

# Wath Central Primary

Fitzwilliam Street, Wath-upon-Deerne, Rotherham, South Yorkshire, S63 7HG

**Inspection dates** 17–18 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures

- Leaders, including governors, have been ineffective in carrying out their duties to ensure that all aspects of safeguarding in the school meet statutory requirements. Therefore, the school's work to keep pupils safe and secure is inadequate.
- Teaching assistants are not always used well to support pupils' learning and some have not had adequate training to manage challenging behaviour properly.
- Leaders' monitoring and leading on developing teaching have not been rigorous enough to stop the decline in its quality since the last inspection; consequently, teaching and pupils' achievement require improvement.
- Governors do not hold the school fully to account for improving the quality of teaching, pupils' achievement nor their behaviour.
- Leaders have not secured pupils' good behaviour, particularly in Key Stage 2. Consequently, some pupils do not conduct themselves well enough around the school when they are not supervised.
- Data management systems are not used effectively by leaders to quickly identify and attend to any possible underachievement of the different groups of pupils.
- Too few pupils make good progress, particularly in Years 3 and 4. As a result, standards of attainment over time by the end of Year 6 remain below average in reading, writing and mathematics.
- Teachers' questioning is not always used effectively to challenge pupils' thinking and deepen their understanding. This holds back their progress.
- Teachers' marking and feedback does not always show pupils how to improve. Often pupils do not respond to the advice if it is given.

### The school has the following strengths

- Strategies used by senior leaders are now helping to improve the quality of teaching and pupils' achievements. As a result, attainment at the end of Key Stages 1 and 2 is improving.
- Children are happy and are making good progress in the Early Years Foundation Stage.
- The school works closely with parents which helps them to support their children's learning.

## Information about this inspection

- The inspection team observed teaching and learning in 18 whole and parts of lessons. Five of these were joint observations with the headteacher and deputy headteacher.
- The inspection team observed pupils' behaviour at play and lunchtimes and visited the breakfast club. Inspectors listened to pupils read in Years 1, 2 and 6 and spoke to pupils about their work.
- Discussions were held with three groups of pupils, two members of the governing body, key staff and a representative from the local authority.
- Inspectors looked at a range of documents, including information about pupils' attainment and progress, the school's self-evaluation, checks on the quality of teaching, minutes of the governing body meetings, records relating to behaviour, attendance and safeguarding.
- The 25 responses to the online questionnaire (Parent View) were taken into account by inspectors. In addition, parents were asked for their views at the beginning of the school day as they brought their children to school.
- The inspection team also considered the 23 responses returned by staff.

## Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Lesley Bowyer

Additional Inspector

Karen Foster

Additional Inspector

## Full report

*In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- This is a larger than average-sized primary school.
- The school has changed its status and is now a foundation school, which is part of a co-operative trust.
- Most pupils are of White British heritage.
- Since the previous inspection, there have been a number of changes to the teaching staff; the headteacher took up her post in September 2010.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils eligible for support through the pupil premium is slightly above average. The pupil premium is extra funding for those pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in mathematics and English.
- The school manages its own breakfast club.

### What does the school need to do to improve further?

- Urgently improve the effectiveness of leadership and management, including governance, by:
  - ensuring that the governing body carry out their statutory duty in making sure that all aspects of safeguarding meet statutory requirements, including the safer recruitment and checking of staff on their suitability to work with children
  - ensuring all staff are regularly updated and trained on how to keep pupils safe
  - analysing the behaviour logs so leaders can be proactive rather than reactive in attending to any unacceptable behaviour
  - ensuring governors hold the school fully to account for the actions taken to improve the quality of teaching, pupils' behaviour and their achievement
  - ensuring that the systems used for monitoring and evaluating the quality of teaching are rigorous and that teachers are clear and well supported, as to how they can improve their teaching
  - using the data management systems more effectively to quickly attend to any under achievement of the different group of pupils.
- Improve the quality of teaching so that it is consistently good or better, particularly for the most able pupils, by ensuring that:
  - questioning is used more effectively to challenge pupils to think and deepen their understanding
  - teaching assistants are used well to help pupils make the best learning they can

