

Wyke Regis Infant School and Nursery

Shrubbery Lane, Wyke Regis, Dorset DT4 9LU

Inspection dates	26–27 January 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Despite a period of significant fluctuation in staffing since the previous inspection, determined effort by leaders to restore an effective school with good teaching and achievement has been successful.
- The headteacher and senior leadership team provide strong leadership. They are supported well by governors and maintain a relentless drive for further improvement.
- The quality of teaching, learning and assessment is good. It includes some strong features and ensures that pupils make good progress from their differing starting points.
- A dip in standards in phonics (letters and the sounds that they make) in Year 1 last year has been rigorously addressed. By Year 2 standards in reading, writing and mathematics match the national average and are improving rapidly.
- Pupils' good behaviour and effort in learning are consistently good. They have been much improved in recent terms and now support their better progress.
- Pupils who find learning difficult, and those considered vulnerable, grow in confidence and engage well in lessons. This is because their needs are addressed very effectively through the school's high-quality support and close links with parents, carers and outside agencies.
- Pupils thoroughly enjoy school, are keen to learn and get along very well together and with staff. As a result attendance is much improved and now matches the national average.
- Children in the Nursery and Reception classes respond well to consistently effective teaching and make good progress from their starting points.

It is not yet an outstanding school because

- A few teachers do not have all the skills they need to adapt tasks and move pupils' learning on more quickly in lessons, particularly the most able.
- On occasion, teachers' questioning does not extend pupils' thinking and deepen their understanding well enough.
- The ability of pupils to spell words accurately is not always developed securely enough.
- Pupils' work across the range of subjects does not always fully extend and make best use of their knowledge, skills and understanding in English and mathematics.

Full report

What does the school need to do to improve further?

- Raise the quality of teaching and pupils' progress from good to outstanding by:
 - developing the skills of some teachers to enable them to check learning and adjust tasks during lessons so that all pupils, especially the most able, make the best progress they can
 - strengthening teachers' questioning and so deepening pupils' understanding and ability to think and learn for themselves
 - improving pupils' ability to spell fluently and accurately
 - ensuring that the pupils' knowledge, skills and understanding in English and mathematics are fully developed across the curriculum.

Inspection judgements

Effectiveness of leadership and management is good

- The well-focused headteacher assisted by a new senior leadership team has determinedly improved the school during a period of continued staff change. New staff appointments and the headteacher's rigorously implemented professional development of staff have also secured good middle leadership and raised the quality of teaching. These improvements have significantly quickened pupils' progress, especially this academic year.
- Governors have responded diligently to the review of their work completed since the previous inspection to significantly improve their governance of the school. Governors sustain good levels of challenge and strongly support leaders at all levels.
- Leaders collaborate effectively to identify the school's strengths and to target the right areas for improvement. Leaders rigorously check the quality of teaching and its impact on pupils' progress and have eliminated weak teaching.
- The work of leaders in securing pupils' good behaviour, strengthening the teaching of phonics and attendance, represent significant improvement. The headteacher's determined efforts to utilise staff skills across the federation also demonstrate the school's capacity to bring further improvement into the future.
- Parents', pupils' and staff responses in the Ofsted questionnaires indicate full appreciation of the reassuring atmosphere which permeates the school. Inspectors identify the school's promotion of good teaching and behaviour and early, well-planned support that enables all groups of pupils to thrive.
- Senior leaders strongly promote equal opportunity and keep pupils free from discrimination. Leaders and staff provide outstanding support for pupils considered vulnerable and work diligently with parents to safeguard their welfare. Leaders ensure that additional funds such as the pupil premium are used effectively. They also provide consistently good support for disadvantaged pupils, disabled pupils and those who have special educational needs.
- The school provides a well-planned, broad and balanced curriculum. It contains a rich variety of stimulating creative experiences and extra-curricular activities. For example, pupils sing as favourite story characters during music lessons and are fascinated by topics such as 'The Great Fire of London' and 'The Natural World'.
- Some topic work extends the pupils' literacy and numeracy skills. However, not all topics are used well enough to further develop these aspects. Leaders are now seeking to make better use of staff skills across the federation to rectify this as soon as possible.
- Staff use themes such as 'going for goals' to enthuse pupils and to successfully widen their spiritual, moral, social and cultural understanding. Teachers also provide good opportunities in lessons for pupils to offer suggestions and to take a greater responsibility for their own learning.
- Pupils' spiritual development and understanding of the cultural diversity that exists in modern Britain is promoted during assemblies and religious education lessons. Pupils' cultural development is supported well by a link with a school in Africa and by studying topics such as 'Let's Celebrate' and 'Jambo Watoto'.
- British values are promoted well during class and school assemblies when discussing themes such as courage, friendship and perseverance. Annual elections to the school council also introduce and extend the pupils' understanding of democracy.
- The school ensures that the extra sports funding is used effectively. Leaders plan and check the use and impact of additional funds efficiently. Funds are used to employ visiting coaches to train staff and extend pupils' skills during additional sports such as dance and fencing. Over the past year this work has led to a 30% increase in the number of pupils attending sports clubs.
- The local authority has supported the school well since the previous inspection. It has provided good guidance and training for governors and has aided senior leaders in checking and improving the quality of teaching.
- **The governance of the school**
 - The governing body is led very effectively. Governors fulfil their responsibilities and take advantage of training opportunities to ensure that they fully understand and complete their statutory duties effectively.
 - Governors frequently visit the school to talk to staff, pupils and their parents. They also receive detailed evaluations of the quality of teaching and pupils' progress from senior leaders to keep their knowledge of the day-to-day life of the school up to date. As a result, the governors have a good

