

Wath Victoria Primary School

Sandymount Road, Wath-upon-Deerne, Rotherham, South Yorkshire S63 7AD

Inspection dates	18–19 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders and managers have systematically tackled areas for improvement. As a result, outcomes for pupils have improved significantly in English and mathematics across all year groups in the school.
- The quality of teaching, learning and assessment has improved and is now good. Teaching and learning in mathematics and English have improved considerably.
- The executive headteacher has set the vision for school improvement. He has galvanised and empowered the staff and, as a result, staff work effectively in teams to drive school improvement.
- Governance is improving. Consequently, leaders and managers are more appropriately challenged.
- Pupils are very well looked after. No stone is left unturned in the pursuit of support for pupils. As a result, pupils feel safe and happy.
- Behaviour has improved. Parents and carers and pupils are very positive about the improvements in behaviour and attitudes to learning.

It is not yet an outstanding school because

- The quality of teaching, learning and assessment is less effective in subjects other than English and mathematics, for example in science and modern foreign languages.
- The rate of progress of disadvantaged boys lags behind that of other pupils.
- Spelling is a weakness throughout the school, particularly at key stage 2.
- In the early years, learning opportunities are sometimes missed when children choose their own activities, especially outdoors.
- Although attendance has improved, some pupils are absent too frequently.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by:
 - using the good practice which exists in English and mathematics as a model for other subjects, including science and modern foreign languages
 - focusing on correct spelling in all subjects.
- Accelerate the rate of progress of disadvantaged boys by focusing on their individual needs.
- Maximise learning opportunities in the early years by:
 - ensuring that the activities and resources in the outdoor area are used effectively to help children learn
 - using the time when children are choosing their own activities to accelerate learning through questioning and talk from adults.
- Increase rates of attendance, particularly of disadvantaged boys.

Inspection judgements

Effectiveness of leadership and management is good

- The confident and supportive leadership of the executive headteacher provides a positive ethos and culture. Consequently, leaders have the confidence to take the initiative and lead improvements. There is a strong ethos of teamwork throughout the school. All staff take responsibility for the progress and well-being of pupils. As a result, the quality of teaching, learning and assessment, behaviour and pupils' outcomes have improved. Staff morale is high.
- Leaders know the strengths and weaknesses of the quality of teaching. Teachers' practice is developed through support packages, which include team teaching and help with planning. Teachers value the support and professional development opportunities available to them. Consequently, the quality of teaching and learning has improved, particularly in English and mathematics. However, the approaches so successfully used to accelerate progress in English and mathematics are not consistently employed in other subjects such as science and modern foreign languages.
- Teachers confidently use the new methods they have learned to deepen the thinking and understanding of their pupils in mathematics. As a result, teachers from other schools regularly visit Wath Victoria Primary School to observe good practice. The school has effective links with the local mathematics hub and teachers undertake research to develop their own teaching. The impact of this can be seen, for example, in the approach taken to teach pupils their times tables.
- In 2015, all teachers eligible for a pay increase were awarded one. This is because teachers met the performance targets set for the quality of teaching, learning and assessment and pupils' progress.
- Leaders set ambitious targets for pupils' progress. They know well who is making good progress and who needs extra help because of more rigorous assessment procedures. As a result, outcomes rose across the school in 2015. Pupils in the current Year 6 are on track to make better progress than their peers in 2015. The outcomes for the most able pupils in Year 6 show particular improvement.
- The culture of the school is driven by the mission to 'aspire, believe and achieve'. Pupils have a 'can do' attitude, which is demonstrated by their engagement in their learning. Highly effective pastoral and academic support for all pupils provides everyone with the opportunity to succeed. Pupils working together, in pairs and groups, is a strong feature of learning which develops pupils' social skills well. Clubs after school support the development of social skills further.
- The curriculum meets the requirements of the national curriculum. Pupils are well prepared for life in modern Britain through lessons, for example, about the rule of law and democracy. Respect and tolerance are promoted in the religious education and the citizenship curriculum. Pupils learn about global differences and different religions. Assemblies, lessons and displays promote cultural, moral and spiritual development well.
- Sport premium funding is used effectively to develop teachers' skills in teaching physical education, for example in training the teachers to deliver gymnastics lessons. Sports coaches provide access to a range of sports at lunchtime and after school such as tennis and football. Pupils play in team competitions in various sports. Pupils enjoy playing ball games and skipping together in large groups at breaktimes. These activities promote fitness. As a result, the school has a gold kite mark for sport.
- Pupil premium funding is used to employ staff to reduce class sizes and to provide extra help for pupils who need to catch up. Consequently, in some areas the disadvantaged pupils are making better progress than their peers. Disadvantaged pupils in Year 6 in 2015 made better progress in reading than non-disadvantaged pupils nationally. However, the progress of disadvantaged pupils across the school is variable, particularly for boys in reading, writing and mathematics.
- The local authority's support for the school has been, in the main, brokering the appointment of the executive headteacher. This appointment has had marked success in driving improvements in the quality of teaching and improving pupils' achievement.
- Specialist leaders of education from Wath Church of England Primary School have had a positive impact on the development of mathematics and new systems for working with children who have special educational needs or disability. As a result, outcomes for pupils and the quality of teaching and learning have improved.
- **The governance of the school**
 - As a result of training and support from a national leader of governance, governance is improving. The governors have audited their skills and their effectiveness. Consequently, they recognise the skills needed to fill the two vacancies on the governing body.

