



National Society Statutory Inspection of Anglican and Methodist Schools Report

Wyke Regis Church of England Voluntary Controlled Junior School

High Street,

Wyke Regis

Weymouth

DT4 9NU

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Salisbury

Local authority: Dorset

Dates of inspection: 29 April 2016

Date of last inspection: 4 May 2011

School's unique reference number: 113787

Headteacher: Wanda Roberts

Inspector's name and number: Rev David Hatrey 844

School context

Wyke Regis Church of England Voluntary Controlled Junior School is a large junior school with 359 children on roll. The numbers who receive pupil premium funding is well above national averages, whilst those with English as an additional language are significantly below. The number of children who have special educational needs is significantly above those nationally. The school is part of a federation with the adjacent infant school, with one headteacher and governing body.

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

- Relationships between all members of the school community reflect distinctive Christian values.
- The school's Christian distinctiveness impacts on the care for families and disadvantaged children.
- Religious education contributes to a growing understanding of Christian values.
- The commitment of the school's leadership team ensures that the Christian character is developing.

Areas to improve

- Establish an agreed definition of spirituality and plan opportunities for high quality experiences so that children express their ideas in a variety of innovative ways.
- Support children to lead and evaluate worship so that it inspires them and others to have a greater appreciation of how worship can influence their lives.
- Deepen the understanding of the school's distinctive Christian values to enable children to more readily articulate the difference that these have on their daily personal development and achievement.

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

Astute evaluations undertaken by staff and governors led to a review of the school's core Christian values from which twelve distinct Christian values were identified. They are in the process of being woven into all aspects of the curriculum and daily life. Evidence from children's writing, and comments from discussions, show that there is a growing understanding of these values. Children are confident to articulate how these Christian values influence their lives and the choices they make. They give specific examples of where they have used these and appreciate the difference they made for others. Children who show values in action are recognised with an award that the school community regards as prestigious. These awards are shared with parents and children are proud to achieve them. Children recognise values in others and use class boards to nominate others who show these values, justifying why they have done so. Questions on these boards vary each week, and by each year group, which allows for some progression in an understanding of Christian values as children move through the school. Behaviour is good or better. Opportunities to develop spirituality have been enhanced. Each week children have time to reflect on the Christian value or related theme. Reflection diaries have been recently introduced and are used to record their thoughts. Children use pictures, prayers, poems to express their ideas which show thoughtful responses. Children say that these times are valuable as they think about daily issues or problems which help them wherever they are. However, there is no agreed understanding of spirituality from which staff work, nor are opportunities for reflection identified in planning across all subject areas, providing a balance of experiences. "We are all one no matter the colour of our skins," an understanding echoed by many children, reflects the school's award of Respecting Rights. Links with a Kenyan school has enabled children to understand how Christians in other countries show their faith as well as contrasting cultures. Religious education is increasingly making a good contribution to children's understanding of Christian values. The introduction of Discovery RE, a new programme, has seen interest rise. Children respond to questions raised and are able to make comparisons with other world faiths which contribute to an understanding of their own beliefs.

The impact of collective worship on the school community is good.

Planning for worship has improved since the previous inspection because it is now more focused upon developing an understanding of Christian values. Each value is explored over a 3 or 4 week period with each act of worship extending and deepening the children's appreciation of how these values are relevant to them. Challenges given in worship every week support children to reflect on what the value means to them. Recently, classes have begun constructing their own 'wall' where bricks include comments from children showing how values such as friendship make a difference to their lives. Through creative ways, such as writing songs, children have opportunities to reflect on values and explore their own ideas of what they mean to them. Children are confident to use prayer in their own lives and do so when they want to share thoughts with God. Younger children write simple thank you prayers whilst older children use teaspoon prayers. These include saying thank you, sorry or a request. Prayer jars and the prayer wall give opportunities to record prayers which can be read in class worship. Worship includes distinct elements. Children use Anglican greetings and the lighting of a candle, and use of Christian symbols, show that this is a special time for all to share with God. Most children said that worship is a thoughtful time and could relate how their understanding of the values was deepened and had an effect on their actions. Whilst children had a good knowledge of Jesus and His place within worship, they were not secure in making the link between His teaching and Christian values. Even the younger children were developing an understanding of the Trinity, seeing God revealed in different ways. Monitoring of worship is carried out by staff and governors and has led to changes. Additional year group worship has been introduced which tailors ideas more closely to the children's age. At present children are not involved in monitoring worship, neither do they regularly plan and lead it.

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

Federation with the infant school, which is not a church school, has created strong links and joint working which is benefitting both schools. Governors have created a new leadership structure with a headteacher and team who are dedicated to leading the federation while ensuring the distinctiveness of the junior school as a church school. Evaluations by the leadership team have led to actions which are beginning to make a difference for children, notably through the review of Christian values. The vision for the school, to enable each child to achieve their potential as everyone is special to God, is understood by the headteacher and shared by staff. Whilst academic progress is important, the nurture of the whole child has equal priority through a strong focus on well-being. An engaging curriculum provides opportunities in a range of areas to which the children respond with enthusiasm. The introduction of a new RE scheme of work has raised the profile of the subject and brought fresh enthusiasm to its teaching and delivery. The RE leader is very effective in driving forward these developments. Pro-active liaison and support for parents and families is a good example of how the school's Christian distinctiveness makes a positive contribution to the lives of the wider school community. Skilled staff support families by raising children's attendance and are frequently involved in individual care covering a diverse range of needs. One example is a lunch club for those who find this time difficult by developing their social skills. Children respond well to this support which also enhances their self esteem and confidence. Children recognise that they are part of an inclusive family where they are valued with children showing care towards each other. Robust and effective systems for monitoring and evaluation are in place that tracks pupil progress as well as behaviour. Governors have a clear understanding of their roles and responsibilities. Their evaluations challenge the school and lead to improvements such as the quality of provision for disadvantaged children. Currently children do not have regular involvement in evaluating the impact of the school's Christian distinctiveness. Middle leadership roles are being effectively developed. They work closely with children to find creative solutions to meet their individual needs. The impact of this for children is positive and growing. Well targeted training, drawing on expertise from the diocese has led to detailed action plans which are shaping the school's provision for spirituality. Relationships with the local church are good. The vicar contributes to governance, leads worship and has developed a strong rapport with children and parents. Christian festivals are celebrated in church and children are involved in fund raising for church projects both local and national. Children are active in community life which holds the school in high esteem. The ethos has created a warm, caring Christian community. The school meets the statutory requirements for RE and collective worship.

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