



Wyke Regis Church of England Junior School

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<http://www.wykeregisjun.co.uk>

Children's Service Authority: Dorset
Age range: 7-11
Number of pupils: 373
Head teacher: Mr C Saunders
Chair of governors: Mr A Smethurst

What have been our successes this year?

Following its successful Ofsted Inspection in March 2004, the school has continued to receive good reports from the Local Authority. The most recent review by its School Improvement Partner (SIP) in March 2007 described the school as being 'successful.'

End of Key Stage 2 SAT results for 2007 showed that our children achieved outcomes above national averages.

The school received the national 'Healthy Schools Award' in March 2007 which is an indication of the quality of provision made in the school to help pupils develop as a person and as a citizen. The school also received the 'Artsmark Gold Award' in May. This award will clearly support our view that the school offers its pupils outstanding opportunities to engage in arts experiences. In December 2007, the school received the national Active Mark Award for PE and sports provision.

Pupils continue to be very successful in musical and sporting events and competitions, winning a number of trophies. The introduction of a 'house' system has had a positive impact, especially upon pupil co-operation and attitudes.

The school continues to offer pupils excellent learning opportunities through educational visits, especially Year 4 and Year 6 residential visits.

[Back to top](#)

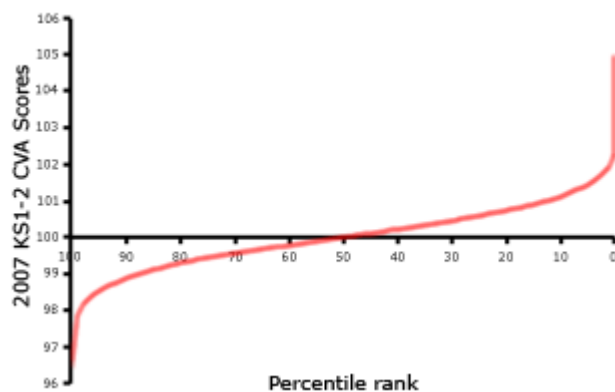
What are we trying to improve?

This year, the key issues for improvement are:

1. 'Assessment for Learning' and 'Successful Learning' Strategies - continuing to developed the use of 'Afl' and 'Successful Learning' strategies throughout the school to increase pupil involvement in the learning and assessment processes;
2. Raising Standards in the Core Subjects - employing strategies to increase the number of children achieving Level 5 at Key Stage 2 SAT. The school is also focusing upon the issue of boys' attainment due to a growing discrepancy between the results achieved by boys and girls.
3. The school is also continuing to develop its ICT provision in order to achieve the national ICT Mark award by July 2008.
4. The school is participating in the UNICEF 'Rights Respecting Schools' Award scheme in order to improve the children's understanding of their rights and responsibilities. This is intended to have a positive impact upon pupil attitudes to self, others and to learning.
5. The school has adopted the new Performance Management for Teachers framework and is also reviewing its PM strategies for support staff.

[Back to top](#)

How much progress do pupils make between age 7 and 11?



The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.



Our school



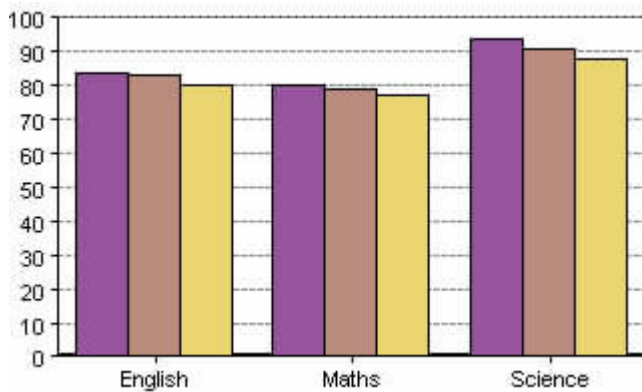
Confidence interval

According to Contextual Value Added scores (CVA) for 2007, Year 6 girls generally made appropriate progress during their time with us. However, the gap between the achievement of boys compared to girls widened for this cohort.

The School Development Plan for 2007-2008 reflects this issue and strategies are being employed to improve this situation.

[Back to top](#)

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)



Our school



Local schools (Local Authority)



All schools

According to the 2007 End of Key Stage 2 SAT, the percentage of children in Year 6 who achieved Level 4+ in the three Core Subjects was slightly above the national and LA averages.