- The minutes of the ‘action planning’ committee show that governors are holding the leaders to account for the outcomes of pupils in English and mathematics (but not in other subjects such as science and modern foreign languages). However, the minutes of full governing body meetings do not demonstrate similar challenge.
- Visits made by link governors are effective in holding senior and middle leaders to account and checking the impact of actions taken to address the areas for improvement.
- Governors understand the ways in which pupil premium funding is used and the impact of the activities on the outcomes for disadvantaged pupils. However, the evaluation of the impact is not up to date on the school website. Similarly, some of the policies available on the website are out of date.
- The arrangements for safeguarding are effective. All statutory requirements are met by leaders and governors. Staff are well trained and familiar with the protocols for making referrals to the designated safeguarding lead. Good use is made of an online system which provides comprehensive reports for staff to enable them to monitor carefully pupils at risk. Effective relationships with agencies, including the local authority, the police, social services and Barnardo’s, ensure that appropriate, swift action is taken to protect pupils. As a result, issues such as domestic abuse, child sexual exploitation and other safeguarding concerns are quickly acted upon. Staff have been trained to recognise radicalisation and extremism. Consequently, staff are vigilant to possible concerns.

Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment has improved, particularly in English and mathematics. Evidence seen in English and mathematics books, and during observations of learning, demonstrates teachers plan a variety of stimulating experiences which challenge pupils. As a result, progress has accelerated in reading, writing and mathematics. However, the quality of teaching, learning and assessment is variable in some other subjects, for example in science and modern foreign languages.
- The most able pupils are given additional challenge in their lessons, particularly in mathematics and English. However, occasionally these challenges do not lead to deeper understanding of the work.
- Teachers question pupils skilfully to probe their understanding. Sometimes teachers make deliberate mistakes to check whether pupils understand their work. Pupils’ extended answers to questions demonstrate their knowledge and understanding. Pupils are inquisitive and ask interesting questions themselves. For example, ‘Why is water clear?’ Questioning is contributing well to the better progress being made by pupils.
- Assessment, in line with the school policy, has improved. Pupils routinely respond to teachers’ feedback in a way which develops their understanding or addresses misconceptions. Pupils regularly assess their own and each other’s work. Peer assessment was a strong feature in an art lesson seen during the inspection. Pupils gave a mature critique of each other’s artwork based on the learning objectives for the lesson. However, marking and feedback are not developed consistently well in line with the school policy in all subjects, for example in science. Pupils do not record their work in modern foreign languages.
- Skilled teaching assistants provide strong support for individuals and groups of pupils, especially pupils who have special educational needs or disability. As a result, those pupils receiving support make progress in line with their peers.
- Teachers encourage pupils’ good attitudes to learning and pupils say teachers make the learning fun. As a consequence, pupils engage well with their learning and outcomes are improving.
- Reading, writing, communication and mathematics are developed well. However, despite schemes to try to motivate pupils to spell well, such as ‘Sir Spagalot’, good spelling habits are not well embedded. Too often spelling, including subject-specific spelling, remains uncorrected in pupils’ books. Consequently, outcomes in the English grammar, punctuation and spelling test at key stage 2 were below the national average in 2015. The current Year 6 are unlikely to attain a better outcome this year.

