

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Nyewood Church of England Junior School</b>	
Nyewood Church of England Junior School, Brent Road, Bognor Regis, PO21 5NW	
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Chichester</b>
Previous SIAMS inspection grade	Good
Local authority	West Sussex
Date of inspection	10 January 2018
Date of last inspection	15 November 2012
Type of school and unique reference number	Voluntary Aided 126021
Headteacher	Jon Williams
Inspector's name and number	Jan Meyer 921

### School context

This three form entry junior school serves four local parishes. The headteacher joined the school in September 2010. In 2015 the school increased its intake to ninety pupils and two classrooms were added. The school works closely with its feeder school, Nyewood Church Of England Infant School, which is on the same site. The percentage of pupils for whom the school receives extra funding due to social disadvantage is average and those with special educational needs or disabilities is slightly higher than average. 16% of pupils have English as an additional language, they speak 15 other languages. The majority of pupils are White British.

### The distinctiveness and effectiveness of Nyewood Church of England Junior School as a Church of England school are good

- The Christian ethos at Nyewood Church of England Junior School is very effectively promoted so as to make a significant impact on the personal development of pupils.
- The strong leadership team have established a firm Christian foundation, this is reflected in the learning environment which has very clear visible signs that the school is united in keeping its Christian distinctiveness central.
- The religious education (RE) leader is applying the training that he has received and the partnership work that he participates in, to drive forward improvements in the RE curriculum.
- The excellent worship programme plays an important role in school life.
- The school has strong and supportive links with its four parish churches, this has developed the pupils' capacity to make links between biblical teaching and the way that they conduct their lives.

### Areas to improve

- Share the school's Christian vision with all stakeholders so that it is explicit and can be articulated by all members of the school community.
- Establish formalised and systematic monitoring and evaluation by leaders, including the governing board, of how the school's Christian vision impacts on the school and the wider community.
- To involve all local clergy in planning worship to continue to enhance and develop the theological basis of collective worship.

### **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

The school's core Christian values which are taken from the Church of England's 'Vision for Education' are clearly linked with Christian teaching and biblical references. These values are known and articulated by all members of the school community. The school vision, which has recently been rewritten, is not yet well known or articulated by the school community and has consequently not had sufficient impact on the school's Christian character. The school environment, the displays and classroom and communal reflection areas deepen the understanding of the school's Christian values extremely well. Based on its Christian foundation the school has strong pastoral care for all members of the school community, 'It is noticeable that this is a church school which takes its Christian commitment to the community seriously' stated one governor. The school demonstrates that it lives its value of compassion by creating a peaceful prayer and reflection room and investing in training so that the room can be staffed by a qualified counsellor. Christian values are clearly shown in the strong and supportive relationships within the school. Although standards are below the national floor target for attainment, the impact of Christian values, such as wisdom and hope, can be seen in the improving picture of pupils' achievement and the fact that the school's attendance is not significantly different from the national average. Recent training undertaken by all teachers has strengthened their knowledge and understanding of Christianity and, as a result, RE supports the school's Christian foundation extremely well. Religious education successfully provides a range of opportunities for pupils to explore the importance of religious belief and practice in the world today. Pupils say that they enjoy RE lessons and are proud of the work that they do. The whole school RE curriculum plan now provides a good balance between teaching that focuses on Christianity and that which addresses other world faiths such as Judaism, Islam and Hinduism, as a result, pupils have developed an understanding and interest in difference and diversity in the world. Pupils' spiritual, moral, social and cultural development (SMSC) is well catered for and enhanced by whole school events such as prayer week. The pupils' spirituality group, which was set up to develop, monitor and enhance spirituality across the school, has a clear understanding and definition of spirituality at Nyewood Church of England School. Reflection time and worship have been enhanced through the spirituality group monitoring. A parent reported that following a 'Rights Respecting' event at the local secondary school her son filled a rucksack with toiletries and gave it to a local homeless person. As a result of the strong ethos the vast majority of pupils behave well. The worship programme and RE contribute well to pupils' SMSC development. The SMSC policy states 'Our spirituality is clearly linked to the 'The Church of England Vision for education', which reflects the importance that the school places on the Christian characteristics of the school.

