematics, the development of literacy skills, especially writing, have declined. A recent development in making links across subjects using a specific topic is beginning to support the use of pupils' writing skills more effectively. Some recently completed topics in a Year 6 class show pupils are inspired to write more creatively and make better use of their writing skills. However, this practice is not sufficiently widespread so that too few pupils benefit from the kind of stimulation and excitement that this approach generates. There is good enrichment through a wide range of after school activities, visits and visitors. Pupils talk excitedly about visits to Petworth House, their residential visits and sporting activities such as hockey and football.

Care, guidance and support

Grade: 3

There are a number of strengths in the pastoral care of pupils. There are good relationships between staff and pupils so that pupils feel safe in school and confident that adults will take good care of them. The pastoral care and support of vulnerable pupils is good. Staff work successfully with small groups of pupils to help them cope with difficult feelings and improve their communication skills. The small number of pupils with physical disabilities are particularly well supported as the school works very well with parents and outside agencies to ensure a high level of care for them. Appropriate procedures to safeguard pupils are fully in place. Procedures to improve attendance and punctuality, including rewards for good attendance, are having a positive impact. Academic guidance is unsatisfactory because, although the tracking of pupils' progress is in place it is not yet being used effectively enough to plan for future learning and to address individual pupils' needs. The school provides support for pupils who are not achieving enough but has not yet evaluated the effectiveness of this extra support over time. Pupils are becoming more involved in assessing their own learning and using their own targets to help them to improve their work, but this is inconsistent across the school.

Leadership and management

Grade: 4

Senior leaders have not acted quickly enough to address the underachievement in writing and mathematics or the weaknesses in teaching and learning. They want the best for their pupils; however, they do not work effectively enough to secure improvement. They have ensured good pastoral care and sound personal development for all pupils. However, the processes for planning long-term improvements are not effective. This is because of the weaknesses in monitoring the work of the school. Areas for improvement are not clearly identified, and it is difficult for staff to know what needs to be done in order to improve. There is also a lack of clear, identifiable criteria for addressing the key areas for improvements and the targets set are not sufficiently challenging. This makes it difficult for staff and governors to assess the success of any initiatives or ensure accountability from senior or subject leaders. Whilst systems for monitoring the progress of pupils are in place and regular analysis is undertaken conscientiously, there is no consistent approach or sustained effort to ensure success can be clearly measured. This is reflected in the fact that the school has not used its systems well enough to identify and address underachievement in writing until recently. Although governors are supportive of the school, they have had limited impact on helping the school to address its weaknesses. The school has good links with the church and local community but links with the wider community both in this country and abroad are limited. The school has not made sufficient progress since the previous inspection, and areas for improvement highlighted then have not been effectively addressed. For example, teaching is much less secure now and most pupils still do not have a clear understanding of how to improve their work.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	4

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	4

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination eliminated	4
How well does the school contribute to community cohesion?	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

16 October 2008

Dear Pupils

Inspection of Nyewood C of E Junior School, Bognor Regis, PO21 5NW

Thank you for all your help during the recent inspection of your school. We enjoyed our visit and were particularly impressed with your good manners and friendliness. We found your school was caring well for you and providing you with lots of extra activities that you thoroughly enjoy. We know you feel safe in school and trust the adults taking care of you. You make sound progress in your reading and science.

However, many of you do not do as well as you need to in your mathematics and writing and the school staff need to help you to make better progress.

This is what we have asked your school to do now:

- Help you to do much better in all your work, but especially in writing and mathematics.
- Improve teaching so that you are all fully challenged in lessons.
- Improve the way it checks how well you are doing so you do not fall behind again.
- Ensure the school carefully checks all of its work so that it improves quickly.
- Ensure that class activities are interesting and exciting so that you enjoy all of your work.

You may have heard that as a result of our visit, we have decided that your school requires special measures. This means that although your school does some things well, in some important areas there are weaknesses, which it needs help to sort out. Your school has been asked to improve these things as quickly as possible. You and your teachers will be getting plenty of help to carry out these improvements and inspectors will visit the school regularly to check the progress that you are making. I am sure you will want to help with improvements by working as hard as you can.

We enjoyed talking to you and wish you every success for the future.

Best wishes

Janet Sinclair Lead inspector