- pupils' work is marked, giving clear guidance to them on the next steps needed to improve their work and that pupils are given opportunities to act on the advice.
- Improve achievement to be at least good in mathematics and English, particularly in Years 3 and 4 by:
  - getting pupils to use and apply the mathematical skills they are developing in mathematics lessons and in the other subjects they learn
  - developing pupils' writing skills so they can write competently in all subjects
  - giving the older pupils opportunities to read more widely in a range of subjects
  - improving pupils' comprehension skills.
- Improve pupils' behaviour, safety and attendance by:
  - ensuring robust risk assessment procedures are fully in place, that these are specific to the school and that checks are regularly carried out to ensure pupils are and can stay safe
  - enabling pupils to know how to control their own behaviour around the school and to ensure that they develop respect for themselves and others, particularly in Key Stage 2
  - training teaching assistants to better manage pupils' behaviour
  - improving attendance, especially for boys and those supported by the pupil premium funding.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Ofsted will make recommendations on governance to the authority responsible for the school.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils do not make consistently good progress throughout the school; progress slows particularly in Years 3 and 4. Children join the Early Years Foundation Stage mostly with skills that are below those typical for their age; by the time they leave at the end of Year 6 attainment is still below the national average. This has been the case since the last inspection, at which time pupils progressed well and made good achievement.
- Too few pupils make good progress in mathematics. They do not have enough opportunities to use and apply their mathematical skills in real-life situations, either in mathematics lessons or in the other subjects they learn.
- The quality of writing across all subjects is inconsistent. Opportunities for pupils to develop their skills to write competently in other subjects are limited. For example, some of the work provides little scope for pupils to write at length and develop their skills.
- Pupils who are at the early stages of reading are gaining a better understanding of how to use the sounds that letters make (phonics) to read unfamiliar words. This is reflected in the phonic screening check for the Year 1 pupils in 2013, which was much closer to the national average when compared to the outcomes in 2012. However, older pupils do not read widely in a range of subjects and their comprehension skills are limited.
- Nonetheless, the school's data and inspection evidence from work in pupils' books show that attainment at the end of Years 2 and 6 is improving and is on track to be broadly average by the end of June 2014.
- The most able pupils are making at least expected progress but not enough pupils from this group are making good progress. This is because some of the work is not challenging enough to help them to make better progress. Pupils say that their work is more challenging from the end of Year 5 and this is supported by inspection evidence.
- Disabled pupils and those with special educational needs make expected progress, similar to that of their peers in the school, with too few making good progress. This is because the extra support given to these pupils is not yet having a full impact.
- The gap in attainment between those pupils supported by the pupil premium funding and the others in the school varies. In some year groups, the gap is wide; consequently, the progress made by these pupils supported by this funding requires improvement. In the 2013 national tests, pupils who were known to be eligible for free school meals were about two terms behind other pupils in mathematics and reading and just under three terms behind in writing.
- Between 2011 and 2013, children in the Early Years Foundation Stage made typical progress. Currently, children are making good progress. This is because the adults, displays and resources effectively promote children's development and particularly their number and language skills.
- The school adequately promotes equality of opportunity for all pupils.

### The quality of teaching

### requires improvement

- The quality of teaching throughout the school, particularly in Years 3 and 4 has declined since the last inspection and does not result in pupils' consistently good progress. This is because leaders have not monitored and supported the development of teaching well enough.
- The quality of teaching is now improving and school leaders have put different strategies in place to help, however, the impact of their monitoring of teaching remains inconsistent because until recently teachers did not know the next steps needed to improve their practice. In addition, individual teacher's areas for development that are identified are not followed up by leaders in any subsequent monitoring.
- Teachers do not always use questioning well enough to stretch pupils' thinking skills in order to deepen their understanding. Sometimes the work set is not challenging enough, particularly for the most able pupils. At times, teachers tend to accept the first answers pupils give without

questioning further to check or extend their understanding. As a result, the amount of progress pupils make is sometimes limited.

- The teaching of mathematics is variable. Sometimes pupils use their mathematical skills to solve a variety of problems that are linked to the real world. For example, Year 3 pupils were effectively challenged to use their knowledge of the basic skills in number to work out the cost of making a smoothie for their sports day event. However, such opportunities are not consistent throughout the school and in other subjects.
- The teaching of literacy also varies across the school. Phonics is taught well in the Early Years Foundation Stage and throughout Key Stage 1. However, older pupils say they do not read many books in other subjects, apart from in history. In this subject, for example, in Year 4 pupils together with the teacher, read a lot about the Egyptians and gained a good knowledge about the mummification process, as well as improving their reading skills.
- Written work in pupils' folders is not always of a good standard and some of it is incomplete. As a result, pupils make limited progress in developing their writing stamina to be able to write at length and in using their basic writing skills in subjects other than English.
- At times, teachers use resources that are relevant and meaningful for pupils and which help to capture their interest. For example, in Year 6, the teacher used a range of resources including a film that effectively engaged pupils and helped them to produce high quality poems based on 'The Blitz.' In Year 2, a group of pupils actively created their own stories and scenes using computer technology. However, when the activities given do not hold pupils' interest, often they lose their concentration and their progress is more limited.
- Sometimes pupils' work is not marked, particularly when it is completed on worksheets or loose paper. Marking does not always give pupils clear next step guidance on how they can improve their work. Pupils also do not always have the chance to respond and act on the advice of the marking, therefore, they do not always learn from their mistakes.
- In the Early Years Foundation Stage and in Year 6, teaching is consistently good. Teachers in these year groups plan and cater well for the different groups of children and provide appropriate levels of challenge.
- Teaching assistants in the Early Years Foundation Stage effectively support children's learning. They act as positive role models in helping to develop children's language skills. However, teaching assistants are not consistently used well enough to support pupils' learning throughout the rest of the school, particularly when teachers are addressing the whole class. The assistants also do not always manage pupils' behaviour well enough.

