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Carl Saunders  
Headteacher  
Wyke Regis Infant School and Nursery  
Shrubbery Lane  
Wyke Regis  
Weymouth  
Dorset  
DT4 9LU

Dear Mr Saunders

**Requires improvement: monitoring inspection visit to Wyke Regis Infant School and Nursery**

Following my visit to your school on 3 June 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- make sure that subject leaders monitor pupils' learning in all year groups in order to get greater consistency in the quality of teaching throughout the school
- ensure minutes of all meetings evidence challenge and hold leaders to account more effectively
- Improve overall attendance so that it at least comes in line with the national average

## **Evidence**

During the visit, meetings were held with you, other senior leaders, four members of the Governing Body and a representative from the local authority to discuss the action taken since the last inspection. The school improvement plan was also evaluated.

## **Context**

Since the inspection there have been three changes in teaching staff. A vacancy on the Governing Body now exists.

## **Main findings**

You have rightly identified as your main priority the need to secure consistently good teaching throughout the school and have adapted the school improvement plan to address this and the other recommendations made in the inspection report. You have set higher expectations for what pupils can achieve. Teachers' personal performance targets link directly to the school improvement plan and are monitored regularly. Consequently, all staff now have a clearer understanding of what they need to do to improve pupils' achievement. For example, teachers are now setting work at the right level to challenge all pupils and a whole school approach to marking and feeding back to pupils is now in place.

Since the inspection you have focused your work on securing a stable workforce that is united and committed to providing an outstanding school experience for all pupils. All staff, including governors, are working closely together to bring about the necessary improvements as quickly as possible. The turbulence in staffing experienced by the school has abated as the year has progressed and this has brought stability within the school.

Although you can point to some improvement in pupils' overall attendance it rightly remains a concern for you and your governors. However, all are working determinedly to address the issues associated with pupils' lateness to school and the more worrying persistent absence of some pupils. For example, you now regularly reward pupils' good attendance which is reviewed and celebrated monthly and you have formed with other local schools an attendance panel that is becoming increasingly successful in challenging families with more serious attendance issues. Governors acknowledge there is more that could be done to promote regular attendance. For example, they are currently considering ways to develop the school's breakfast club to make it more attractive to families.

Senior leaders have successfully used their skills in coaching and lesson observations to strengthen the quality of teaching where required. The most recent checks of

pupils' learning and progress suggests these strategies are beginning to have the desired impact in accelerating the progress pupils make in lessons and in raising pupils' achievement overall. Senior leaders can confidently demonstrate how this information is being used more precisely in planning additional support work to close any remaining gaps in pupils' achievements.

Subject leaders have been given responsibility and time to complete key actions within the school development plan and have embarked on a programme of training focused on improving pupils' writing skills. Work has also successfully been carried out to improve the quality of teachers' marking. Consequently, all leaders, including governors can measure more accurately the impact of the school's work because they have a clearer understanding of the progress that pupils are making. The subject leaders' skills at observing teaching in other year groups is an area to be developed. Some training and shadowing opportunities have already taken place for the literacy leader with the support of a local authority representative and this has been appreciated. However, there is further work to be done in this area.

A review of the structure and working practice of the governing body is due to take place in the next few weeks. However, governors have wasted no time in rising to the challenges set out in the inspection report. They have undergone training delivered through the local partnership of schools and are now much clearer in understanding what they need to know and by when. This has led to improved communication systems existing between the governing body and the school which has further boosted their confidence to press on with improvements. Evaluating the impact of the improvement plan is now an integral part the Governing Body's work. Governors acknowledge however, that not all meetings with school leaders are formally recorded and that minutes of meetings, when they are taken, do not clearly show how they are holding the school effectively to account.

### **External support**

The local authority has provided timely and appropriate support to the school following the inspection. Good work has been done to support school leaders to draft a new school improvement plan. Support for newly qualified teachers has been effective. The school also benefits from working closely in partnership with other local schools to address issues of attendance.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Dorset.

Yours sincerely

David Edwards  
**Her Majesty's Inspector**