

Wath CofE (A) Primary School

Inspection report

Unique Reference Number	106932
Local authority	Rotherham
Inspection number	377494
Inspection dates	7–8 February 2012
Lead inspector	Declan McCauley

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair	Paul Ryder
Headteacher	David Silvester
Date of previous school inspection	3 December 2008
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Introduction

Inspection team

Declan McCauley
Aileen King
Steve Rigby

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 30 lessons or part lessons taught by nine teachers. They held meetings with groups of pupils, staff and representatives of the governing body and had informal conversations with parents and carers. They listened to individual pupils reading and talked with pupils about their work as well as about behaviour and safety in school. Inspectors observed the school's work, and scrutinised the data the school collects on pupils' progress and safeguarding processes used to protect pupils. They reviewed work completed by pupils in their books. Inspectors took account of the on-line questionnaire (Parent View) where one response was recorded, and considered the 89 questionnaires returned by parents and carers as well as analysing questionnaires from pupils and staff.

Information about the school

This is a slightly larger than average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. Most pupils are from White British backgrounds, with a smaller-than-average proportion of pupils from minority ethnic backgrounds. The proportion of pupils for whom English is an additional language is well-below average. The proportion of disabled pupils and those who have special educational needs is below average. The school meets the current national floor standard for pupils' attainment and progress over time. The school runs its own breakfast club, which was inspected as part of this inspection.

The school participates in local authority projects such as the Good Schools programme which aims to take a school from satisfactory overall effectiveness to good or outstanding.

The school holds a number of awards, including the platinum Warwick Award for enterprise, the Basic Skills Quality Mark, an International School award and the Eco-Schools bronze award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- Wath CofE Primary is a good school. Pupils make good progress from starting points generally below those expected for their age. Attainment in English and mathematics has improved since the previous inspection and is now average. Disabled pupils and those who have special educational needs make good progress.
- The quality of teaching is good. Many teachers use skilful questioning to assess what pupils know and understand in order to challenge them further. Creative and stimulating lessons result in inspired and motivated pupils with a thirst for knowledge. Much learning takes place at a brisk pace, enabling pupils to make rapid progress. The use of information and communication technology (ICT) to extend learning is underdeveloped. The quality of teaching has improved since the previous inspection but there remains scope for further improvement, including in the precision of some marking and the way in which teaching assistants give support.
- Pupils are polite and courteous; their positive attitudes make them enthusiastic participants in learning. They behave well around school and care for each other effectively. Pupils are punctual and their attendance is above the national average. Many parents commented that, 'Their children would attend this school every day of the week, including weekends, if they could.' Pupils say they feel safe in school. When pupils have concerns they confidently turn to adults for support and report issues are resolved quickly and to their satisfaction.
- School leaders have a clear vision for excellence that is shared by all staff. Self-evaluation accurately identifies the correct areas for improvement. The governing body rigorously drives school improvement in partnership with the senior leadership team. The relentless focus on creating the best learning opportunities for pupils has resulted in many improvements since the previous inspection. The curriculum is well enriched and effectively supports pupils' spiritual, moral, social and cultural development.

What does the school need to do to improve further?

- Strengthen the impact of ICT on pupil's achievement by:
 - fully exploiting new technologies in lessons and beyond the classroom
 - enabling pupils to use ICT creatively in all aspects of their learning.

- Improve teaching to outstanding over time by:
 - making sure all learning progresses at a brisk pace
 - maximising opportunities for independent learning in lessons
 - ensuring all marking clearly identifies next steps in learning for pupils
 - sharing the existing good and better practice
 - consistently matching learning activities to the needs of all pupils
 - engaging all teaching assistants fully in lessons to drive learning.

Main Report

Achievement of pupils

The difference in attainment between pupils attending Wath CofE Primary and pupils nationally has been narrowed rapidly, resulting in attainment in English and mathematics which is now broadly average. Pupils join the Early Years Foundation Stage with skills, knowledge and understanding that are typically below those expected for their age. This year, the youngest children in school joined with personal and social skills and skills in literacy and numeracy well below those typical for their age. Progress is good in the Early Years Foundation Stage and is maintained well as pupils make progress through school. Parents and carers believe their children are making good progress and inspectors found this to be the case. Inspectors observed pupils making good progress in lessons because of high-quality teaching.

The teaching of linking letters with the sounds they make is a strength of the school. The knowledge gained enables pupils to acquire early reading skills at a fast pace, ensuring they make good progress. Attainment in reading by the end of Key Stage 1 and Key Stage 2 is above average. Pupils enjoy reading and respond very well to the promotion of reading for enjoyment by staff in lessons and assemblies. Disabled pupils, and those who have special educational needs, and those known to be eligible for free school meals, make good progress because they are supported well within school.

In lessons pupils listen carefully to teachers and respond to instructions well, enabling teachers to plan and teach exciting and creative lessons. Pupils in a Key Stage 1 class were observed excitedly working on a topic about The Great Fire of London. Pupils took part in a variety of learning activities which were well matched to their abilities. One pupil explained clearly about how the fire started while others were exploring how they could best depict the buildings in Pudding Lane using a variety of materials.