The percentage of children achieving the higher Level 5 in English was slightly above the national average. Level 5's in maths were well above the national average. In science, the percentage of children achieving Level 5 was slightly below the national average.

Due to the continuing focus on the development of writing skills, there has been a year-on-year improvement in the percentage of children achieving Level 5 in writing. In 2007, 26% of children achieved Level 5 in writing compared to 21% within the LA. However, the school's Level 5's for reading were slightly below the LA average. In maths, the percentage of Level 5's was well above the LA average. Science Level 5's were below the LA average.

[Back to top](#)

How have our results changed over time?

Due to a concerted effort and the introduction of effective strategies, levels of attainment in writing have steadily improved over the last three years, especially at Level 5 (8% in 2005, 14% in 2006 and 26% in 2007). Reading at Level 4+ continues to produce very good results with over 90% of children achieving these levels. However, in 2007 the % of children achieving Level 5 in reading fell below the LA average.

The results gained in maths still continue to fluctuate from cohort to cohort. However, this fluctuating pattern is being considered and we will endeavour to employ strategies intended to create a steady improvement trend.

A high % of children continue to achieve Level 4+ in science (over 90%). But in 2007, the % achieving Level 5 dropped below the LA average.

The downward trend in Level 5 (particularly in reading and science) can in many ways be attributed to the decline in the achievement of boys in comparison of that of girls. This issue is being pursued through the school's School Development Plan (SDP).

SEN children continue to make good progress in their time with us, especially those at School Action + and with a Statement of Educational Need.

[Back to top](#)

How are we making sure that every child gets teaching to meet their individual needs?

All staff play a major role in creating, monitoring and evaluating the learning environment so as to track the progress and set realistic, yet challenging targets for future development. The school has invested in a computerised assessment system which will assist in tracking pupil progress and the setting of realistic targets for improvement.

Parent/carers consultations provide excellent feedback for all children regarding individual progress, and for those children needing more intensive support 'Individual Education Plans' are prepared and reviewed on a half-yearly basis.

The school has also introduced 'intervention' programmes to support the learning of identified target groups of pupils. The school has invested substantially in its support for learning with each class having at least one teaching assistant (TA). The TA team make a valuable contribution to the school and to the good progress made by pupils.

The school provides considerable support for children with SEN, including gifted and talented pupils. The children experience a wide range of quality learning activities. We strive to provide quality teaching and learning resources in all aspects of the curriculum.

[Back to top](#)

How are we working with parents and the community?

We have a significant number of our parents/carers on the school's governing body and a very active Friends Association.

We are proud to be members of the Chesil Education Partnership which enables us to work closely with all the other 26 schools and colleges in the Weymouth & Portland area. The school is also a member of the local School Sports Partnership. These relationships allow us to provide our children with a wide range of experiences and will help to ensure appropriate support is available to our children and their families.

The children undertake a number of visits within the local community and members of the community come into school as visitors or volunteer helpers. We have a close relationship with our local parish church (All Saints) and the local rector is a member of our governing body.

We welcome parent/carers into our school. We hold parental consultations twice a year and they receive an annual report on their child's progress. Parents are very supportive of the school and attend many of our events. We provide parents with the opportunity to attend a parenting group and we invite them to give their opinions on the school through questionnaires and the Parent/Carers Forum.

[Back to top](#)

What have pupils told us about the school, and what have we done as a result?

The views of children are gathered through questionnaires, discussions, class councils and Circle Time sessions. The children generally have a very positive opinion of the school and what it provides for them.

There is a very active School Council which was established in 2000. Through its representatives, the children have the opportunity to put forward ideas for school improvement. Examples of positive outcomes would be the construction of a 'Jungle Gym' on the school playing field, a shaded 'quiet area', lunchtime arrangements and the proposed building of an outdoor performance area. The children have also decided on the names of the new school houses and the charities that they would like to raise funds for.

Through the introduction of 'Assessment for Learning' strategies, children are being encouraged to participate in the assessment and target setting processes. This is hoped that this will have a positive upon pupil progress and attainment and their love of learning.

[Back to top](#)

How do we make sure our pupils are healthy, safe and well-supported?

