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18 June 2015

Mrs Diane Humphrey  
Headteacher  
Waverley Primary School  
Douglas Road  
Balby  
Doncaster  
South Yorkshire  
DN4 0UB

Dear Mrs Humphrey

### **Special measures monitoring inspection of Waverley Primary School**

Following my visit to your school on 17 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 recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in February 2015.

### **Evidence**

During this inspection, meetings were held with the headteacher and executive headteacher, the vice-Chair of the Governing Body plus a further four governors and a representative of the local authority. The local authority's statement of action and the school's improvement plans were evaluated. The school's current assessment information about pupils' progress was reviewed, alongside local authority reports and recent checks on teaching. The single central record was checked to show compliance with safeguarding arrangements.

### **Context**

Since the inspection, an executive headteacher from a local school, Woodfield Primary School, has been appointed. Three teachers are leaving at the end of this

term and new teachers have been appointed to take up posts from September. The process of the school becoming part of a hard federation with Woodfield Primary is currently undergoing the statutory consultation procedures.

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

The headteacher, senior leaders and governors were disappointed about the outcome of the section 5 inspection. However, the local authority was aware that standards at the school were not high enough, resulting in the school being categorised as 'Causing Concern' prior to the inspection.

Local authority and school improvement plans include appropriate actions to address the areas for improvement identified in the last inspection. However, some minor changes are required so that the plans show more clearly how the impact can be measured and aligned closely to those who are responsible for monitoring and evaluating this impact.

The local authority has been instrumental in sourcing an experienced executive headteacher from a good school to strengthen the school's capacity to make improvements. The deputy headteacher and the assistant headteachers now have very defined roles and responsibilities. Consequently, the leadership team works closely together with a clear and urgent sense of purpose. Higher expectations have been clearly explained to staff by the executive headteacher and headteacher. Although teachers have found the pace of change quite challenging, they have responded positively to the well-structured programme of support and training provided. The training so far has focused on improving lesson planning for learning and the deployment of teaching assistants. Teachers are also receiving tailored training and support for individual aspects of their work and now understand the key areas of their practice that need to be improved. Performance management systems have been strengthened. Teachers now have sharper targets relating to the quality of their teaching and pupils' progress over the school year.

The local authority acted speedily to address the concerns within the inspection report. Actions underway are beginning to make a positive difference and have led to key members of staff being paired with established, experienced and successful leaders in Woodfield Primary School to look at how to improve the areas of work for which they are responsible. The local authority senior officers have also carried out a joint teaching and learning review with leaders to establish an accurate picture of the strengths and weaknesses in teaching. This monitoring is being used to inform a programme of professional development for teacher. Together with training on the progression of skills in the new national curriculum, this action has led to leaders in

the school having an accurate picture about the teaching capacity so that they can implement their plans to improve.

Middle and senior leaders are having more impact on the quality of teaching and learning in school because they are more knowledgeable about the school's own data and now have dedicated leadership time in which to carry out improvement work. For example, the subject leader for mathematics has implemented a passport to track basic skills. In English, timetabling for more extended writing has been reviewed and improved, and staff training to help pupils develop their speaking skills in preparation for writing is now being delivered.

Prior to the inspection, the governing body had a risk assessment of their practice. This did not result in an action plan to improve governance and gave them an over-inflated view of how effective they were as a governing body. Therefore, planning to develop and improve leadership at this level has been too slow. Plans are in place to tackle this through an external review of governance.

Following the monitoring inspection the following judgements were made:

The local authority's statement of action is fit for purpose.

The school's improvement plans are fit for purpose.

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

I am copying this letter to the Secretary of State, the Chair of the Governing Body and the Interim Director Children and Young People's Service for Doncaster. This letter will be published on the Ofsted website.

Yours sincerely

Suzanne Lithgow  
**Her Majesty's Inspector**