

National Society Statutory Inspection of Anglican Schools Report

Wyke Regis Church of England Voluntary Controlled Junior School

High Street
Wyke Regis
Weymouth,
Dorset
DT4 9NU

Diocese: Salisbury

Local authority: Dorset
Dates of inspection: March 11th 2008
Date of last inspection: March 1st and 3rd 2004
School's unique reference number: 113787
Headteacher: Mr Carl Saunders
Inspector's name and number: Sandra Symonds 109

School context

Wyke Regis Junior school is a large three form entry junior school with 370 children on roll. Its catchment area extends from Lanehouse Rocks Road in the North to Rylands Lane in the East and to the boundary with Portland in the South and it consists of a mixture of private and social housing. 26% of the children come from outside the catchment area. The school is organised into 12 single aged classes with three classes per year group. It is a member of the Chesil Education Partnership. Although the school has been in existence for over a hundred years the present buildings were built in 1985. Since then it has had much refurbishment and several further building extensions the last being in 2005.

The distinctiveness and effectiveness of Wyke Regis Church of England Junior School as a Church of England school are good

The ethos of Wyke Regis Church of England Junior School is underpinned by basic Christian values. This creates a caring environment in which pupils learn well and develop as individuals. Developments in the school since the last inspection have greatly improved its church school distinctiveness. For example the Spiritual, Moral, Social and Cultural policy and the development of the collective worship.

Established strengths

- The quality of care underpinned by Christian values
- The involvement by the learners in the decision making process for the whole school community
- Collective Worship is well planned and recent developments are becoming embedded to raise the profile of the school's distinctive Christian character

Focus for development

- To evaluate the impact of the excellent SMSC policy on the school community and importantly on the learners themselves
- To further involve the foundation governors in focusing on the impact of collective worship across the school.
- To develop further links with the local church now the two parishes have successfully amalgamated.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The school has a very good working atmosphere and relationships based on Christian values of care and concern for others. This has a very positive impact on the pupils who feel secure

and valued and feel they are always treated fairly. They accept that others may be treated differently according to their needs. Learners behave well and are understanding and considerate to those who have difficulty. One pupil mentioned "School has helped me to calm down a lot". The learners are able to contribute ideas and views through the school council and it was clear that these ideas were acted upon whenever they were appropriate. Following the introduction of an excellent SMSC policy the learners seem to make good progress in spiritual awareness. It would be good if the school could assess the impact of this on the learners. There were many visual displays around the school emphasising its Christian character and the children were able to talk about a quiet area they used in the summer months for reflection and prayer. There were booster groups for those with learning difficulties and peer mediators were just one of the aspects implemented to help behaviour management. Others included a friendship club (very much appreciated by two parents and one child) and run by a senior teaching assistant, a school counsellor and the SEAL project.

The impact of collective worship on the school community is good

Whole school acts of worship are well planned and prepared, the school is beginning to work towards evaluating the impact of these and the foundation governors were keen to be a part of this. Teachers plan the class assemblies around a theme. A recent meeting of learners to discuss the content and delivery of the acts of collective worship had highlighted the need for the school to involve them more in the delivery and the school was addressing this. Collective worship is a clearly determined part of the assembly with the lighting and extinguishing of a candle with a prayer clearly defining this. The act of worship experienced during the inspection was good. It was linked to the SEAL project and was focused on the topic "It's good to be me". It included aspects of awe and wonder, a hymn and children's prayers as well as a quiet time for reflection. The learners took away a clear message which they were able to talk about later. The learners are familiar with the Lord's prayer and were able to talk about key Christian festivals.

The effectiveness of the leadership and management of the school as a church school is good

The parents were very aware of the church school distinctiveness through displays around the school, the church's involvement and even through discussion with their own children, The church has recently undergone an interregnum and the new vicar has just successfully amalgamated two parishes, however there was every expectation that very shortly her involvement in the school would improve and the links between the school and the parish would increase greatly. The headteacher together with the senior management team and the foundation governors provide strong and effective leadership ensuring the distinctive Christian character of the school. They have a good understanding of their local community and demonstrate a clear vision and high expectations. Some governors and staff have recently undergone CPD opportunities as part of the ongoing improvement of the school as a church school and this has focused them strongly on future development. The quality of relationships across the school is good and two parents consulted could not have spoken more highly of the way the school supported and helped them with their children who had specific difficulties. The school has good systems in place for consultation with parents which it does regularly.