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12 June 2015

Mrs Helen McLaughlin  
Executive Headteacher  
Wath Central Primary  
Fitzwilliam Street  
Wath-upon-Dearne  
Rotherham  
South Yorkshire  
S63 7HG

Dear Mrs McLaughlin

### **Special measures monitoring inspection of Wath Central Primary**

Following my visit to your school on 10 and 11 June 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in June 2014. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence, I am of the opinion that at this time the school is not making enough progress towards the removal of special measures.

The school may not appoint newly-qualified teachers before the next monitoring inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Rotherham and as below.

Yours sincerely

Gillian Wiles

**Associate Inspector**

*Appointed as an Additional Inspector, under the powers relating to additional inspectors, in paragraph 11 of Part 2 of Schedule 12 to the Education and Inspections Act 2006.*

## Annex

### The areas for improvement identified during the inspection which took place in June 2014

- 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 underachievement 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 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.

## **Report on the third monitoring inspection 10 and 11 June 2015**

### **Evidence**

The inspector observed the school's work, scrutinised documents and met with the executive headteacher, acting head of school, subject leaders, assistant headteacher, and the inclusion leader. She also held meetings with the Chair and vice-Chair of the Governing Body, pupils and a representative from the local authority.

### **Context**

Since the last monitoring visit an executive headteacher has been appointed following the resignation of the headteacher; the deputy headteacher is now the acting head of school. A teacher from the early years has resigned and this post is currently filled by a temporary teacher.

### **Achievement of pupils at the school**

Current achievement data is below national expectations for Years 2 and 6. The achievement of Year 6 pupils in reading and writing is considerably lower than it was for the previous cohort in 2014. Progress in reading, writing and mathematics is broadly in line with national expectations but this is based on very low attainment at the end of Key Stage 1. The school has demonstrated that the progress seen is a result of acceleration in Year 6, but the data presented depicts slow progress across Key Stage 2 as a whole. Leaders have not investigated the reasons for this: the use of data to inform teaching and learning remains weak.

An external review of the use of pupil premium funding was completed prior to the last monitoring visit. However, the recommendations of this report have not been used to inform action planning. The additional resource of the pupil premium funding is not being used adequately to accelerate progress and raise attainment for the most vulnerable pupils. Wide gaps remain between the attainment of these pupils and their classmates in all key stages and these are not closing consistently across all classes. Little or no analysis has been done to determine why this is the case or what can be done to address this.

The regularity and impact of pupil progress meetings have been challenged in governing body meetings. It is clear from the response that this has been an inconsistent practice in school. This lack of clear understanding of the implications of assessment data permeates all areas of the school's work and is a key factor contributing to the lack of progress overall.

Lesson observations during the inspection again highlighted that teaching is rarely matched to pupils' needs and consequently, in lessons and over time, pupils continue to make slow progress.

The signs of improvement for younger children seen in previous visits have led to better outcomes in the early years. The proportion of children reaching a good level of development, the measure used to assess children as they leave the early years, is slightly above the national expectations.

### **The quality of teaching**

Much of the planned work to develop teaching and learning has not happened, but where it has, there is little evidence to support the positive judgements about its impact made previously. It remains the case that little of the teaching seen is good and much requires improvement. Pupils say that the work they are given is often either too easy or too hard. Because teachers are not using their knowledge of assessment routinely to inform planning and teaching, there is a disparity between pupils' ability and the work they are asked to do. Rarely are pupils appropriately challenged. Lengthy introductions to lessons by teachers frequently result in pupils losing concentration and limits the time they have to practise and apply their learning; this slows their progress. There is little improvement in the teaching of literacy. In most classes marking, whilst regular, is often repetitive and rarely challenges pupils in their next steps of learning.

In mathematics there are some signs of improvement. The mathematics leader has benefited from good support from a local authority consultant. Where better learning was observed in mathematics, pupils were challenged and motivated so that they used a range of appropriate mathematical language and applied previous learning effectively. However, appropriate levels of challenge were not seen in most classes. The strategy for investigative work in mathematics is not having an impact because it has not been developed consistently across the school. Marking in mathematics is developing and pupils say that where they are given opportunities to respond to feedback, this is improving their understanding.

The work of teaching assistants to support pupils' learning remains variable. Where teaching assistants know the purpose of learning, they work effectively with different groups of pupils. Some teaching assistants are not aware of the needs of the pupils they support or the purpose of learning and this hinders progress.

### **Behaviour and safety of pupils**

There has been a clear focus on improving behaviour particularly at lunchtimes. Work has been done to ensure pupils are now regularly engaged in purposeful play. In recent weeks, pupils have applied for positions of responsibility and take these seriously: they mentor and support others and ensure school rules are followed. Lunchtime supervisors say that in the last few weeks lunchtimes are more positive. In contrast, pupils say that disruptive behaviour in lessons, corridors and cloakrooms continues to be a problem. The system of recording and monitoring incidents that is now in place will allow for analysis of this information in the future.

Attendance remains below the national average although there has been a marginal improvement this year when compared to the same period last year. The tracking of pupils who are persistently absent is more robust: key staff are aware of their role and are developing a greater understanding of the correlation between attendance and achievement.

### **The quality of leadership in and management of the school**

The new temporary executive headteacher has galvanised staff morale and confidence. She is keen to develop the whole-school ethos, values and shared vision and has already begun to establish higher expectations. Senior leaders have begun to review their work in line with the new high expectations. However, changes made have had little impact on pupils' progress due to the recent nature of this activity.

The executive headteacher is working hard to secure the support of parents and reassure them that the school now has a clear direction. The pace of activity, particularly in implementing school systems, has increased since May and early improvements can be seen in the quality of record keeping and playground behaviour. A more systematic approach both to safeguarding procedures and to recording behaviour incidents has been implemented. Whilst pupil progress meetings have not been held routinely in the past, there are plans to implement these with immediate effect. Progress meetings are held for pupils with additional needs: attainment and progress data are used to review the appropriateness of provision. This process is secure as a system but not yet well enough developed to be able to demonstrate impact. Attainment and progress data have not routinely been shared effectively nor used to steer or inform the strategic direction of the school.

As the result of the review of governance, the governing body has restructured the way it works and reviewed its terms of reference. Governors have evaluated their action plan in the light of the review. They have developed their use of questioning in meetings but the extent to which this challenge has been effective in driving improvement has been limited.

### **External support**

The local authority has supported the appointment of the executive headteacher. Work with external consultants in mathematics is helping to improve the quality of teaching but as yet the impact of this is confined to individuals. Support for governance has helped the governors to evaluate their impact. Overall, the improvement of the school is too slow.