

Wath Central Primary

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 106893 |
| Local Authority | Rotherham |
| Inspection number | 336762 |
| Inspection dates | 16–17 June 2010 |
| Reporting inspector | Terry McDermott |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 452 |
| Appropriate authority | The governing body |
| Chair | Mrs June Stone-Riley |
| Headteacher | Mrs G Waddington |
| Date of previous school inspection | 1 November 2006 |
| School address | Fitzwilliam Street Wath-upon-Deerne Rotherham S63 7HG |
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Introduction

This inspection was carried out by four additional inspectors. They observed 23 lessons. All teachers were seen teaching, most of them twice. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at the books of pupils in several different year groups, minutes of the governing body's meetings, reports from the School Improvement Partner and the school improvement plan. Responses to 120 questionnaires from parents and carers were analysed and considered, along with questionnaires completed by staff and by pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rates at which pupils make progress in the different phases of the school,
- whether the quality of learning for pupils with special educational needs and/or disabilities is as good as the quality of learning for other pupils in the school
- whether the issues identified for improvement at the last inspection had been fully addressed, including outdoor provision in the Early Years Foundation Stage

Information about the school

This is a much larger-than-average school. The proportion of pupils known to be eligible for free school meals is average. Almost all pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average, though the proportion of pupils with a statement of special educational needs is below average. The school currently holds Activemark and Healthy Schools status. Before- and after-school clubs make use of the school buildings, but these are not managed by the governing body or subject to this inspection.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and improving school. Its curriculum and the care, guidance and support it provides for all pupils are outstanding, though these have not yet had time to have a full impact on raising pupils' attainment at the end of Year 6. They do, however, contribute significantly to pupils' good spiritual, moral, social and cultural development. Pupils' cultural development is the least strong element because the school does not yet provide enough opportunities for pupils to experience other cultures, both in Britain and globally.

Pupils behave very well in lessons, although some can be a little boisterous outside. They work together very well and generously recognise and celebrate each other's achievements. They say they know how to improve their work because of clear feedback from teachers. Pupils feel extremely safe and well looked after in school, and can explain, for example, why internet safety is important. Pupils are confident that they will be listened to. A high rate of participation in sports and games contributes to pupils' strong understanding of how to lead healthy lives. Pupils willingly accept responsibilities and they make a good contribution to school life. From below average starting points, most pupils make consistently good progress and leave the school in Year 6 with attainment that is above the national average in English, mathematics and science.

Teachers plan interesting practical learning experiences. As a result, lessons run smoothly and pupils work hard because they enjoy what they are doing. Occasionally, work is not matched well enough to the full range of pupils' needs. More-able pupils, in particular, find some of the work too easy. The curriculum is regularly evaluated and developed to ensure that the skills pupils learn in one subject can be used and practised in another. The school works very well in partnership with outside agencies, which contributes to the excellent support for pupils whose circumstances make them vulnerable.

Under the skilful leadership of the headteacher and a small committed leadership team, the school has improved in several significant areas since the last inspection. For example, rigorous self-evaluation enables the school to have an accurate, if sometimes modest, view of its performance. The school has accurate and reliable systems to track pupils' progress. The previously unsatisfactory provision in the Early Years Foundation Stage is now good. Some middle leaders do not yet check closely enough on the quality of learning within their subjects. Overall, however, there is a good capacity to sustain improvement.

What does the school need to do to improve further?

