

Wyke Regis Church of England Junior School

Inspection report

Unique Reference Number	113787
Local Authority	Dorset
Inspection number	357421
Inspection dates	30–31 March 2011
Reporting inspector	Ian Hancock HMI

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	331
Appropriate authority	The governing body
Chair	Debbie Morgan
Headteacher	Carl Saunders
Date of previous school inspection	27 February 2008
School address	High Street DT4 9NU
Telephone number	01305 786 041
Fax number	01305 771 421
Email address	office@wykeregisjun.dorset.sch.uk

Age group	7–11
Inspection dates	30–31 March 2011
Inspection number	357421

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 12 teachers, visited 19 lessons and held discussions with staff, governors, the School Improvement Partner and groups of pupils. They observed the school's work, and looked at a wide range of documentation, including the school's analysis of pupils' attainment and the progress they make, data on attendance, plans for improvement and policies such as the one on safeguarding. Inspectors analysed 144 questionnaires completed by parents and carers, as well as 133 questionnaires from pupils and 44 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It looked at the effectiveness of the school's actions to raise attainment and improve rates of progress in mathematics.
- It looked at the use of assessment information to inform lesson planning and set targets for future learning.
- It looked at the success of actions taken by leaders and managers to raise expectations and improve teaching.
- It looked at the contribution of the federation partnership to the school's improvement.

Information about the school

The school is part of the Wyke Regis Primary Federation. The federation partnership with Wyke Regis Infant and Nursery School was established in September 2010. The infant and nursery school was not visited as part of this inspection. The school is larger than average. Nearly all pupils are of White British heritage and very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. Most of these pupils have a specific learning difficulty. The proportion of pupils known to be eligible for free school meals is slightly below average.

The school has gained a number of awards since the previous inspection report. These include the International School award, the ECO Schools Silver award, the Sing Up Gold award and the UNICEF Rights Respecting Schools award level 1.

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

2

Main findings

This is a satisfactory and improving school. The school has a number of outstanding features that make an excellent contribution to pupils' wider development and well-being. Pupils' overall achievement is improving securely as a result of the good teaching, the exciting curriculum and the exemplary support pupils receive.

In recent years, the school has experienced considerable change as a result of turnover in staffing, a period of unusually large classes in Year 3 and the establishment of the federation partnership. During that time, the school's expectations of progress were not high enough and targets set for pupils' future achievement were not sufficiently challenging. As a result, rates of progress in mathematics and in lower Key Stage 2 fell and were significantly lower than they should be. The school recognised quickly the need to improve and has taken concerted action, although the legacy of this slower progress means that pupils' attainment is still no more than average overall. Observation of pupils' learning in lessons, their work in books and the most recent assessment information confirm that the school is well on the way to addressing the issues. For example, pupils in Year 4 and Year 6 are making good progress and appear on track to exceed the national average in English and mathematics. However, there is more that could be done; for example, the high-quality marking in English books is not often present in mathematics books. Although pupils have a good understanding of their targets in English, they are not clear about their future goals in mathematics.

Leaders and managers at all levels, including the newly established governing body, have raised aspirations and made necessary changes. As a result, expectations are high, targets are challenging and the quality of teaching has improved. Although the sharing of good practice across the federation is underdeveloped, the school has utilised the expertise and support of the local authority so that the majority of teaching is now good and at times outstanding. Nevertheless, in some lessons teaching is satisfactory rather than good. This is largely because tasks are not matched well to pupils' abilities and the good features of most lessons are not present. Consequently, the improvements are not sufficiently established across all subjects and year groups for achievement to be higher than satisfactory. The improved teaching and stronger rates of progress mean the school has demonstrated good capacity for sustained improvement. The effectiveness of middle leaders has improved, but they do not have enough opportunities to monitor teaching and learning or meet with teachers to review pupils' progress and ensure timely intervention when progress has slowed.

Pupils utilise their excellent knowledge and understanding of health issues by promoting the school's initiatives keenly in assemblies. They make an outstanding contribution to the school and wider community also, for example by promoting the rights of others, as members of the Eco council or as playground leaders. However, their contribution to

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

learning is underdeveloped because they are not involved sufficiently in evaluating their work and setting targets for their future learning.