### **The behaviour and safety of pupils are inadequate**

- The school's work to keep pupils safe and secure is inadequate. This is because leaders, including governors, have not ensured the school undertakes sufficient risk assessments to ensure pupils stay safe, particularly in the Early Years Foundation Stage. The few assessments that have taken place are too general and not specific to the school or to the pupils. Some teaching assistants, who work closely with pupils that have challenging behaviour, have not had the necessary training to deal with any unacceptable physical behaviour. As a result, this does not help to keep pupils safe and puts them and other pupils at risk.
- Pupils have an adequate understanding of how to keep themselves safe, for example, when using the internet. However, while staff and parents feel that pupils are kept safe and pupils themselves say they feel safe in and out of school, inspectors' findings do not support this.
- The behaviour of pupils requires improvement. Some pupils, in Key Stage 2, do not always conduct themselves well enough as they walk around the school at lunch times without adult supervision. Occasionally, their behaviour is not good enough when they have their meals in the dining hall even when it is being supervised by the midday staff. The behaviour of children in the Early Years Foundation Stage and pupils in Key Stage 1 is good.
- School leaders maintain logs of pupils' behaviour. However, these are not analysed to provide valuable information about triggers for unwarranted behaviour so that steps and actions can be

put in place to prevent them.

- Pupils have a sound knowledge about the different types of bullying, such as racist and physical bullying. Pupils feel that they all generally get on well together. They feel that there is some name calling but the teachers always sort it out. Pupils take on the role of peer mentors at break time to help other pupils if they do not have any friends with whom to play.
- Pupils enjoy taking on different responsibilities around the school, for example, the litter busters say, 'there is now a little less litter every day.' This is helping to keep the school tidy.
- Pupils say teachers make learning fun. They are eager and ready to learn. However, when the activity does not capture their interest they become disengaged in their learning.
- Attendance is broadly average. However, attendance for boys and those supported by the pupil premium funding is lower than the other pupils in the school.
- The breakfast club not only provides pupils with a meal, but helps them to establish good relationships with each other.

### **The leadership and management are inadequate**

- Leaders, including governors, have not ensured that the safeguarding of pupils meets statutory requirements. The processes that underpin the safer recruitment of adults and the maintenance of the single central record, which records employment suitability checks carried out by the school, are insufficiently robust. Training on how to keep pupils safe has not been regularly updated for all staff.
- Leaders including governors have not ensured that sufficiently effective and consistent steps have been taken to ensure all pupils behave well, especially for those who exhibit poor behaviour and are difficult to manage. Not all adults working with pupils have been trained to manage effectively such challenging behaviour.
- The role of the middle leaders has improved and continues to develop. Senior leaders have started to improve the school after its decline since the last inspection. The quality of teaching is now improving, having dropped because the leaders have not been rigorous enough in their monitoring and supporting of teachers to improve the quality of their teaching. However, while senior and middle leaders make checks on the quality of teaching, their monitoring does not routinely result in quality feedback to teachers. The next steps needed to improve their practice are not systematically provided nor checked upon in later monitoring. Teachers are, however, given the chance to share good practice within and beyond the school.
- Data management systems provide senior leaders with a wealth of information about pupils' progress and attainment. This information, however, is not yet analysed nor used effectively to identify any differences in the achievement of the different groups of pupils so staff can address any underachievement quickly.
- Pupils are given a wide range of opportunities to learn beyond the classroom by, for example, going on visits where they learn about animals in their natural environment. Pupils' spiritual, moral, social and cultural development is adequately promoted in all subjects and they have the chance to learn about their own values and about other faiths and cultures different to theirs. However, not all pupils' moral and social development is strong enough, because some pupils in Key Stage 2 do not conduct themselves well enough without adult supervision.
- The primary sports funding is spent well. It is helping to improve the skills of staff to be more confident in teaching dance and gymnastics. There is as a result of the funding an increased uptake in football and cross country running. There are more pupils taking part in the after-school activities, such as street dance and athletics. This is helping pupils to develop a healthy lifestyle.
- The school works well in engaging with parents so that they can help to support their children's learning.
- Since the beginning of the autumn term in 2013, the local authority has intensified their level of contact and support because of the concerns they have had about the school. Actions have been implemented and are helping to improve the school.

**■ The governance of the school:**

- The governing body is not carrying out its statutory duties effectively. This is because it is not ensuring that all aspects of safeguarding meet statutory requirements so that pupils are kept safe at all times.
- The headteacher and the Chair of the Governing Body do meet regularly and some of the governors come into the school when they can. However, this has not yet resulted in the challenge needed to ensure there is a strong enough impact on improving the quality of teaching, pupils' behaviour and their achievement. Governors know that teachers' progression in salary is linked to their performance; whilst this is used to reward good performance, they have not ensured that this is effectively used to tackle any underperformance.
- Governors are well informed about how the pupil premium funding is spent and how it is impacting on pupils eligible for this additional support, however, this still does not result in the pupils supported by this funding making good enough progress.



## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	106893
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	443966

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	472
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	June Stone-Riley
<b>Headteacher</b>	Lisa Andrews
<b>Date of previous school inspection</b>	16 June 2010
<b>Telephone number</b>	01709 760345
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<b>Email address</b>	wath-central.primary@rotherham.gov.uk

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