

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Nyewood Church of England Junior School

Vision

Building brighter futures by learning happily through God's love.

To provide a safe, happy and caring community where everyone can aspire to be their best and the person God created them to be. We will achieve this by ensuring every individual flourishes through our Christian values and providing an engaging and challenging curriculum. Our children will develop the values, skills and personal qualities to build a brighter future for themselves and God's world.

Nyewood Church of England Junior 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

- Enthused by the Christian vision, caring relationships are at the bedrock of school life. This means that adults and pupils look out for one another and their personal growth is nurtured.
- The school's aspirational vision guides decisions made by leaders, staff and governors so that they are rooted in love. This creates a happy and inclusive environment, enabling pupils and adults to flourish.
- Meaningful Christian values, linked to the vision, thoughtfully respond to the needs of the community. They inspire resilience, equipping pupils and adults to thrive in difficult times.
- Pupil voice is sought and heard, empowering positive action within and beyond the school community. Leadership roles are embraced by pupils, fostering their respect and appreciation for people in God's world.
- Religious education (RE) is passionately led, creative and engaging. As a result, pupils are supported to think deeply and to express themselves imaginatively.

Development Points

- Enhance the depth to which the school's Christian vision is underpinned biblically. This is to deepen people's understanding of the vision at work and to strengthen the evaluation of its impact on this as a Church school.
- Strengthen the school's approach to spiritual development across the curriculum. This is to enrich pupils' spiritual flourishing through the lens of the vision and values.
- Establish wider opportunities to robustly monitor and evaluate the effectiveness of the RE curriculum. This is to ensure that on-going subject developments remain relevant to the needs of learners.



Inspection Findings

Vision and Leadership

Aspirational for the community it serves, the school's Christian vision guides decision making. As a result, the language of 'building brighter futures by learning happily through God's love' underpins school life. This means that strong relationships are central to the school's ethos, ensuring that pupils and adults are respected as individuals. Because personal growth is important to leaders, they work tirelessly to respond to people's needs. They model kindness, resulting in personalised enrichment for pupils and staff. Furthermore, efforts are made to know families well, meaning that parents and carers feel welcome. Underpinned by the vision, the school's values respond meaningfully to local need and they inspire change. Caring initiatives, for example, help people to experience the value of collaboration. This is because dedicated staff rally together, ensuring that pupils are known and nurtured. Consequently, the school is a happy place to learn and belong. The vision, rooted in hope, happiness and love, enables pupils and adults to flourish. However, the extent to which the vision is biblically rooted is less known. This means that the impact of the explicitly Christian foundation of the vision is not always recognised. Determined governors protect and enrich the school's pastoral work, which enables pupils to thrive.

Worship and Spirituality

Worship is inviting and inclusive. It inspires pupils and adults to connect with the school's values, enabling them to reflect on their lives and actions. Candles are lit and words are said in unison, creating a sense of togetherness within a relaxed and happy atmosphere. This special gathering prepares pupils and adults to think deeply and to look outwardly, supporting their spiritual development. Because worship is interactive, pupils engage in key themes, including resilience. Pupil worship leaders, for example, retell Bible stories through drama, evoking a sense of fun and context. Partnerships with local churches are important to the school, facilitating a breadth of voices and worship styles. This rich diet deepens pupils and adults' spiritual flourishing. Local clergy, including governors, lead worship with dedication. They bring the Bible to life, extending God's love. Singing is a cherished and meaningful part of worship, bringing comfort and joy. The school's approach to spirituality is modelled through worship. Thoughtful questioning, for example, enriches spiritual growth, instilling a comfortable space for people to share, reflect and to pray openly. Furthermore, a range of visitors broadens pupils' horizons, stirring them to try new things and to serve others.

