

Nyewood CofE Junior School

Inspection report

Unique Reference Number	126021
Local Authority	West Sussex
Inspection number	346420
Inspection dates	18–19 May 2010
Reporting inspector	Mike Burghart

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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	266
Appropriate authority	The governing body
Chair	Stevie Crowther
Headteacher	Sandra Jones
Date of previous school inspection	14 October 2008
School address	Brent Road Bognor Regis West Sussex PO21 5NW
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Introduction

This inspection was carried out by three additional inspectors. They observed 27 lessons accounting for 13 teachers and held meetings with groups of parents, pupils, staff and governors. They observed the school's work, and looked at documentation including records of pupils' progress, school improvement planning, and reports from local authority inspectors.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and achievement especially in writing and mathematics
- the quality of teaching and how the school ensures that pupils have equality of opportunities
- systems to track and analyse pupils' progress to provide information for teachers' planning and target setting
- the extent to which the curriculum provides motivation and interest in learning
- the impact of monitoring and self-evaluation systems
- the quality of leadership, management and governance, and the contribution of all staff to educational direction.

Information about the school

This is an above average size junior school. It draws pupils from a variety of backgrounds which include German, Polish and Russian, but the large majority of pupils are of White British heritage. A very few pupils are in the first stages of learning English. The proportion of pupils with special educational needs and/or disabilities is well above average. Most of these needs are related to moderate learning difficulties. In October 2008 the school was deemed to be in need of special measures primarily from the points of view of pupils' achievement, the quality of teaching and the way the school was led and managed. There have been considerable staffing changes since then which have included interim and consultant headteachers, a new deputy headteacher, several members of the teaching staff, a replacement business manager and a variety of key governors. A permanent headteacher for September 2010 has been appointed recently. The school shares a site with an infant school of the same name and an independently-run pre-school group.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Considerable progress has been made in improving provision, especially leadership and management and the quality of teaching, since the school was inspected in October 2008. The consultant headteacher's strong drive and ambition are infectious. Together with a very effective interim chair of governors, she has managed in a short time to form a team from staff and governors capable of taking the school forward. Currently, aspects of the school's capacity for sustained improvement could be seen as good with outstanding features. However, with the roles of middle managers yet to be fully defined and leadership changes pending, the judgement is that this is satisfactory overall. Strategic planning, systems and procedures are secure and, with a strong leadership team and revitalised staff, there is plenty which lays the foundation for further development. This has already resulted in pupils' attainment rising. Strengths in personal development have been built on. Pupils are well behaved and happy to be in school because they are well cared for. One boy, appreciating how the school has moved on, summed up the views of many exclaiming, 'I never thought I would enjoy it, but now I look forward to it!'

A central factor in recent success has been the introduction of a meaningful system to assess pupils' attainment and to gauge and track their progress. This has led to higher expectations of what pupils are capable of and a greater proportion of pupils reaching above average levels. Pupils are well aware of their targets in English and mathematics. Developing this approach in other subjects already features in forward planning. In a marked improvement, pupils are now making satisfactory progress overall, with rates picking up as new initiatives take full effect. Attainment in mathematics, which was well below average, is now average with pupils achieving satisfactorily. In English, while the overall profile of performance has improved it remains below average especially in writing, with a much lower proportion of pupils reaching higher levels. Pupils with special educational needs and/or disabilities make sound progress. However, given the extra resources and staffing available to support them, this rate of improvement falls short of what could reasonably be expected. Although there are now better systems to identify the next steps in learning in individual education plans these are not sufficiently well communicated to teachers and support staff and this limits their effectiveness.

Successful reorganisation of the school into mixed-age classes has enhanced learning. Teachers work effectively together to devise plans which now guarantee pupils of the same age in different classes cover the same work. Teaching ranges from a few lessons that are inadequate to a variety that are good, and a small minority that have

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outstanding features. There are strengths, particularly in the way older pupils are challenged, but still some inconsistencies in the pace and depth of learning. The most notable weaknesses are in information and communication technology (ICT) and in too few opportunities for pupils to work independently.

The school makes an effective contribution to the local community and has a close partnership with the church which enhances spiritual, moral and social development. However, pupils' awareness of life in a multicultural society is underdeveloped because of the lack of opportunity to learn about different faiths, customs and lifestyles in other parts of the United Kingdom.

The school's reputation is growing fast. Parents and carers are very positive about the way the school is now run. 'Fantastic, 100% better!' is a typical view and this is echoed by staff. The school is on the right track; the blue touch paper has been lit.

What does the school need to do to improve further?

- Raise attainment in English particularly in writing by:
 - ensuring more-able pupils are consistently challenged to reach above- average levels
 - improving the way targets from the individual education plans of those pupils with special educational needs and/or disabilities are communicated to teachers and support staff.
- Improve the effectiveness of middle managers, developing the way they monitor and evaluate the quality of teaching and learning in their subjects.
- Improve the overall quality of teaching, building on the good models which already exist in the school, by:
 - ensuring that all lessons move with good pace and that pupils are consistently well challenged
 - embedding the assessment and recording systems which work well in Years 5 and 6, throughout Years 3 and 4.
- Raise attainment in information and communication technology by:
 - improving the way the subject is led, managed and monitored
 - ensuring that all pupils have at least weekly opportunities to use computers
 - raising staff expertise and confidence through programmes of in-service training.
- Improve pupils' awareness and understanding of life in a multicultural society, developing the school's contribution to community cohesion by improving links with communities in contrasting parts of the United Kingdom.