understanding of how teachers' performance is managed and used to eradicate weak teaching.

- Governors offer the staff an outstanding level of support and have improved the way they question and challenge staff since the previous inspection. Their strategic support of the headteacher in creating a senior leadership team and checking the use of additional funds have contributed well to the quickened pace of improvement.
- The arrangements for safeguarding are effective. They are well managed, fully meet statutory requirements and keep pupils safe. All staff are clear about the steps to take if they have concerns about pupils' safety. Teachers liaise closely with parents and outside agencies to provide additional support as early as possible to secure pupils' welfare.

Quality of teaching, learning and assessment is good

- Strong support from leaders together with carefully implemented staff training have significantly improved the quality of teaching since the last inspection. As a result, teaching is now good across the school and previous weaknesses in teaching have been rectified effectively.
- Good teaching is now promoting pupils' progress faster than in previous years. For example, reorganised and effective teaching of phonics and reading enables teachers to support pupils at the right level. As a result, pupils achieve deeper understanding and make better progress.
- Teachers have improved the accuracy of their assessments of pupils' developing skills and are applying the school's new marking policy more consistently. These initiatives have sharpened teachers' expectations of pupils and raise their skills. The impact is seen in the pupils' books where pupils respond well to the teachers' clear guidance and willingly improve their work.
- Teachers, increasingly also across the federation, share their skills and have improved the work they provide for the pupils by planning together. At times, a few teachers do not recognise quickly enough when pupils are ready to move on to harder work, and this slows the progress of a few of the most able.
- Teachers and teaching assistants work well together and know the pupils well. Staff are especially skilled in ensuring that vulnerable pupils and those with special educational needs are fully included and learn effectively.
- Staff continue to have close links with parents and use homework supportively, for example to extend pupils' reading skills and their enjoyment of books which contribute well to their learning.
- Teachers demonstrate good knowledge of their subjects and mostly question pupils carefully to explore and extend their level of understanding. Occasionally, teachers' questions do not probe deeply enough to fully develop pupils' thinking or ability to learn by finding things out for themselves.
- Even so, all teachers manage pupils' behaviour well and have successfully secured pupils' good attitudes to learning. These are rapidly improving progress. For example, during mathematics in Year 2, pupils were very keen to talk about their work and share their ideas, which enriched their understanding of symmetry.
- All staff take pride in ensuring that classrooms are organised well with attractive displays. Pupils say that they find these helpful in supporting their writing and number work. Pupils also like the way their topic work is displayed and celebrated.
- Teachers encourage pupils to present their work neatly and this is effective in ensuring that letters are formed accurately, handwriting is legible and that sentences are punctuated accurately. These skills are helping pupils to enjoy recording their ideas. For example, pupils in Year 2 showed excitement when writing their imaginative stories adapted from *The three billy goats gruff*.
- Teachers plan and teach mathematics effectively. Pupils contribute enthusiastically and learn well when reciting number bonds out loud. Pupils also use resources respectfully and sensibly, for example in Year 1 when counting the sides and exploring the properties of three-dimensional shapes.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils of all ages conduct themselves responsibly when moving around the school. Pupils are polite to visitors, willingly stepping back or holding doors to allow adults to pass.