Vision and Curriculum

Vision-inspired, the school's curriculum aspires to support the wholeness of pupils' development. Thematic links are made between subjects, creating exciting topics that capture interest. In addition, lunchtime provision immerses pupils in fun activities, enriching their enjoyment of school. This includes a sand pit, scooters and a range of sports, igniting collaboration and imagination. A vast range of clubs, trips and visitors enhance the way that pupils encounter the world around them. Informed by pupil and parent voice, they are thoughtfully planned and they are inclusive. Individual needs are met with sensitivity, resulting in meaningful adaptations that enable pupils to thrive. An example can be found in the Durham classroom. This special space enriches learning for pupils with special educational needs and/or disabilities (SEND). Themed days, focusing on spiritual development and the school's values, are spiritually enriching. They enable pupils to respond creatively and freely. Outward looking, the school has implemented an approach to spirituality, supporting pupils to look beyond themselves. Consequently, a shared language is understood. However, it is not planned and applied consistently across the curriculum. As a result, some opportunities for spiritual growth are missed. Enthused by the vision, pupils flourish in their personal and academic learning.

Vision, Justice and Responsibility

Pupil leaders are passionate and thoughtful, determined to make a difference in God's world. Their heartfelt commitment is supported by dedicated staff, who ensure that they encounter a breadth of leadership roles and opportunities. This includes responsibilities such as happiness heroes and young interpreters. Underpinned by



the school's vision, pupils seek to 'build a brighter future' for people locally and globally. Positive actions are rooted in a strong desire for people to know that they are not forgotten. Pupil voice is deeply embedded and valued, which ensures it is a hallmark of the school. Because their thoughts and ideas are appreciated, pupils are motivated to take responsibility, showing care and respect for people in need. An example can be found in the young interpreters, who raise awareness of families in areas of war and conflict. They respond to themes of injustice, serving with love and empathy. Worship is led by a range of pupil leaders, who advocate for important issues. This strengthens the way that pupils feel involved and connected, inspiring collaborative efforts that positively impact on the lives of others.

Religious Education

Enthusiastic leadership of RE results in thoughtful initiatives, enabling pupils to learn happily and to look outwardly. A special reflection is used at the start of lessons, establishing RE as a unique and important subject. The creative, diverse and well-sequenced curriculum inspires pupil ownership, providing personalised opportunities for their learning to be expressed. Pupils' understanding of Christianity as a global faith is developed through art. Furthermore, trips and visitors enhance their experience of Christianity and other world religions. This includes regular church visits, a trip to Worthing Mosque and a visitor from the Hindu faith. These experiences enable pupils to make meaningful links between places of worship, strengthening their understanding of the diverse ways that people pray. Curriculum effectiveness is enriched by diocese training and participation in a local network.

Staff use effective questioning in RE, guiding deeper thinking. For example, the skilled use of carefully planned questions enables Year 3 pupils to explore different perspectives in the Easter story. This develops their knowledge and understanding of the life and teachings of Jesus. Collaborative activities enthuse pupils' participation and their work outcomes demonstrate pride. Because RE is led with determination, staff are well supported to action developments. In turn, leaders and governors monitor the curriculum through activities such as speaking with pupils. However, the depth and frequency of their evaluation is limited. As a result, the impact of recent initiatives has not been evaluated by governors. Pupils recognise the school's values through different Bible stories, demonstrating their engagement. Furthermore, extension questions enable them to revisit and reflect on their learning. Effective assessment systems, enriched by thoughtful adaptations, ensure that pupils make strong progress.

Vision and School Culture

Entwined in the school's value of respect, people are treated with dignity. For example, the school's behaviour policy uses a restorative approach to repair and strengthen relationships. It responds to pupils' individual needs, instilling love. Determined efforts mean that pupils and adults are nurtured, particularly in difficult times. Furthermore, the school's inclusion team are strong advocates for wellbeing. As a result, significant provision is in place for pupils, including emotional literacy support and play therapy. This enriches their personal growth. Thoughtful decisions result in personalised experiences, including a poignant opportunity for pupils to visit a local beach. Established connections with local services evidence the school's commitment to mental wellbeing. Passionate staff champion mental health, inspiring people to look out for others. An example can be found in the uplifting work of pupil mental health ambassadors, who show care and friendship to other pupils. Specialist training equips them to understand and respond to different feelings, enhancing their impact. Grounded in the vision, God's love is known at this school. This enables pupils and adults to grow as valued individuals.

Information

Address	Brent Road, Bognor Regis, West Sussex, PO21 5NW		
Date	16 March 2026	URN	126021
Type of school	Voluntary aided	No. of pupils	292
Diocese	Chichester		
Headteacher	Tom Spurle		
Chair of Governors	Alan Foster and Stephen Manning		
Inspector	Carmella Reece		