Outcomes for individuals and groups of pupils**3**

Pupils make sound progress and are achieving satisfactorily overall. There are still pockets of underachievement in English, but these are more to do with gaps in previous

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learning than current activity. There is evidence of recent, rapid, good progress with pupils actively enjoying learning especially through topic work. This is the result of improvements to planning, assessment and teaching beginning to bite. For example, in a lesson that had outstanding features in Years 5 and 6, having been set challenging tasks, pupils worked with real vigour to find and explain their own strategies and solutions. Their understanding of fractions was considerably enhanced by the activity as well as being great fun. In another Years 5 and 6 class pupils' response to role play and the opportunity to develop how the pupils express opinions directly benefited the quality of their writing. More able pupils especially were extended and eagerly pursued the task, bouncing ideas off each other and offering constructive criticism in order to make improvements. Despite improvements which are evident in the school's own monitoring records, such successful learning is not so common in Years 3 and 4 and progress is slower. Understandably, as directed by previous inspections, the school has had literacy and numeracy as its priorities. This inspection did not seek to verify outcomes in other subjects. But it is clear that ICT skills are below expectations, partly due to lack of opportunity, and this negatively affects pupils' capacity for research and independent learning.

Across the school pupils' personal development is good. Pupils are growing up as sensible, caring young people. In all but the least inspiring lessons attitudes and behaviour are good with pupils interested and responsive. There is an atmosphere of courtesy and consideration which reflects the school's Christian ideals. Relationships are good and pupils are eager to say that they feel safe in school. Minority groups are well cared for. Those who are at an early stage of learning English have the close support of teaching assistants and frequently make good progress.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The satisfactory and improving provision is a distinct improvement on what was noted in 2008. It leads to broadly average attainment and satisfactory progress and this is a positive step forward. Recent developments in teaching and curriculum planning have increased progress rates especially in mathematics and in Years 5 and 6. There are good models of teaching in all age groups, which are beginning to be used to show other staff what is possible and to guide them to improve their practice. Strengths in teaching, which were evident in about half the lessons observed, include perceptive questioning which draws pupils into discussions and sets challenges for them to extend their own learning, and good class management. Weaknesses affecting about 10% of lessons feature pupils waiting far too long before being active in their learning and activities which are almost entirely directed by the teacher. In some such sessions pupils are more prone to being off task and misbehaving.

Initiatives to develop assessment and recording systems are proving successful in identifying what pupils need to do next. However, the way subsequent targets are communicated and used to guide pupils to make improvements is inconsistent. Consequently there are times when not all pupils of the same age in different classes make similar progress.

The curriculum has been improved through developing links between different subject areas to maximise pupils' enjoyment and creativity. For example, history-based topics on Ancient Egypt and Ancient Greece are being used satisfactorily to provide interesting opportunities for promoting basic skills.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

'The headteacher has turned this school around. You cannot quantify all the good things

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she has done for Nyewood,' was the comment of one parent and this is a sentiment shared by governors, staff and pupils. Her leadership has created educational direction, well founded on accurate self-evaluation. Her outstanding management has drawn senior leaders into the development process and set up systems and procedures which are more than secure enough to be sustained regardless of staff change. Her excellent monitoring of teaching is complemented by observations carried out by senior staff and governors. As a group their leadership and management of teaching are good. The impact can be seen in the positive track record of improvements made, for example in attainment, provision and assessment. Middle managers are now keen to join in the process, but in some cases their roles are not well enough understood. Although there are examples where subject leaders, particularly in English and mathematics, are having positive effects, some others have spent more time auditing rather than evaluating and driving forward initiatives of their own. The school has already identified that this has led to inconsistencies in teaching and learning and restricted pupils of different abilities' equality of opportunity. Addressing this forms part of the school's development planning. Throughout the 17 months it has been in special measures the school has been very effectively supported by the local authority. Good governance and the excellent support of the business manager ensure that financial management is good and that safeguarding procedures are robust and effective. The school is good at eliminating discrimination, particularly in terms of nationality or background. Its contribution to community cohesion is basically satisfactory, but there are insufficient opportunities to ensure that pupils develop an appropriate awareness and understanding of diversity in United Kingdom culture.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Views of parents and carers

The school's own survey of parents' and carers' views indicates that the vast majority are very positive about the school and in particular about changes made recently. Parents spoken to in the playground reported that they can see huge improvements in provision since the school went into special measures as a result of substantial changes to leadership and management.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



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20 May 2010

Dear Pupils

Inspection of Nyewood CofE Junior School, Bognor Regis, PO21 5NW

Thank you for your help during the inspection. We were particularly impressed by the pupils who talked to us about the school. I am sure you will be pleased to hear that the school now no longer needs the extra support known as special measures. You have told us you can see the same huge improvements that we can. The school now gives you a satisfactory, and improving, standard of education and is in a secure position to make sure that it keeps on getting better.

Here are some of the strengths.

- Staff take good physical care of you and make sure you are safe.
- You are being helped to grow up as sensible, caring, healthy young people.
- You behave well and show good attitudes to your work.
- The headteacher, senior staff and governors work well together as a team.
- Senior leaders and managers have a clear idea of what works well and what needs to be improved.
- Improvements are being well managed.

We have asked the school to:

- make sure that the quality of your writing keeps improving
- improve the way teachers manage what they are responsible for
- improve the quality of teaching, making sure you do not have to wait too long before doing what you are set to do and that you have more chances to work independently
- improve standards in ICT and give you more time to use computers
- give you more opportunities to find out about how people of different backgrounds and faiths live in other parts of our country.

You can help by trying your best and always thinking about your targets.

Good luck for the future!

Yours sincerely

Mike Burghart

Lead inspector

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