- Pupils are clearly happy to be at school as, for example, their joyful friendships in the breakfast club clearly show.
- The pupils on the school council take their responsibilities very seriously and talk enthusiastically about their support of charities such as the Marie Curie and Poppy appeals.
- The pupils show good attitudes to their work and really try to please adults and to learn for themselves and with each other as best they can. This aspect of the pupils' personal development represents a significant improvement since the previous inspection that is accelerating their progress.
- The school's work to keep pupils safe and secure is good. Pupils say they feel very safe in school and their responses in the Ofsted questionnaire reflect this view.
- Staff fully understand their responsibilities and are diligent in keeping pupils safe. They know the pupils well and are swift in contacting parents and outside agencies to safeguard the pupils' welfare.
- Pupils benefit from regular and effective teaching about road safety and how to stay safe in and out of school. The school works hard to raise the pupils' awareness of how to use computers safely. Pupils say that they ask teachers or parents for help when using computers, but are less sure about safety online.
- Parents spoken to by inspectors during the inspection and those who completed the questionnaire value the diligent work of staff in keeping their children safe at school. They also indicate that their children enjoy school and feel safe there.

Behaviour

- The behaviour of pupils is good. It has been much improved since the previous inspection by strong and supportive action by senior leaders.
- Pupils behave very well in assembly and, as in lessons, listen carefully and respond eagerly to the teacher's questions. Pupils work well with each other in class and value their friendships.
- Inspectors observed no significant low-level disruption when they visited the classes. Very occasionally pupils' concentration wavers and focus and quality of learning slows. This is well managed by teachers and teaching assistants, who swiftly provide caring but suitably firm support, so that the learning of other pupils is not disturbed.
- Pupils behave well at breaktimes and follow school rules respectfully, for example quickly lining up before returning to class after play.
- Pupils say that 'bullying doesn't happen very often but if it does teachers sort it out very quickly.' The school's records of inappropriate behaviour are checked very carefully by senior leaders and show a substantial reduction of in the number of incidents, especially this academic year. Bullying is rare and there have been no exclusions in recent years. Records also show that the very few pupils needing guidance for their behaviour have responded extremely well to the school's supportive welfare arrangements, which include positive links with parents.
- The leaders' rigorous efforts to provide stimulating learning experiences for the pupils, and in particular their full communication with parents and outside agencies, have rapidly raised the levels of pupils' attendance. Attendance now matches the national average and this enables pupils to benefit from all the school has to offer and to quicken their progress.

Outcomes for pupils

are good

- Nursery and Reception staff sustain very supportive links with parents and with each other to ensure that children build on a confident start to school and make good progress from their various starting points.
- Pupils' attainment at the end of Year 2 in 2015 met the national average in reading and mathematics and was slightly below average in writing. This academic year, following continued improvement in leadership and teaching, standards particularly through Key Stage 1 are rising rapidly, especially in writing and also in reading and mathematics.
- Pupils make good and increasingly better progress through the school. This is seen in their responses in class, work in books and in the teachers' assessments of their developing skills.
- All groups of pupils are making faster progress now, especially in reading in Year 1, in response to good teaching and earlier action to support pupils' individual needs. Pupils demonstrate good speaking and listening skills.
- In the large majority of classes the most-able pupils respond eagerly to the teachers' raised expectations and work hard to move up 'The Rainbow', a chart that displays their effort and progress. Occasionally, a few of the most-able pupils are still not given work that fully challenges them to achieve the best they

can. Senior leaders have identified the reasons for this, and more accurate assessment and raised expectations are bringing improvement.

- At times, significant variations in pupils' starting points and special educational needs impact on standards. This was a factor alongside past weaknesses in teaching that contributed to pupils' below-average performance in the Year 1 national phonics screening checks in 2015. The school has responded rigorously this academic year and has reorganised and improved the way phonics is taught. As a result, assessments of pupils currently in Year 1 show that they are developing their skills and understanding more consistently and effectively.
- Assessments of Year 2 pupils' knowledge of letters and the sounds they make show that they are rapidly bridging gaps in their previous learning. However, the school has identified that some pupils still have difficulty in spelling words accurately and is tackling this aspect as a priority within its development plan.
- Disabled pupils and those who have special educational needs are well supported and make good progress. In relation to their needs and starting points their rates of progress at least match their classmates. At times, because adults diligently support the pupils' personal needs, they develop self-confidence and readiness to learn even faster than other pupils.
- Strong action by senior leaders ensures that disadvantaged pupils derive full benefit from pupil premium funding to accelerate their progress. Staff are diligent in identifying the pupils' individual needs. Strategies such as additional adult support and close links with parents to secure good attendance have quickened their progress. Even though a significant proportion of disadvantaged pupils also have special educational needs, current school assessments show the gap in attainment between them and other pupils has closed or has significantly narrowed in all subjects.