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- Raise attainment and improve achievement by:
 - ensuring that all the work set in lessons keeps more-able pupils fully engaged and challenges them to think things through for themselves
 - ensuring that all middle leaders assume full accountability for the quality of pupils' learning in those areas for which they hold responsibility
 - increasing pupils' awareness of all aspects of life in multicultural Britain by providing more opportunities for them to appreciate the diversity of faith and culture.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy coming to school because they 'learn about so many different things'. They have excellent attitudes to learning in class, where they are well behaved, enthusiastic and keen to participate. Many displays of pupils' high-quality written, artistic and project work motivate and inspire others. Pupils of all ages are confident to express their views publicly without the slightest fear of ridicule and this helps to broaden the learning and understanding of their friends in the class. They become confident, polite, assured and interested in all manner of things. Attainment at the end of Year 6 is above average, but not significantly so. Pupils' achievement is good overall. For a small but growing number, when considering their starting points, it is outstanding. Pupils with special educational needs and/or disabilities achieve well because of the well-planned and skilful support they receive. There is no consistent underachievement by any group of pupils, although the more able occasionally make slower progress in lessons.

Pupils say they have complete confidence in the school's ability to sort out quickly and fairly any issues which may arise. They know they are safe and secure in school, and can explain why this is so. They say they can always get help from a trusted adult 'whenever [they] need it'. They very clearly understand the positive effects of exercise and healthy eating on their bodies and they are quick to explain why there is a need for 'five a day' of fruit or vegetables. They are equally prompt to point out the disadvantages of some other types of food. Pupils keenly volunteer to take on the responsibilities offered to them, such as running the healthy tuck shop or acting as school councillors, play leaders or road safety officers. They discharge their responsibilities conscientiously. Due to their above average attainment and average attendance, pupils are well prepared for the next stage of their lives because they are resilient, work cooperatively, respect the views of others and take responsibility for their actions.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 2 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Throughout the school, teachers provide interesting and exciting lessons which take full advantage of the school's good learning resources. Classes are well managed and relationships in lessons, often based on good humour, are excellent. The very best lessons move forward at pace. Short sharp tasks demand that pupils think for themselves how to work out knotty problems. In a small number of other lessons, the most able pupils are not always set challenging enough tasks. This happens when teachers sometimes do not make the most effective use of assessment information in order to meet individual pupils' learning needs.

The curriculum is rich, varied and exciting. It links subjects together very effectively to enhance learning and understanding for all age groups. For example, the football World Cup is used as a spur for writing, art and science, in addition to the more obvious geographical and historical links. Many opportunities are routinely provided to develop pupils' independent learning skills through the use of high-quality information and communication technology. Pupils speak enthusiastically about their classroom experiences as well as the excellent range of visits and visitors which help to bring learning to life and to raise their aspirations and ambition. This is shown best in the school's commitment to enterprise education, with even the youngest, who made £50 profit, taking part in business events to raise funds in support of their own activities.

The exceptional care, guidance and support provided for all pupils underpins their enjoyment of school and their sense of security. Adults in the school know pupils very well and quickly spot when an issue arises. A wide range of well-planned interventions are always available to provide help and support. The school promptly uses its close

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links with outside professional and other agencies when more specialised help is required. There are very effective arrangements for transition between year groups and for transfer to secondary education.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 1 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The school has made good progress since the last inspection because of the clear-sighted determination of the leadership team. Effective governance has contributed fully to this process. The staff's morale is high as adults can see cumulative improvements from year to year. Adults are clearly focused on improving pupils' pastoral and academic development. As a result of actions taken, attainment is above average and overall progress is good for all groups of pupils. This demonstrates the school's good promotion of equality of opportunity. The school works well within its local community and is highly regarded by the very large majority of parents and carers. Very effective partnerships with outside agencies have enabled the school to make rapid improvements in enhancing the quality of the care and support provided and in promoting community cohesion locally. The school recognises that the promotion of this latter aspect, nationally and globally, is less well developed. Safeguarding procedures at the time of the inspection were good and the school adopts good practice across all areas of its work. The school's finances are effectively deployed and the school gives good value for money.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |

| | |
|---|----------|
| 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 | |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children join the Nursery classes with skills that are below age-related expectations, particularly in communication, language and literacy, and in their social development. They make good progress across the Early Years Foundation Stage because resources both indoors and outdoors are good and because teaching effectively facilitates learning in all areas. Good links with parents and carers are quickly established through induction events and through 'stay and play'. This helps children to settle quickly into routines. They learn to share toys, take turns, and play and work together happily. Children feel safe and show increasing independence as they move through the Nursery to the Reception class. Their personal development is good because warm and positive relationships between children and adults encourage mutual trust and confidence. Leadership and management are good. Children's welfare is consistently ensured.. Assessments of children's learning are accurate, although opportunities for developing language more rapidly through questioning are missed, because of some over-emphasis on recording what children are saying rather than simply encouraging them to speak to each other.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

