

Wyke Regis Church of England Junior School

High Street, Weymouth, Dorset DT4 9NU

Inspection dates 10–11 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- The strong leadership of its headteacher, together with good support from staff and the governing body, has resulted in the quality of teaching and pupils' achievement improving well since the last inspection.
- Achievement is good and attainment is rising well, exceptionally in mathematics. The very large majority of pupils reach the levels expected for their age in national tests and an increasing number are exceeding these levels.
- Well-taught lessons, with motivating and challenging activities, promote good progress. The quality of marking and advice given to pupils is especially good.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well, resulting in their outstanding behaviour and excellent attitudes to learning.
- Senior leaders have a very thorough understanding of the quality of the school's work. This enables them to produce good quality plans for improvement.
- The work of the Wyke Regis Primary Federation is very effective, most notably in enhancing the achievement of disabled pupils and those with special educational needs, and improving the quality of teaching.

It is not yet an outstanding school because

- Although the proportion of outstanding teaching is rising, only a minority of lessons provide exciting and highly motivating activities that result in pupils making excellent progress.
- Fewer pupils gain the skills needed to help them exceed the attainment levels expected for their age in reading and writing, compared to mathematics.

Information about this inspection

- Inspectors observed 22 lessons, of which three were joint observations with senior leaders. In addition, the inspection team made a number of other short visits to lessons and heard a sample of pupils read.
- Meetings were held with groups of pupils, members of the governing body, staff, including senior and middle managers, and a representative of the local authority.
- Inspectors took account of the six responses to the on-line questionnaire (Parent View) and the school's own parent questionnaire. A small number of parents and carers bringing their children to school were also spoken to.
- Inspectors observed the school's work and scrutinised a number of documents, including the school's records on current pupils' progress, behaviour and attendance. Documents relating to planning and monitoring and safeguarding were also looked at.

Inspection team

Diane Wilkinson, Lead inspector	Additional Inspector
Barbara Breed	Additional Inspector
Alan Jones	Additional Inspector

Full report

Information about this school

- This is a larger than average junior school, with three classes in each year group. It is part of the Wyke Regis Primary Federation with Wyke Regis Infant and Nursery School. The two schools share a headteacher and governing body.
- The proportion of disabled pupils and those with special education needs supported by school action is above average. This is also the case for those supported by school action plus or a statement of special educational needs.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are low.
- The proportion of pupils known to be eligible for support through the pupil premium is broadly average.
- The governing body provides a breakfast club run for pupils from this school and the Wyke Regis Infant and Nursery School.
- The school meets the government's current floor standards in English and mathematics, which set the minimum standards for pupils' attainment and progress.
- There is no alternative provision.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - enabling outstanding practitioners to help other colleagues develop their skills further
 - ensuring that lessons consistently provide exciting and highly motivating activities that result in pupils making excellent progress.
- Increase the proportion of pupils exceeding the expected levels in English by:
 - ensuring that younger pupils easily recognise the more complex sounds in words
 - ensuring that a greater number of older pupils use sophisticated reading skills, such as deduction and inference, to help understand text.
 - placing a strong emphasis on the importance of accurate spelling in all written work.

Inspection judgements

The achievement of pupils is good

- Attainment on entry, although varying, is usually above average. School tracking and nationally published data indicate that pupils make good progress from their starting points. Attainment is above average in reading, writing and mathematics. Parents are unanimous in praising the way staff help pupils to do well.
- Achievement is good and, by Year 6, a greater number of pupils than is seen nationally reach the expected level (Level 4) and, increasingly, the higher level (Level 5). The proportion reaching Level 5 in mathematics has risen exceptionally well. The proportion reaching Level 5 in English is not as high as in mathematics, although the school is already targeting skills such as spelling to further increase the proportion of pupils reaching this level in English.
- The school's strong commitment to providing equality of opportunity and preventing discrimination ensures that pupils at risk of underachieving, including those supported through the pupil premium funding, disabled pupils and those with special educational needs, receive good support. They achieve as well as their classmates and are closing the attainment gap on them well.
- Pupils read widely and with enjoyment, although some younger pupils are less confident about complex sounds in words. Older pupils quickly understand the text and find information from non-fiction books or internet web sites quickly. However, some find it difficult to deduce the meaning from more complex textual clues.
- By Year 6, pupils write well in a range of formats, such as report writing and poetry. Their especially effective story writing is a result of good skills in varying sentence order and the ability to use descriptive language well. By Year 6, the vast majority use language well to enliven their work, although their spelling is not always accurate.
- In mathematics, pupils' knowledge of place value and calculation are very secure, enabling them to calculate accurately fractions or percentages, including when working with measures or data.
- By Year 6, pupils use these skills well in a wide range of complex problem solving situations. This is evident, for example, in the excellent 'Stockbroker Challenge', where Year 6 pupils 'traded or brokered' shares, learning how to make a profit. Activities such as these help the majority to reach levels above those expected for their age.

