

Nyewood CofE Infant School, Bognor Regis

Inspection report

Unique Reference Number	126052
Local Authority	West Sussex
Inspection number	315414
Inspection dates	14–15 October 2008
Reporting inspector	Diane Wilkinson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Voluntary aided
Age range of pupils	5–7
Gender of pupils	Mixed
Number on roll	
School (total)	216
Government funded early education provision for children aged 3 to the end of the EYFS	69
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Darran Ford
Headteacher	Jacqueline Cobb
Date of previous school inspection	31 March 2003
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Brent Road Bognor Regis PO21 5NW
Telephone number	01243 823283
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Age group	5–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Nyewood Infants takes pupils from a wide range of backgrounds, including a number from families facing particular economic and social challenges. Attainment on entry varies, although it is generally below that typically expected. At the time of the inspection, some children in the Early Years Foundation Stage (EYFS) were attending part-time. The proportion of pupils with learning difficulties and/or disabilities is above average, but much higher in some year groups. Most of the small number of pupils from different ethnic groups are at the early stages of learning English. The school holds the Healthy School and Dyslexia Friendly awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Nyewood Infants is a good school because staff work very well together to provide a broad range of interesting activities which generate in pupils a great enthusiasm for learning. Pupils love coming to school, work hard and try to do their best. As a result, they achieve well. Effective developments established over the last year are ensuring that progress continues to improve and standards are rising.

Basic literacy and numeracy skills are especially well taught and the school's determination to improve writing and calculation in mathematics has led to good progress being made in these areas in the last twelve months. Since the last inspection, pupils have made much better progress in science and in information and communication technology (ICT), with ICT standards being above average. By the end of Reception, standards are slightly above average. In other year groups, standards are also rising, although they are broadly average because of the significant number of Year 2 pupils in the last two years who have had learning difficulties and/or disabilities. Pupils who find learning difficult and those who have English as an Additional Language receive good support, both in lessons and individual or group work. As a result, they are able to take full advantage of learning activities and make the same good progress as their classmates.

In the past twelve months much more has been done to support the progress of the higher attaining pupils, particularly in providing work which challenges them to do their very best. This has led to an increase in the number of pupils reaching levels above those expected. Concerns over boys' progress lagging behind that of girls has led to the introduction of a curriculum adapted much more effectively to their needs and interests so that boys are beginning to close the gap. However, the school recognises that still more needs to be done in this area. Pupils benefit from the consistent approach to teaching and learning in all year groups. An especially strong feature is the enthusiasm of staff, which inspires pupils to embark on an exciting learning journey, enjoying their success and wanting to come back for more. The emphasis on practical tasks and effective links between subjects seen in topic work such as on 'Aliens' keeps pupils fully involved in lessons.

The Christian ethos underpins all aspects of this caring school's work. Parents are full of praise for how well the school helps their children to learn and develop, and one typically wrote, 'I have been very impressed by the support and care provided to my son. He comes home from school excited by the learning.' Rigorous attention paid to pupils' health and safety helps them feel very safe and secure in school, working and playing very happily together. Good pastoral support and a consistent and extremely effective approach to behaviour management ensure that pupils' personal development is good. Despite a number who find maintaining good behaviour difficult, most pupils behave well and are very kind to each other. Pupils willingly take responsibility and work well together. However, at present too little is done to encourage their independent learning skills although the school has started work to address this. . Staff keep a careful check on how well pupils are doing. However, in the past there has been too much of a focus on the standards pupils achieve rather than their rate of progress. This has limited the level of challenge set in pupils' targets. Progress is now monitored more effectively, although the full influence of this on raising standards is still to be seen.

A very strong feature of leadership and management is the enthusiasm and commitment of staff and governors for building on, and extending, the school's success. The newly appointed

headteacher has very quickly established especially good relationships with staff, governors, pupils and parents so that all are working effectively together to move the school forward. Staff and governors are very clear about what needs to be done and development planning is good. The school's success in improving provision, especially over the last year, gives confidence that it is well placed to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children benefit from the high quality induction procedures that help them settle in well and the rich range of exciting activities which underpin their enthusiasm for learning. Some children, mainly boys, start school with weak personal and language skills, and there is a good focus on developing these aspects to help children become confident and discuss their learning. Very practical activities and especially good use of the outdoor environment help children make good progress. For example, during the inspection a goal-scoring football game helped children learn about simple addition. Regular assessments help staff plan effectively for the next stages in learning, and challenging activities for higher attaining children help ensure they do well. These strengths have raised standards to slightly above average by the time children enter Year 1. The EYFS leader is successfully adapting provision to address the personal learning needs of pupils in line with the new framework, capitalising on children's interests. Children are well looked after and their safety is paramount at all times. There is a good balance between activities where children work with an adult and those where they choose their own resources and tasks. However, opportunities are missed to encourage children to try to find out something they did not know or to learn something new when working independently.

What the school should do to improve further

- Make better use of pupils' individual targets in lesson activities so that pupils regularly check on how they can improve, especially when working independently without close adult supervision.
- Build on and extend the strategies put in place to improve boys' achievement.

