

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Nyewood Church of England Infant School

Vision

'Smiling, caring and learning together on a journey with God.' At Nyewood Church of England Infant School our children are confident, happy and independent learners who take an active role together in God's world.

'I have come in order that they might have life – life in all its fullness.' John 10:10

Nyewood Church of England Infant School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The school's Christian vision is central to school life. It inspires the actions of leaders and staff, sustaining a loving environment where people are known and nurtured as unique individuals.
- Caring relationships, underpinned by the school's value of kindness, permeate the school. This results in personalised provision, enabling pupils and adults to grow and thrive.
- Infused by the vision and values, the school's curriculum ignites pupils' curiosity and it grows their interests. It guides pupils to reflect on their learning, helping them to make a difference in God's world.
- Leaders and staff are ambitious for pupils, facilitating opportunities for them to take responsibility and to lead by example. As a result, pupils take pride in serving others.
- Worship is a special part of the school day, providing cherished moments of stillness. Wholly inclusive, it enriches spiritual flourishing for pupils and adults.

Development Points

- Develop opportunities for pupils to explore diversity within Christianity as part of the religious education (RE) curriculum. This is to enrich pupils' understanding of Christianity as a global faith.
- Deepen the school's approach to spiritual development. This is to maximise opportunities for spiritual growth within and beyond the curriculum.



Inspection Findings

Vision and Leadership

At Nyewood Infants, happiness flows throughout the life of the school. This is because the school's vision is deeply embedded. Leaders uphold high aspirations for pupils and adults, using the vision to enthuse and nurture fullness of life. This is strengthened by the school's treasured place within the Bishop Luffa Learning Partnership. Dedicated staff work together to know and understand pupils and their families, planting love and care. A sense of belonging is instilled across the school, further strengthened by the school's values of uniqueness, kindness, independence and communication. These values, underpinned by the vision, create a safe and happy environment, where people flourish as unique individuals. Cherished as children of God, pupils' interests and talents are grown and nourished. This develops positive self-esteem. Governors also model compassion. They provide admirable challenge and support, tackling difficult situations through the lens of the vision and values. Governors are developing a formal system to evaluate the impact of the vision, as part of their school-wide monitoring activities.

Worship and Spirituality

Worship is a distinct and joyful part of the day, bringing togetherness and meaning. It provides moments of stillness, supporting pupils and adults to pause, think and pray. This precious time deepens spiritual flourishing. Pupil worship leaders bring Bible stories to life through drama. They serve with confidence, motivated by secondary pupils from the trust, who act as role models in leading worship. Personalised support, underpinned by the vision, means that worship is fully inclusive. Pupils engage deeply, nestled alongside caring staff. Key themes, interwoven with the values, encourage the actions of pupils and adults. This is because thoughtful questioning, encompassed by biblical text, spurs reflection. Leaders have introduced a whole school approach to spirituality, equipping pupils to look in, out and up. This approach guides personal reflection and inspires prayer, which is an important part of school life. Consequently, each classroom features a special reflection area for pupils to create their own prayers and to grow their relationship with God. Furthermore, a worship journal travels round the school, celebrating and enthusing spiritual flourishing. A thriving partnership exists between the church and school, further enriching spiritual development. In addition, leaders engage in diocesan training and visits to local Church schools, enhancing their worship offer.

Vision and Curriculum

The school's curriculum is entrenched in the vision and values. It is creative and purposeful. This means that pupils learn happily together, surrounded by care. Adults are well deployed to support pupils' growth, instilling a calm and nurturing environment. In turn, a strong ethos of partnership inspires pupils to help and encourage one another. Joyful learning cascades through the school, enabling pupils to flourish. For example, pupils in Reception meaningfully engage with the value of uniqueness. Thoughtful activities empower them to express and celebrate their own unique qualities. Enriched by school trips and visitors, pupils' understanding of the values evolves through the curriculum. For example, a visit to the beach engages pupils to think about sea pollution. Underpinned by the school's approach to spirituality, this experience equips pupils to look outwardly and it motivates them to protect the beach. However, the school's process of weaving spiritual development through the curriculum is in the early stages of its implementation. This means that some opportunities are missed. Strong relationships are at the foundation of school life, championing pupils to succeed. Staff ensure that the curriculum is accessible and inviting. Additionally, playtime games are fun and engaging, boosting positive interactions. A wrap-around club is led by school staff, further enriching pupils' flourishing.