### **The impact of collective worship on the school community is outstanding**

Collective worship is inspirational and inclusive. It engages pupils who are given many opportunities to actively lead and act and engage in the worship. Its impact on behaviour and relationships is clearly described by all members of the school community. It is systematically planned and is based on the school's Christian values and the key festivals in the church year. The deputy headteacher takes the lead as worship co-ordinator. He works alongside the local vicar, to plan whole school worship. The school serves four parishes therefore the school benefits from a wide variety of clergy timetabled to lead worship regularly. This will be of great advantage to the school when the vicar who supports with planning worship retires in April. Pupils report that they really enjoy worship particularly worship taken by clergy. Many pupils stated that worship makes them think twice about what they do and how they behave towards others. The school has an established termly Eucharist which parents attend, confirmation lessons and a Baptism Service have been held at the school and although these are now held at the church they are attended as a result of worship at Nyewood. Through worship and RE pupils have an age-appropriate knowledge of the life and the teaching of Jesus, his importance to Christians and of the Christian belief in God as Father, Son and Holy Spirit. They make effective links between biblical teaching and the school's Christian values and consider how these might relate to their own actions. Pupils and staff engage well in worship and recognise its importance in exploring school values and considering the impact of these on life in and outside of school. In worship pupils are engaged, respectful, good at listening and eager to respond. The school has an established and enthusiastic pupils' worship group who take an active role in planning and monitoring worship, they state that their aim is to 'try to make worship better'. Monitoring the impact and consistency of the quality of worship is undertaken by governors, pupils and staff but there is not a coherent whole school evaluation system in place. Pupils are familiar with aspects of traditional Anglican worship practices such as opening and closing worship with a call and response 'Peace be with you' 'and also with you' and a lit candle representing Jesus as the light of the world. Important Christian festivals are

marked by worship and are taken by clergy. Pupils attend worship at the local church termly and parents are invited to attend though this is restricted by the size of the church. Formal prayers before lunch and at the end of school frame the day. A reflection area in each classroom is refreshed termly to match the Christian value being currently explored. Time to reflect gives children opportunities to write prayers, to give thanks or pray for particular people. Children have a good understanding and appreciation of the value of this reflection time. The quality of opportunities to use this time to its full potential is not fully consistent across the whole school.

### **The effectiveness of the religious education is good**

Religious education has a high profile within the school and the recent development of more systematic monitoring and evaluation by the RE subject leader has resulted in strategically planned improvements. RE is a core subject in the school development plan. Pupils make average progress across the key stage, they are enthusiastic about their RE lessons and are keen to show the work in their RE books. The school has a revised RE policy, based on the West Sussex agreed syllabus, which reflects the Church of England Vision for Education and has the 'Understanding Christianity' project integrated into it. Teachers' subject knowledge has significantly increased through teaching "understanding Christianity. There has been a strong commitment to staff training, with the RE subject leader and other teachers attending diocesan courses. At the beginning of this academic year the school devoted a substantial amount of in-school training to RE, consequently teachers have an improved knowledge of the syllabus and better skills and resources for the teaching of Christianity. Pupils are keen to learn about, and speak with respect for, other faiths and religions. The well presented RE books show that pupils use skills such as enquiry, analysis and reflection well. The RE subject leader worked with the local deanery group to design an assessment system which the school has recently introduced. Although the school has previously assessed progress in RE the new assessment system has the potential to more specifically inform planning in order to improve teaching and learning. The school meets the National Society's Statement of Entitlement for Religious Education.

### **The effectiveness of the leadership and management of the school as a church school is good**

The headteacher, well supported by his senior leaders, has developed a school with a strong Christian character. It is clear that the school's Christian values have a strong impact on the lives and behaviour of the children. The school's Christian vision, which was written following the headteacher's work with leaders from the the Church of England Foundation for Christian Leadership, is implicit throughout the school even though the words of this recently rewritten school vision are not explicitly known. Although self-evaluation, stakeholder working groups, RE and collective worship monitoring take place termly these are not systematically drawn together to evaluate how well school leaders secure the impact of the Christian vision. Pupils and their families, as well as staff, feel well supported by the school. One parent who had recently experienced serious problems with her child said 'I cannot speak highly enough of this school'. Senior leaders are determined that pupils and staff will continue to flourish and the school reflects the mission statement 'Moving forward... Learning together...Growing in God's Love'. The leadership team develop the staff well for working within church schools and take advantage of on-going professional development opportunities with the diocese and the Deanery group. The headteacher is a key part of the local Deanery network group and is also working with leaders from the CE Foundation for Christian Leadership. Governors support the school well and undertake monitoring, the chair of governors meets with the headteacher termly to contribute to the self-evaluation of the school as a church school. Senior leaders have written a school development plan which has clear strategies in place to further develop and grow Nyewood Junior School as a church school. The school has secured good leadership for RE which is leading to improved practice and extremely good leadership for collective worship. RE and worship are appropriately resourced and supported, and meet statutory requirements. The school makes every effort to work effectively with parents to help them support their child's academic learning and personal development. Parents are informed of each termly value through information in the newsletter, the website and in the learning environment. A strong and mutually supportive partnership between the school and the four parish churches exists which greatly enrich the Christian foundations of the school. The school is an outward facing school, it has a strong relationship with its feeder infant school and effective working partnerships with individual and groups of schools, which clearly benefits the school. Nyewood draws well on support, advice and training from the diocese, the impact of which can be seen in the deeper knowledge and confidence of the RE subject leader and of the staff in teaching about Christianity.

SIAMS report January 2018 Nyewood Church of England Junior School, Brent Road, Bognor Regis, PO21 5NW