The school provides outstanding care, guidance and support for pupils, especially those whose circumstances may make them vulnerable. Parents and carers praise the good-quality pastoral care their children receive and the school's efforts to support those with specific medical needs. One questionnaire response praised the 'excellent support' and another praised the 'well-managed care'. These views are representative of others and similar to those of the inspection team.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- By July 2011, improve achievement, particularly in mathematics and in lower Key Stage 2, so that it is consistently good by:
 - ensuring that tasks are matched more carefully to pupils' needs and abilities
 - improving the quality of teachers' marking in mathematics books
 - ensuring that pupils know their targets for future learning in mathematics
 - reviewing pupils' progress with teachers more frequently, so that prompt action can be taken when progress has slowed.
- By July 2011, increase opportunities for pupils to be involved in evaluating their own work and setting targets for their future learning, so that they have a better understanding of what is required.
- Build on the strengths in teaching and reduce the remaining variability in lessons by:
 - ensuring the good features present in most lessons are consistent across all subjects
 - increasing opportunities for middle leaders to monitor the quality of teaching and learning
 - utilising the federation partnership to share good practice and expertise.

Outcomes for individuals and groups of pupils

3

Pupils enjoy learning in lessons and often achieve well because teachers go to great lengths to make learning fun and provide interesting problems to solve. An example was seen in a Year 6 lesson, when the class teacher dressed in role and used a pirate theme to enthral pupils in solving a mystery and locating hidden treasure. In this lesson, pupils worked with great independence to complete demanding mathematical problems. Both boys and girls spoke positively about mathematics and worked with sustained concentration, to good effect. However, pupils are not involved sufficiently in evaluating their own work and that of others, which limits their understanding of what is required.

Overall, pupils make satisfactory and improving progress across Key Stage 2 and, when they leave, their attainment is broadly average. Attainment and progress are stronger in English than in mathematics. However, the school's actions to improve progress in

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

mathematics are making a difference. For example, pupils who did not make the progress expected in Year 3 are now making good progress in mathematics in Year 4. There are no consistent differences in the achievement of specific groups of pupils and carefully planned support for those with special educational needs and/or disabilities ensures they make good progress.

Pupils' spiritual, moral, social and cultural understanding is good. The school's Christian foundation and strong emphasis on respecting people's rights ensure that pupils are reflective and considerate of others. The pupils' cultural understanding is well developed, as a result of well-established international links and a strong focus on the arts. During the inspection, inspectors witnessed the exceptional musicality of the school's choir. Pupils behave well in lessons and when moving around the school, for example during assemblies or wet playtimes. The school has reversed the falling trend in attendance successfully and reduced the proportion of pupils who are persistently absent. Pupils' average attendance and satisfactory achievement mean they are adequately prepared for their future economic well-being.

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

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

How effective is the provision?

Pupils' achievement is improving because of the good teaching they receive. Positive relationships, teachers' confident subject knowledge and the capable support of other adults are strong features of many lessons. Better use is now made of assessment

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

information, so that consideration can be given to those pupils who are in danger of falling behind. A notable example was seen in a Year 3 lesson on similes, when pupils sat around unusual artefacts and engaged in enthusiastic discussions about their choice of similes. During the lesson, the class teacher and the teaching assistant had planned work with specific groups of pupils to ensure that they were suitably challenged and worked to their full potential. In this lesson, tasks were matched very well to pupils' needs. Nevertheless, this is not a consistent strength in every lesson. There are other weaknesses in the use of assessment to support learning in mathematics. Teachers' comments in mathematics books are not sufficiently detailed to guide pupils on improving their work and pupils are not clear about their targets for future learning in mathematics.

The school has developed a rich and varied curriculum that makes a strong contribution to pupils' learning and draws on engaging themes such as 'Hogwarts' and 'Narnia'. The music, art and sporting activities are well established and enjoy a high take-up from pupils. For example, all pupils in Year 4 are given the chance to learn a musical instrument. There are numerous opportunities for pupils to engage in cultural and environmental activities through themed events such as French week and Global week. Partnership links make significant contributions, particularly to sports provision. The development of opportunities to apply English and mathematics skills in other subjects is at an early stage, as is work within the federation partnership to establish a common curriculum across both schools.

There is exceptionally strong provision for pupils' personal development and well-being. Skilled and committed adults provide exemplary support and guidance. As a result, pupils have an excellent understanding of mental health and emotional issues. Transitions are well managed, both within the federation and when moving to secondary school. The school provides an excellent range of literature and support groups for parents and carers.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The federation headteacher and head of school have been assisted ably by other leaders in implementing new ways of working. Many middle leaders are new to their roles as a result of the federation process and the loss of experienced staff. Consequently, recent monitoring has been undertaken by senior leaders or external partners. The school is aware of this and has plans in place to address the issue. However, ambition is high and there is a strong determination to improve further. This can be seen in the increased expectations of pupils' progress and the setting of future targets in line with the most successful schools. These changes, along with the effective support of the local authority,

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

account for the improvements which have been made in the quality of teaching and learning. Procedures for monitoring and reviewing lessons are robust and informed by a rigorous tracking of pupils' progress, although middle leaders do not have enough opportunities to monitor lessons. Progress is not reviewed frequently enough to hold teachers to account and to take prompt action when progress has slowed.