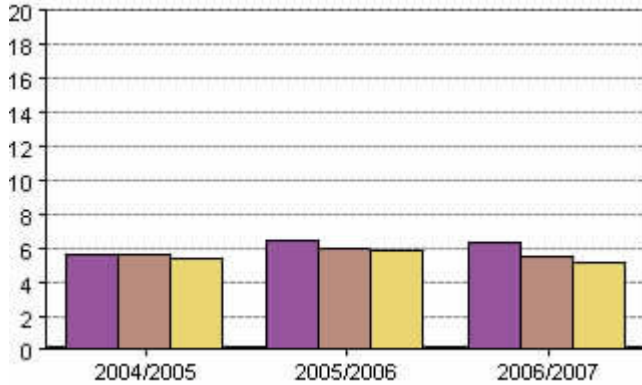
The safety of children at our school is of paramount importance. Risk assessments and Child Protection (CP) procedures are in place and rigorously applied. The school has two fully trained nominated CP persons and an educational visits co-ordinator. All DSA staff and many TA's are first aid qualified. Safeguarding children is a priority and the school applies strict CRB clearance procedures for all staff and volunteer helpers.

The school achieved the national 'Healthy Schools Award' in March 2007. The school will also be participating in the UNICEF 'Rights Respecting Schools Award' as from September 2007. All children are involved in regular physical activities and the school received the national Active Mark Award in December 2007. The school has introduced the 'Social & Emotional Aspects of Learning' programme which, with weekly Circle Time sessions, encourages children to develop self-esteem and social skills.

The school has developed a number of successful strategies for supporting children with behavioural or emotional problems, including the use of emotional literacy, mentoring and child counselling sessions. We have developed active relationships with other agencies.

[Back to top](#)

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.



Our school



Local schools (Local Authority)



All schools

Generally, pupil attendance at the school is good. However, due to the locality and nature of Weymouth (being a seasonal holiday destination) a significant number of our families are required to take annual vacations during school terms.

The Governors have informed parents/carers of the need for children to attend school regularly and many, where possible, respond by taking vacations during school closures. The school works closely with the LA's Education Social Work & Attendance Service (ESWAS) to support families where poor pupil attendance is an issue. The school has set of target of 6% non-attendance for this academic year.

[Back to top](#)

What activities and options are available to pupils?

The school offers a broad curriculum with many exciting learning experiences. This is enhanced by a variety of extra-curricular activities including arts, music, sports and other clubs. The school participates in a number of local music and sports competitions and events.

The development of drama and dance within the curriculum has enriched pupils experiences and supported the drive to develop self-esteem, self-confidence and enjoyment in learning. The school has recently greatly enhanced its 'Golden Time' provision.

All children participate in educational visits which support learning in a variety of subject areas. The school also provides the children with the opportunity to participate in two residential visits during their time with us. These always prove to be an exciting and valuable experience.

We invite a variety of performers into our school including theatre and music groups. We are also visited by a number of people representing different faiths and religions. The children regularly participate in fund raising activities to support a variety of charitable causes.

Each year we hold School Council elections to elect representatives from each class. The School Council plays an active part in the school improvement process.

[Back to top](#)

What do our pupils do after leaving this school?

Children from Wyke Regis CE Junior School go on to one of four secondary school/colleges. The majority of the children go on to attend All Saints CE School, with a significant minority attending Budmouth College of Technology. A small number go on to attend Wey Valley Sports College and Royal Manor Arts College.

Transition projects are being developed to assist in the transfer of pupils between Year 6 and Year 7. The Primary College for all Year 6 pupils in the Chesil Education Partnership has also supported the transition of pupils. Furthermore, we have liaised closely with the secondary schools/colleges to ensure a smooth transition between primary and secondary education.

[Back to top](#)

What have we done in response to Ofsted?

The school underwent its third Ofsted inspection in March 2004. The inspection was successful for the school with, among many strengths, two areas for improvement identified. They were:

- To improve assessment procedures and marking so that pupils are given better information to help them know how to improve and to help them become more independent learners;
- To use information gathered from assessment and monitoring to identify areas of the curriculum where provision needs to be improved.

In response, the school devised action plans to actively engage these issues. The plans have been implemented and are monitored and reviewed on a regular basis. The plans include the following elements:

- Introducing elements of 'Assessment for Learning' strategies throughout the school to actively encourage pupil participation in the learning and assessment processes;
- Reviewing and developing the role of the subject leader in the school's monitoring and evaluation processes.

[Back to top](#)

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone: 01305 786041

Our website: <http://www.wykeregisjun.co.uk>