One hundred and twenty questionnaires were returned. Parents and carers were almost unanimous that the school keeps their children safe. Inspectors followed up the very small number of concerns raised and were satisfied with the school's response. A very large majority of parents and carers were happy with the work of the school. A small number of parents and carers disagreed that unacceptable behaviour was tackled effectively. Inspectors observed only good behaviour around the school at breaks and lunchtimes, although they did note that some boys can be boisterous at times. They, therefore, asked several pupils if they felt threatened or unsafe. The pupils were

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unanimous that they felt completely safe in school. They felt that poor behaviour was rare, stopped quickly and fairly and did not give them any cause for concern, nor did they feel that it caused any learning time to be lost. A small number of parents and carers did not agree that the school helped them to support their children's learning or gave them enough information about the progress that their children are making. Inspectors found that the school runs classes for parents and carers that are well attended and that it regularly shares pupils' progress information with parents and carers through letters and at consultation events.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wath Central Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 120 completed questionnaires by the end of the on-site inspection. In total, there are 452 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 72 | 60 | 46 | 38 | 2 | 2 | 0 | 0 |
| The school keeps my child safe | 83 | 69 | 36 | 30 | 1 | 1 | 0 | 0 |
| The school informs me about my child's progress | 66 | 55 | 47 | 39 | 7 | 6 | 0 | 0 |
| My child is making enough progress at this school | 71 | 59 | 41 | 34 | 6 | 5 | 0 | 0 |
| The teaching is good at this school | 80 | 67 | 36 | 30 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 73 | 61 | 37 | 31 | 8 | 7 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 77 | 64 | 40 | 33 | 1 | 1 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 60 | 50 | 50 | 42 | 3 | 3 | 1 | 1 |
| The school meets my child's particular needs | 67 | 56 | 47 | 39 | 4 | 3 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 49 | 41 | 62 | 52 | 6 | 5 | 1 | 1 |
| The school takes account of my suggestions and concerns | 55 | 46 | 55 | 46 | 6 | 5 | 2 | 2 |
| The school is led and managed effectively | 69 | 58 | 47 | 39 | 3 | 3 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 75 | 63 | 39 | 33 | 5 | 4 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for 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 | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on 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 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: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| 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. |

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.



18 June 2010

Dear Pupils

Inspection of Wath Central Primary, Rotherham, S63 7HG

Thank you for making the team so welcome when we inspected your school recently. We were impressed with your politeness, good manners and the excellent way you all look after each other. We particularly appreciated your very good behaviour and positive attitudes to learning in lessons.

We found that Wath Central is a good school. It is still improving and has some outstanding features. It has an excellent curriculum which you told us makes learning really interesting. It also supports each of you very well, whenever you might need that support. You told us how safe, secure and confident this makes you feel.

However, we also found that it could do some things better than it does at present. So I have asked the adults who lead, manage and teach in the school to do the following things to help you to make even better progress and reach higher standards:

- ensure that work is planned and set in lessons so that none of you are given things to do that are too easy
- ensure that those adults who are responsible for different parts of the school check regularly that you are learning enough in lessons
- provide more opportunities for you to experience and understand the different faiths and cultures which are found in Britain today and in the rest of the world.

You can help Wath Central to get even better by continuing to be the well-behaved, hardworking and happy young people you already are.

Good luck to you all for the future.

Yours sincerely

Terry McDermott

Lead Inspector

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