Personal development, behaviour and welfare are good

Personal development and welfare

- The school’s work to promote pupils’ personal development and welfare is outstanding. The care provided by the pastoral team and other staff is exceptional. Every possible avenue is explored to help and nurture pupils who are vulnerable because of their circumstances or who are having difficulties at school. As a result, there is a strong community culture in which pupils thrive.

- Staff have high expectations of pupils. Consequently, pupils are proud of their school and their appearance. Pupils value the care and respect staff have for them.
- Pupils say they feel safe and they are taught to keep themselves safe at an early age. Parents are very positive about the way their children are looked after by the school. The parents of some pupils who have come from abroad or from other schools praise the way staff and pupils welcomed their children and made them feel cared for. Online safety is given high priority. Pupils say they know how to stay safe online.
- Appropriate risk assessments are undertaken and pupils understand, for example, why boisterous activities are not allowed on the playground. Access to areas of the building are restricted with security in place.
- Pupils know about different types of bullying, including homophobic bullying. On the rare occasions when bullying does occur, staff are swift to deal with the pupils involved, and effective in communicating issues to parents.

Behaviour

- The behaviour of pupils is good. Parents agree that behaviour is good. Pupils say that behaviour has improved, but could get even better. Older pupils in Years 5 and 6, especially boys, have a mature attitude and articulate the changes they have seen in behaviour. They are keen to be involved in leading behaviour improvements in the new school building.
- The conduct of the large majority of pupils is good in lessons and around the school. However, a minority of pupils do not always behave well. The reward system and the learning mentors have a positive impact on the behaviour of these pupils.
- The attendance and punctuality of pupils are a focus for school improvement. Stronger relationships with families, and more rigorous monitoring of punctuality and attendance, have resulted in significant improvements. However, the absence of some pupils is still too high, particularly of disadvantaged boys.

Outcomes for pupils

are good

- In 2015 outcomes for pupils improved across the school.
- Standards in the phonics check (letters and the sounds that they make) have risen over the last three years at a faster rate than the national average, although in 2015 the proportion of pupils reaching the expected standard was below the national average. The school's own progress information suggests the outcomes in phonics at the end of Year 1 will remain below the national average this year. The proportion of boys achieving the expected standard in phonics in 2015 was well below that of girls. Extra help has been provided for boys this year. As a result, a larger proportion of boys are on track to reach the expected standard in phonics.
- Attainment at key stage 1 improved in 2015, especially for girls and the most able. However, the attainment of boys and the disadvantaged was lower than the national average. In the current Year 2 the progress of boys and the disadvantaged pupils has improved. The outcomes for disadvantaged pupils are above those of their peers in reading and writing. Improving outcomes at key stage 1 mean pupils are better prepared for key stage 2.
- There was a considerable improvement in attainment at the end of key stage 2 in 2015. The proportion of pupils attaining Level 4 or better in reading, writing and mathematics was at least in line with the national average. However, the attainment in English grammar, punctuation and spelling was below the national average, particularly for the disadvantaged.
- In 2015 the proportion of the most able pupils attaining the higher levels in the key stage 2 tests was significantly below the national average in mathematics, writing and English grammar, punctuation and spelling. Conversely, attainment at the higher levels in reading was in line with national average and for disadvantaged pupils significantly above the national average. This was the impact of extra help provided for the most able disadvantaged pupils.
- The school's progress information shows that the current Year 6 are making better progress than their peers in 2015. In particular, the most able pupils are making strong progress in reading, writing and mathematics.
- As a result of robust and innovative new systems to identify, support and monitor pupils who have special educational needs or disability, they are making good progress from their starting points.