The quality of teaching is good

- Good management of teacher performance has raised the quality of teaching well since the last inspection, with an increasing number of good or outstanding lessons being taught. Pupils and their parents are fully aware of how well this benefits learning.
- Lessons are consistently well planned to move pupils on from the stage they are working at. In the very best lessons, teachers frequently move pupils between groups as their progress accelerates or slows.
- Staff are very vigilant in lessons in noting how well pupils are progressing, regularly intervening to correct misconceptions through careful questioning. However, occasionally teachers provide the answer rather than teasing this out of the pupils themselves to show they have really understood.
- Very well trained teaching assistants play a major part in supporting group or individual work, so all pupils are included in activities well.
- Engaging activities, pupils' excellent attitudes to learning and outstanding behaviour keeps them well focused on tasks, ensuring lessons proceed without interruption.
- A significant strength is the quality of marking and advice on how to improve. As a result, pupils are very clear as to how well they are doing and what they need to do next.
- The very best use is made of pupils' individual targets to inspire them to do well. For example,

one Year 6 pupil spoke of his strong determination to achieve the very highest level possible by the time he leaves.

- Outstanding teaching is inspirational and highly motivational, transporting pupils to the world of work or fantasy worlds like those of Harry Potter, Narnia or Doctor Who. On these occasions tasks ensure that pupils' exceptional enthusiasm and commitment lead to excellent learning, although activities such as these are only seen in a minority of lessons.

The behaviour and safety of pupils are outstanding

- Pupils and their parents recognise that behaviour is excellent, a strength also noted by visitors to the school and by the local community.
- Relationships between pupils and adults, based on mutual respect, are especially positive so pupils willingly work hard. Poor attendance and lateness have been largely eradicated and attendance levels are rising.
- Pupils get on very well together, being keen to help others and working especially well in paired or group work, sensitively checking each other's tasks and readily accepting their improvement advice.
- Behaviour outside of lessons is equally good, with pupils moving thoughtfully around the school and playing very happily and safely together.
- Bullying is very rare and is mainly associated with name calling. Pupils and their parents are confident that any incidents will be speedily and successfully dealt with and that adults look after pupils' safety especially well at all times.
- Pupils are very aware of how to keep themselves safe, both in school and beyond. For example, they know how to deal with cyber bullying and understand the importance of following the rules of water safety.
- Their respect for others and excellent understanding of differences in modern society prepares them exceptionally well for their future in multicultural Britain. They are very keen to learn about different religions and cultures, greatly enjoying participating in Bollywood dancing during the inspection.

The leadership and management are good

- Excellent teamwork helps ensure that the school is continually working towards achieving its vision of providing outstanding quality education, and that it is well placed to improve further.
 - The strong management team supports staff well in different subjects and year groups, ensuring a consistent approach to evaluating the school's work and planning for development in both federated schools.
 - The inclusion manager's work across the federated schools is highly successful in providing a coherent approach to provision for pupils who are at risk of underachieving.
 - Pupil premium funding is allocated to specific programmes to support pupils who receive it, and also used to train staff in behaviour support strategies. This helps ensure that these pupils benefit from their education and achieve well.
 - The broad and well-planned curriculum successfully meets the needs of all pupils, encouraging them to achieve well, including in music, drama and sports. Together with very strong links with the local church, the range of subjects and activities provided ensures that pupils' spiritual, moral, social and cultural development is outstanding.
 - Partnerships with other schools and agencies are especially successful in supporting pupils' needs. Work across the federation, for example, is bringing about improved teaching and learning. Nevertheless, school leaders recognise that more opportunities for teachers to develop their skills further by working with outstanding practitioners will help raise the quality.
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- Parents are very positive about the school, feel very well informed and support their children's learning well. They are very appreciative of the well-run breakfast club.
 - Safeguarding is given high priority and is very effective, including in the procedures for child protection and the vetting of staff.
 - The wealth of evidence gathered, for example from tracking pupils' progress, lesson observations and work scrutiny, supports leaders in rigorously evaluating the school's work. Detailed development planning ensures weaker aspects are identified, targeted and successfully addressed.
 - Staff praise senior leaders' support for improving their performance, the vast majority fully meeting their targets last year. Teaching quality is regularly monitored and improvement areas swiftly followed up, especially through the effective training for whole-school and individual needs.
 - The local authority's good challenge and support is evident in the very successful programmes for improving the school's effectiveness and raising attainment in mathematics.
 - **The governance of the school:**
 - Through their good understanding of data, members of the governing body are knowledgeable about the school's performance in all aspects of its work and how well it compares with similar schools. Their challenging targets for the headteacher and regular monitoring of development areas through meetings with staff and visits to the school help them hold the school to account well. They are well aware of the quality of teaching and enjoy talking to pupils about their work, which is helping to strengthen their view of the school's effectiveness. The strong emphasis on value for money helps ensure salary increases recommended through performance management are appropriate, and that pupil premium funding is used effectively. There is a strong commitment to regular training for governors, including training with staff. The governing body is currently involved in a local authority programme to make the very best use of pupil premium funding.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113787
Local authority	Dorset
Inspection number	405482

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	335
Appropriate authority	The governing body
Chair	Debbie Morgan
Headteacher	Carl Saunders
Date of previous school inspection	30–31 March 2011
Telephone number	01305 786041
Fax number	01305 771421
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