Religious Education

Pupils appreciate the importance of RE. This is because thoughtful activities help them to connect with their learning, resulting in peaceful and purposeful reflections. Creative lessons engage pupils in learning about Christianity and other world religions. For example, pupils recall fond memories of themed days in Reception,



where they encounter world faiths and traditions. In addition, pupils recall Bible stories with confidence and meaning. Consequently, pupils develop a sound understanding of Jesus. However, they have limited awareness of Christianity as a global faith. This means that pupils' understanding of the breadth of diversity within Christianity is underdeveloped. The school enjoys a strong partnership with the diocese, resulting in effective curriculum enhancement.

Leaders and governors undertake subject monitoring, contributing to on-going developments in RE. For example, challenge questions have been introduced as part of marking and feedback. This technique extends pupils' thinking. Well-sequenced enquiry questions engage pupils' interest and ignites their curiosity. In addition, pupils value the chance to express their thoughts and pose questions at the start of RE units. Staff use this feedback to amend their planning, adding value to the curriculum. However, there are limited opportunities for pupils to revisit and build on their learning about worldviews. Assessment outcomes show that pupils make strong progress in RE. This is testament to the school's focus on high quality, inclusive teaching. Leaders are outward looking and ambitious for RE. Furthermore, governors add expertise to this subject and the school is well supported by the Bishop Luffa Trust.

Vision, Justice and Responsibility

Inspired by the vision, pupils are empowered to care for God's world. Pupils and adults work together, creating an environment where the school's value of kindness shines brightly. An example can be found in the work of the kindness ambassadors, who describe their role as 'helping everyone to feel happy and included'. These pupils actively boost positive relationships, celebrating acts of kindness and looking out for others. Secret missions are relished, equipping pupils to spread joy. Pupils extend their heartwarming spirit to local care home residents, responding to issues such as loneliness. The school choir sings to elderly people and special cards are gifted. These opportunities to serve other people challenge pupils' thinking, supporting them to consider wider injustices such as poverty. Pupils' care for each other and their world. Subsequently, the school's partnership with Sussex Underwater has motivated pupils to undertake litter picking. They work as agents of change within the local area, striving to protect sea creatures. As an outward facing school, a sustainability lead has been appointed, developing the impact of the pupil eco council. For example, the school community has come together in a campaign to recycle batteries.

Vision and School Culture

Enriched by the school's value of uniqueness, love permeates the school. People are respected and their individual needs are met with grace. Testament to the vision in action, leaders have established an indoor space known as the orchard classroom. This personalised environment provides hope and comfort for vulnerable pupils, including those who have special educational needs and/or disabilities. As a result, families feel well supported. Because strong relationships are central to everything, pupils and staff thrive together. School policies evidence leaders' commitment to inclusion, ensuring that people are treated well. Furthermore, the pastoral team take pride in their work to enhance wellbeing. This leads to a breadth of provision, including play therapy for pupils and helpful workshops for parents. Staff use trauma-informed practice to respond sensitively to pupil needs, supporting one another in challenging times. Additionally, the staff mental health first aider brings further encouragement, determined to greet everyone with a smile. Leaders and staff are holistic in their approach and support is readily available. This means that the vision comes to life, enabling pupils and adults to smile, care and learn together.

Information

Address	Brent Road, Bognor Regis, West Sussex, PO21 5NW		
Date	03 February 2026	URN	151588
Type of school	Academy	No. of pupils	181
Diocese	Chichester		
MAT	Bishop Luffa Learning Partnership		
MAT Chair	Austen Hindman		
Headteacher	Kate Miller		
Chair of Governors	David Mobsby		
Inspector	Carmella Reece		