The school is beginning to establish a common approach to learning across the federation. For example, staff have identified a set of core values and subject leaders are partnered to develop consistency and provide mutual support. Visits between partner schools enable staff to learn from each other and strengthen arrangements for the smooth transfer of pupils.

Pupils' welfare and safety are at the forefront of the school's work. There are clear and effective measures to keep pupils safe across all areas of the school's provision. Consequently, pupils feel very safe and are confident in raising concerns with adults. Procedures meet current requirements and are supported well by regular training. The school's commitment to respecting the rights of others ensures that equality is promoted well. This is evident in the similar take-up of opportunities and achievements of the different groups of pupils. When gaps in achievement between groups are identified, robust action is taken to close them. For example, a recent focus on girls' learning of mathematics resulted in a significantly higher proportion of girls receiving personalised tuition.

The recently established governing body knows the school well and ensures that statutory responsibilities are met. The governing body is confident in challenging the school, as well as in providing support. The school has a clear understanding of the characteristics of the communities it serves, but is only beginning to evaluate the impact of its actions to promote community cohesion. Pupils are given regular opportunities to interact with a range of communities, both in the immediate locality and beyond. For example, they are pen-friends with pupils in a school in London and have links with a school in Kenya.

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

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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

Views of parents and carers

Parents and carers are overwhelmingly positive about all aspects of the school. The school's actions to ensure that pupils are kept safe, learn to make healthy choices and are prepared for the future had the highest levels of agreement. Parents and carers who responded are also pleased with the way the school is led and managed. A number of responses commented positively on the range of learning activities available, such as the 'excellent school trips and dressing up days' and the contribution these make to pupils' enjoyment of school. As one parent commented, 'My child loves going to school everyday' This view is a representation of other comments received.

Very few negative responses and comments were received. These were brought to the school's attention and, where appropriate, are commented on in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wyke Regis Church of England Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 144 completed questionnaires by the end of the on-site inspection. In total, there are 331 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	57	56	39	6	4	0	0
The school keeps my child safe	83	58	60	42	1	1	0	0
My school informs me about my child's progress	66	46	73	51	4	3	0	0
My child is making enough progress at this school	72	50	66	46	4	3	0	0
The teaching is good at this school	79	55	64	44	1	1	0	0
The school helps me to support my child's learning	67	47	68	47	7	5	0	0
The school helps my child to have a healthy lifestyle	69	48	74	51	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	60	42	74	51	4	3	0	0
The school meets my child's particular needs	71	49	69	48	4	3	0	0
The school deals effectively with unacceptable behaviour	50	35	81	56	8	6	2	1
The school takes account of my suggestions and concerns	53	37	81	56	7	5	0	0
The school is led and managed effectively	70	49	71	49	3	2	0	0
Overall, I am happy with my child's experience at this school	83	58	59	41	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



1 April 2011

Dear Pupils

Inspection of Wyke Regis Church of England Junior School, Weymouth DT4 9NU
DT4 9NU

Thank you for making us welcome when we visited your school recently. We enjoyed learning about your school, meeting with you and watching you learn in lessons. We enjoyed hearing the excellent singing of the choir at lunchtime particularly.

Your school is a satisfactory school. This means that some things are going well, but there are some things that could be better. Here are some of things we have learned about your school.

Your headteacher and other adults have worked hard, so that you are making better progress. This is because your lessons have improved and adults expect more from you. You have a very good understanding of how to make healthy choices and you are making an excellent contribution to the school and the community. Also, adults take particularly good care of you.

There are some things that would make the school even better. We have asked your teachers to make all lessons as good as the best ones, so that all of you make good progress and achieve as well as you can. They will do this by setting you targets and telling you how you can improve your work in mathematics. Adults will also ask you to assess your own work in some lessons, so that you have a better understanding of what is required.

You can play your part by learning your mathematics targets and acting on your teachers' comments to improve your work. We wish you every success in the future.

Yours sincerely

Ian Hancock

Her Majesty's Inspector (on behalf of the inspection team)

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.