Achievement and standards

Grade: 2

Children's good progress ensures standards are slightly above average by Year 1, except in communication language and literacy because of weaker skills in this area on entry to Reception. Year 1 and 2 pupils make good progress after leaving Reception. Standards have risen as a result of the good strategies put in place over the past year. Currently they are broadly average, although they continue to rise this year. More pupils now reach the expected levels and a much higher proportion exceed them. However, the full effect of this on raising standards in the Year 2 national tests is yet to be seen. Pupils gain a secure range of skills to support their future economic well-being.

Personal development and well-being

Grade: 2

Pupils' good personal development is the result of the school's caring, Christian ethos and its effective pastoral support. Spiritual, moral and social development is promoted especially well. Reflection times in assemblies, especially those led by the local vicar, and activities in the excellent conservation area inspire pupils to reflect on the wonder of life. Excellent strategies

for encouraging good behaviour ensure that even pupils who find this difficult do not often misbehave. Behaviour at playtimes is outstanding because of the excellent range of activities provided. Pupils speak confidently of the importance of healthy eating and regular exercise and about how to keep safe. Many parents wrote of their children's 'huge enjoyment of school' as a significant factor in their excellent attitudes to learning. Attendance levels, although around average, are rising. Encouraged from the time they enter Reception, pupils willingly take on responsibility and enjoy contributing to school, especially through the work of the school council. Strategies to increase pupils' knowledge of the cultural diversity of British society and the school's contribution to community cohesion are relatively new and are satisfactory.

Quality of provision

Teaching and learning

Grade: 2

The exceptionally good learning ethos and teachers' enthusiasm, evident in all lessons, generate a commitment to learning, including amongst those pupils who find this difficult. Excellent behaviour management ensures lessons are rarely interrupted. This, together with practical, interesting and challenging activities, well matched to different pupils' needs, helps pupils concentrate and work hard. Staff skilfully use resources such as computers to support learning, with pupils' own work being used well to demonstrate success and to encourage their self-esteem. Teaching assistants generally support learning well, although, on occasions, they do not receive sufficient direction from the teacher on how to do this. Staff do not always remind pupils about what they need to do to improve, especially when pupils are working independently.

Curriculum and other activities

Grade: 2

The well-planned and richly varied curriculum helps develop the interest, enjoyment, confidence and self-esteem of all pupils. Programmes for teaching basic literacy and numeracy skills are especially good. For example, the very practical number work motivates pupils, especially the boys. The programme for learning letter sounds is improving reading and writing skills. These strengths, and an increased emphasis on developing science and ICT skills, are helping to raise standards. Topic work, linking different subjects together, gives pupils many opportunities to apply their skills. A wide range of visits, visitors and clubs enhance learning. However, opportunities to learn about other cultures and adult roles in the community are limited.

Care, guidance and support

Grade: 3

Parents comment on the considerable kindness and care of the teachers, which helps pupils feel very safe and secure in school. Rigorous attention is paid to pupils' safety and welfare, with staff vetting, child protection and health and safety checks fully complying with government guidelines. Pupils with specific learning, language or behavioural needs receive good support, including through links with outside agencies. Very effective procedures to encourage good behaviour and attendance support learning well. Academic guidance and support is only satisfactory as, until recently, tracking systems did not provide clear enough information to help teachers set challenging progress targets for individual pupils. Developments over the last

year have gone some way to rectifying this, although too little is done in using targets to encourage progress.

Leadership and management

Grade: 2

The new headteacher's understanding of the school's strengths and weaknesses and her success in gaining the confidence and commitment of the whole-school community are impressive. Teamwork is good and leaders and managers at all levels make an important contribution to school development. The school knows how well it is doing and where improvement is needed. Effective strategies to address weaker aspects have been put in place. These are already improving provision and raising standards, although both staff and governors recognise that more needs to be done in some important areas. The school has developed a productive range of partnerships with other schools and agencies. Its partnership with parents has much improved this term, with a considerable number supporting their child's reading in school. Governors are very knowledgeable and fully involved in development planning, offering the school both support and challenge and increasing their role in monitoring its 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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
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 Church of England Infant School, Bognor Regis PO21 5NW

Thank you for welcoming us to your school. We were especially impressed by how friendly and helpful you are. I particularly want to thank the pupils who gave up their lunchtime to talk to us. We think your school is good and are delighted that you and your parents agree.

- Here are some of the things we found were especially good about your school:
- You enjoy school very much and work hard so that your progress is good.
- Those of you who find learning difficult, and those of you who do not speak much English, get lots of help and also make good progress.
- Staff make lessons fun and plan lots of very interesting activities that help you to do well.
- You behave well, especially at playtimes, and are very kind to one another.
- Adults take good care of you so you feel safe and happy in school.
- Your new headteacher is leading the school well and, together with staff and governors, she is working hard to make your school even better.
- Here are some of the things we have asked the school to improve:
- Although staff give you targets to help you improve your work, we want school leaders to ensure teachers remind you more often about what you have to do to achieve them.
- The new activities to help boys to do better are to be strengthened so that boys can catch up and do as well as the girls.

Thank you again for all your help and good luck for the future.

Yours sincerely

Diane Wilkinson Lead Inspector