Early years provision

is good

- Children make good progress from their starting points. Adults make skilful assessments to identify the children's needs. Children's progress is carefully tracked. Children who need extra help receive small-group and one-to-one teaching. As a result, they make rapid progress and catch up. Consequently children are ready to start Year 1.
- The proportion of pupils reaching a good level of development at the end of the early years has increased over the last three years and in 2015 was well above the national average. In particular, in 2015, the proportion of disadvantaged children attaining a good level of development was well above the national average for other pupils.
- In common with the rest of the school, safeguarding processes are secure and the needs of children and their families are quickly identified and responded to by staff and a range of agencies. The welfare requirements for early years are met. As a result, children are safe.
- The quality of teaching is largely good. Routines for focused group sessions are established and children can concentrate well when their interest is captured. Questioning is often used well to check on learning. For example, a group of children were estimating and counting the number of sweets in a bag. Children waited for a turn and contributed well to the discussion, taking it in turns to answer the questions. However, the teaching of phonics is variable. In some groups, misconceptions are not picked up by the teacher.
- Marking and feedback in children's books are thorough. Children's work is always acknowledged and next steps are indicated. However, the most able children are provided with only limited opportunities to practise their writing and number skills in books. The tracking of the proportion of the most able children making accelerated progress is not detailed.
- The behaviour in the early years is good. Children have good relationships with adults and with each other. The large majority of children play well together and share the resources indoors and outdoors. Physical development is well promoted outside and children enjoy running around and riding bikes. However, when children choose their own activities, opportunities are missed by adults to develop learning through modelling activities and talking to children to extend their vocabulary. As a result, some children are involved in activities which lack purpose. The learning environment, particularly outdoors, does not promote the development of language or number sufficiently.
- The provision for two-year-old children is strong. Children actively engage in a range of interesting activities, both indoors and outdoors. Children play well together and take it in turns to use equipment. The atmosphere in the room for two-year-olds is happy, calm and safe.
- The quality of teaching of two-year-olds is good. Children's control and coordination are encouraged, for example, by sewing with large needles and making marks with chalk on the ground outside. Children develop self-care by washing up and drying the cups they use for drinking and serving themselves snacks. Staff use questioning very effectively to develop children's understanding. Children play outside confidently with older children from the early years under the watchful eyes of their key workers. For example, children's physical development is promoted successfully by riding wheeled toys and climbing the slope around the outdoor area.
- The early years leader is highly experienced and uses this experience to good effect in her work with children, staff and parents. As a result, outcomes have improved strongly and parents are very positive about the work of the school. They value the high-quality information they receive about their children.

School details

Unique reference number	106887
Local authority	Rotherham
Inspection number	10002526

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

Type of school	Primary
School category	Maintained
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	281
Appropriate authority	The governing body
Chair	Jayne Dickson
Headteacher	David Silvester (executive headteacher)
Telephone number	01709 760103
Website	www.wathvictoria.co.uk
Email address	wath-victoria.junior-infant@rotherham.gov.uk
Date of previous inspection	11–12 December 2013

Information about this school

- This school is similar in size to most primary schools nationally.
- The majority of the pupils are of white British heritage.
- Almost half of the pupils are supported by pupil premium funding, which is well above average. The pupil premium is extra money provided by the government for pupils known to be eligible for free school meals and those children looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is above the national average.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- The executive headteacher is also the executive headteacher of Wath Church of England Primary School.
- The school is scheduled to convert to become an academy in December 2016 as part of the James Montgomery Academy Trust.
- The school will move into a new building in the summer term 2016.
- The school does not meet requirements on the publication of up-to-date information about the impact of the pupil premium and policy documents on its website.

Information about this inspection

- Inspectors visited a number of part lessons, some of which were visited jointly with the executive headteacher and the head of school. Inspectors also made shorter visits to lessons and attended an assembly. The inspection team looked at pupils' work in their books.
- Meetings were held with the executive headteacher, the head of school and other senior and middle leaders, and a group of staff. Discussions were also held with members of the governing body and a representative of the local authority.
- Inspectors spoke formally to pupils in meetings and informally at break and lunchtime.
- The inspection team looked at documents provided by the school, including the school's self-evaluation and its improvement plans, safeguarding documents and those relating to attendance and behaviour. Inspectors scrutinised pupils' progress data, records of monitoring the quality of teaching, and minutes of the governing body.
- Twelve responses to the Ofsted online parents' questionnaire, Parent View, were considered and parents were spoken to during the inspection.

Inspection team

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