Quality of teaching

As a result of good teaching, with some that is outstanding, pupils achieve well over time. Although the majority of teachers plan learning activities which are well matched to the individual needs of pupils and include sufficient opportunity for pupils to learn by working independently, this good practice is not yet wholly consistent across the school. Many teachers reshape their lessons in the light of the progress being made by pupils. In the Early Years Foundation Stage, activities which stimulate and engage young children make a strong contribution to their development. When learning about the sounds made by letters, children sat calmly and were transfixed by the story of Goldilocks and the three bears. In some lessons ICT is used creatively by teachers to promote learning. In a Key Stage 2 lesson, pupils were inspired by a presentation on some of the art works from the impressionist period on an interactive whiteboard. The teacher then asked them to research the life and works of Claude Monet using the internet for homework, but recording their findings in their homework books when they were clearly capable of using ICT effectively for this task. Some pupils were using ICT in lessons although not always in as creative a manner of which they were capable.

Pupil's exercise books contain many examples of work that is neat and well presented. Pupils are proud of their work and it is marked regularly by teachers. On many occasions teachers carefully identify the next steps in learning which pupils need to take to improve further, although this is not consistently the case. Teachers regularly take opportunities through the widely enriched and well-planned curriculum to develop the social, moral, spiritual and cultural understanding of pupils further. As a result, pupils know the difference between right and wrong and socialise well with their peers and adults in the school community.

The pace of learning in most classes is fast although sometimes it slows. In one lesson this happened when pupils who were ready to begin learning independently sat waiting for the teacher to finish giving instructions to other groups before embarking on their own learning activity. In many classes, teaching assistants make a positive contribution to the learning of individuals and small groups of pupils. On occasions teaching assistants sit passively waiting for teachers to complete the introduction to learning activities when they could be promoting learning more effectively. Parents and carers comment very favourably on teaching in school. Inspectors found these views to be accurate.

Behaviour and safety of pupils

Typically, pupils behave well around school and their good attendance and punctuality show that they enjoy school. Their high standard of behaviour makes the school an orderly environment for learning. Pupils set very high standards for behaviour both for themselves and for each other. When pupils in Year 6 felt some younger pupils were running in corridors during break times they decided to improve what they felt could be a potentially dangerous situation. Through a process of older pupils speaking to other pupils and monitoring the situation, they have improved circulation in corridors. No pupils were observed running during the inspection and records show that the number of pupils identified running has declined over time. Older pupils are rightly proud of this contribution to the safety of all in school. In discussion with pupils, they explain that adults in school deal well with the occasional incidents of misbehaviour; inspectors endorse this view. Most parents and carers feel behaviour is good, although a few suggested that some lessons

could be disrupted by the misbehaviour of a small minority of pupils. Inspectors followed up the behaviour of this small minority of pupils and are satisfied that because of effective classroom management by teachers, and additional support put in place by school leaders, any misbehaviour is dealt with robustly. Pupils feel safe in school and on the playground because of the measures the school has in place to ensure their safety. All parents and carers who returned the Ofsted questionnaire agreed their children felt safe at school. Pupils know how to look after themselves and how to take care of one another. They recognise situations that could be unsafe. Pupils report that instances of bullying of any type are not tolerated in school. Pupils know it is wrong to call each other names and explained to inspectors how hurtful this could be. They reported that instances of name calling were rare, but were dealt with well by adults when that occasionally occurred. A good number of pupils attend the school's breakfast club. Pupils thoroughly enjoy this provision where they relax in the informal atmosphere, enjoy a good breakfast and mix well with their friends.

Leadership and management

Since the last inspection school leaders and members of the governing body have worked with resolute determination to secure improvement. The headteacher and members of the senior leadership team set high expectations for the quality of teaching and are ambitious for it to improve further. They have successfully improved achievement and the quality of teaching since the previous inspection because of their motivation and relentless drive. They rightly recognise that by improving teaching further, and using new technologies more effectively, the result will be improvement of achievement for all pupils. In order to reach their goal, they have produced a developing excellence plan which has been constructed following robust monitoring and evaluation of improvement so far. Leadership and management of the Early Years Foundation Stage are secure, resulting in the effective progress being made by children by the time they enter Key Stage 1. Curriculum team leaders have an accurate overview of strengths and areas for improvement across school. They have driven improvement securely and are well focused on improving further. They recognise the need to develop staff expertise further, particularly in the use of reliable ICT equipment. Opportunities to share strong classroom practice, and to coach improvement in classroom skills, are currently underdeveloped. Key leaders work with senior members of staff from other schools to share expertise and gain a clearer understanding of how collaboration can bring further improvement to Wath CofE Primary. There is good capacity to bring about further improvement.

The curriculum has developed well since the previous inspection. Pupils benefit from the many exciting opportunities provided to develop their spiritual, moral, social and cultural understanding, which is a strength of the school. Equal opportunities for all are well embedded into school life and no discrimination is tolerated. Safeguarding arrangements meet statutory requirements because the school works robustly to keep all pupils safe.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 February 2012

Dear Pupils

Inspection of Wath CofE (A) Primary School, Rotherham, S63 6PY

Thank you for the really warm welcome you gave the inspectors when we visited your school. We would especially like to thank those of you who talked to us about everyday life in your school, those who read to us and all those who returned our questionnaires. You are clearly very proud of your school.

We have judged that yours is a good school.

Here are some of the things that helped us to make our judgement:

- your behaviour is good and you all feel very safe in school
- your achievement is similar to that of other pupils nationally
- in your classes teachers teach exciting and interesting lessons
- your school leaders have improved your school well since the last inspection.

We have asked the headteacher and the governors to make your school even better for you by:

- improving your achievement further through using ICT better
- making teaching in your school outstanding.

You can play your part by continuing to attend every day and working hard in all your lessons.

Yours sincerely

Declan McCauley
Lead inspector