Early years provision

is good

- Effective leadership and teaching has sustained children's good progress in the Nursery and through the Reception classes since the previous inspection.
- In recent terms new staff have been supported well by senior school leaders to refine and improve assessment procedures and widen the self-learning and play opportunities provided for the children.
- The increased and above-average proportion of children achieving a good level of development by the end of their Reception Year in 2015 reflects the sustained drive for improvement. Inspection observations of children's current learning in class, work recorded in 'learning journals' and in teachers' assessments show their continuing good progress.
- The children's very positive enjoyment and participation in learning evident in the Nursery and Reception classes leads to outstanding progress in their personal and social development. All children behave well and develop self-confidence and a willingness to learn with each other.
- Children joining the school on a part-time basis in the Nursery often do so with skills that are below those typical for their age. They make good progress in the Nursery, especially in their readiness to learn.
- Children's skills on entry to the Reception classes and increasingly the number who have special educational needs vary considerably from year to year. Their skills are closer to, but still below, those typical for their age, especially in communication and language.
- The children continue making good progress across all areas of learning and are well prepared for the next stage of learning in Year 1. For example, children in Reception showed great interest in their topic about bears. They contributed well to their learning and extended their vocabulary and speaking skills well in response to the teachers' questions.
- Early years staff communicate and work very supportively with parents and ensure that the transitions into school and into Year 1 are well managed and smooth experiences for the children. For example, children in the Nursery stay and enjoy lunch in the main school hall and become familiar with their surroundings.
- Teachers assess the children's skills effectively and organise suitable learning experiences, which stimulate learning. For example, children in the Nursery were enthused using finger puppets to extend their phonic knowledge.
- Most teachers skilfully adjust their teaching and adapt activities productively to motivate children by responding to the children's ideas, but on occasion learning experiences are not changed quickly enough to secure the children's best progress.
- Staff in the early years classes know the children well. They ensure that disadvantaged children, disabled

children and those who have special educational needs benefit from the additional support to which they are entitled and make good progress.

- Teachers and support staff work diligently as a team to ensure that statutory welfare and safeguarding procedures are fully implemented and keep children safe. In their communications with inspectors parents acknowledge the diligence of staff in keeping their children happy and safe at school.

School details

Unique reference number	113713
Local authority	Dorset
Inspection number	10009227

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	324
Appropriate authority	The governing body
Chair	David Blackburn
Headteacher	Wanda Bolton
Telephone number	01305 782470
Website	www.wykeregisfed.dorset.sch.uk
Email address	office@wykeregisinf.dorset.sch.uk
Date of previous inspection	16–17 January 2014

Information about this school

- This infant school and nursery is larger than the average-sized primary school.
- The majority of pupils attending the school are from White British backgrounds.
- An above-average proportion of the pupils in the school is a disabled pupil or has special educational needs. This proportion varies across the school and is high in some year groups.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority) is above average. A significant proportion of these pupils also have special educational needs.
- Children experience early years provision on a part-time basis in the Nursery and attend full time in the three Reception classes.
- The school is part of a federation with the adjacent junior school. The headteacher, supported by a deputy headteacher, leads both schools and is supported at the infant school by an assistant headteacher.
- One governing body oversees the work of both schools in the federation.

Information about this inspection

- The inspectors observed 26 lessons and saw the work of 11 teachers. They were accompanied by either the headteacher, deputy headteacher or assistant headteacher during most of these visits to lessons.
- A wide range of documents were scrutinised, including records relating to behaviour and attendance, safeguarding procedures and the school's analysis of how well it is improving. The inspectors examined the school's systems for checking progress and records of checks on the quality of teaching.
- The inspectors talked to individual pupils and members of the school council about the school and their work. They listened to individual pupils read and attended an assembly and the breakfast club. The inspectors also looked at samples of pupils' work across a range of subjects and classes.
- The lead inspector held a meeting with members of the governing body. Inspectors also held meetings with school staff, mainly senior and middle leaders. The lead inspector met with a representative from the local authority.
- The inspectors took account of the views expressed in the 28 online responses to Ofsted's Parent View questionnaire, in 21 staff questionnaires and in 36 pupil questionnaires. They also took note of the school's own survey of parents' views undertaken in November 2015 and gathered the views of several parents during informal meetings at the school during the inspection.
- The inspectors considered the school's use of the primary physical education and sport funding and the pupil premium.

Inspection team

Alex Baxter, lead inspector	Ofsted Inspector
Rebecca Carson	Ofsted Inspector
Elizabeth Wilson-Chalon	Ofsted Inspector

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