

Waterloo Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 106211 |
| Local Authority | Tameside |
| Inspection number | 355905 |
| Inspection dates | 11–12 January 2011 |
| Reporting inspector | Stephen Wall |

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 | 405 |
| Appropriate authority | The governing body |
| Chair | Mrs Barbara Hay |
| Headteacher | Mrs Lesley Ironmonger |
| Date of previous school inspection | 30 June 2008 |
| School address | Worthington Street Ashton-Under-Lyne Lancashire OL7 9NA |
| Telephone number | 0161 3301280 |
| Fax number | 0161 3391032 |
| Email address | head@waterloo.tameside.sch.uk |

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by four additional inspectors. Fifteen lessons were observed taught by 15 teachers. The inspectors held meetings with the Chair and vice-chair of the Governing Body, staff, groups of pupils and the School Improvement Partner. The inspectors observed the school's work and looked at the monitoring of pupils' progress, the school's self-evaluation and planning for improvement and documentation relating to safeguarding. Questionnaires from 152 parents and carers were scrutinised, together with those returned by staff and pupils.

- How well different groups of pupils make progress and achieve, especially in the Early Years Foundation Stage and Key Stage 1 classes.
- How effectively teaching engages pupils' interest and impacts on the quality of their progress and achievement.
- How effectively leaders and managers are driving the school forward and bringing about improvement, especially in pupils' attainment and their achievement.

Information about the school

This is a much larger than average-size school of this type, in which the proportion of pupils known to eligible for free school meals is well above average. About a quarter of pupils are from minority-ethnic backgrounds, mostly of Pakistani heritage. The proportion of pupils who speak English as an additional language has grown significantly in recent years, is continuing to rise and is above average. Many of these pupils are from Eastern European countries, chiefly Poland; most speak very little or no English when they join the school. The proportion of pupils with special educational needs and/or disabilities is broadly in line with the national average. There are two pupils with a statement of special educational needs. There has been a significant number of staffing changes since the last inspection. A new deputy headteacher took up post in January 2011.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Several of the outcomes for pupils' personal development, such as how safe pupils feel, their behaviour and their adoption of healthy lifestyles are good. This reflects the school's good provision for the care, guidance and support of its pupils. Leaders and managers have introduced several initiatives to raise pupils' attainment and achievement; there are early signs that these are starting to drive up attainment. The overall impact of leadership and management is currently satisfactory. However, leaders and managers are becoming more assertive and confident as they get on top of the challenges caused by staffing difficulties and the unexpected influx of new pupils. This and the early signs of rising attainment demonstrate the school's satisfactory capacity to improve.

Pupils' achievement is satisfactory overall. Pupils make good progress in the later stages of Key Stage 2 where teaching is good. In other year groups, however, progress is slower because much teaching is no better than satisfactory. This is characterised chiefly by: some lack of pace and excitement; not giving pupils consistent opportunities to be actively involved in their own learning; and an inconsistency in matching tasks closely enough to the needs and abilities of different groups of pupils. The use of assessment across the school is satisfactory. However, the school accepts the need to set sharper, short-term targets for pupils so that they can gauge more accurately how well they are doing and what they need to do to improve their work. The school is developing the currently satisfactory curriculum to be more creative and responsive to pupils' needs.

Leaders and managers are tightening procedures for monitoring the quality of teaching and learning. Classroom observations are carried out regularly, including observations by subject coordinators. However, more rigour is required in using the outcomes of monitoring if some relative shortcomings in teaching are to be challenged and tackled and its quality improved more rapidly. The appointment of a highly effective learning mentor and a dedicated support assistant for those pupils who speak English as an additional language, ensures that all pupils, including the most vulnerable, are fully included in the life of the school. This demonstrates leaders' and managers' commitment to and success in providing equal opportunities for all pupils. Good relationships with parents and carers have been forged. The establishment of a parents' forum is further developing the already good support and encouraging parents' and carers' more active involvement in the school's development.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Tackle relative shortcomings in teaching and improve its quality overall to at least good in order to raise pupils' attainment across the school, especially by the end of Key Stage 1 and in the early years of Key Stage 2, by:
 - making sure that pupils are given more and consistent opportunities to be more actively involved in their own learning
 - making sure that tasks are matched closely at all times to the different needs and abilities of pupils
 - making sure that teaching is conducted consistently at a pace that keeps pupils interested and engaged in their learning
 - using assessment more effectively so that pupils are much clearer about what is expected of them and what they need to do to improve their work.
- Make leadership and management more effective, by using the outcomes of the monitoring of teaching and learning more effectively and rigorously to raise expectations and increase the proportion of good and better teaching.

Outcomes for individuals and groups of pupils

3

In lessons pupils are well behaved. They are especially eager to learn when teaching excites their curiosity. Pupils enjoy working in pairs and groups where they willingly contribute their own ideas and listen respectfully to the views of others. Sometimes, however, when pupils have to spend too long listening to the teacher, their interest wanes and progress slows. Children join the Early Years Foundation Stage with attainment that is overall below age-related expectations. They make satisfactory progress as they move through Reception and Key Stage 1 where attainment is generally below average. The rate of progress picks up in Key Stage 2, especially in Years 4, 5 and 6 because a much greater proportion of teaching is good or better. By the end of Year 6 attainment is broadly average. Pupils with special educational needs and/or disabilities and those who speak English as an additional language also make satisfactory progress.

Pupils enjoy school. Attendance is average and improving. Persistent absence has been eradicated because the learning mentor has skilfully and effectively tackled the problem. Pupils have a satisfactory range of opportunities to take on responsibilities in school. The school council is effective, for example, in bringing about improvements to playground facilities. Pupils show good understanding of the importance of a healthy lifestyle. Participation rates in the wide range of extra-curricular sporting activities are high. Pupils' spiritual, moral, social and cultural development is satisfactory. As the creative curriculum becomes embedded, opportunities for educational visits to broaden pupils' horizons are increasing. Pupils' average of attainment by the end of Key Stage 2 and their satisfactory basic skills mean that their preparation for the next stages in their education is satisfactory.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

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

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

How effective is the provision?

The quality of teaching varies. The best teaching galvanises pupils' enthusiasm and enables them to make rapid progress. In one Year 6 art lesson, for example, pupils were on the edge of their seats with excitement as the teacher invited them to give their opinions about the design on a piece of pottery. On being shown more examples, a cry of 'Wow!' went up. 'When can we have a go?' Their wish was soon granted. However, a significant amount of teaching, especially lower down the school, is no better than satisfactory because it lacks the necessary pace and vitality to engage pupils fully at all times. Pupils often spend too long listening to the teacher. Teachers mark pupils' work regularly. The quality of their comments is inconsistent in showing pupils clearly what they need to do to improve their work.

Although improving, the satisfactory curriculum lacks the necessary inventiveness to promote better than satisfactory achievement, especially for younger pupils. In some lessons, teachers rely too heavily on worksheets that are either too easy or too difficult. In a few lessons copying down work provided by the teacher is evident and this limits progress in pupils' early development of independent writing skills. The curriculum for older pupils is better organised and more creative. The range of enrichment activities is good. Trips out to the Yorvik centre in York, for example, have been the catalyst in awakening pupils' enthusiasm, as well as providing an effective stimulus for writing.

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Good care, guidance and support ensure that every child is known and valued as an individual. Pupils say that the adults working with them are very approachable and eager to help them sort out any problems. Good links with secondary schools ensure that Year 6 pupils settle effortlessly into their new schools. Effective programmes to support pupils' personal development are successful in boosting pupils' self-esteem and confidence. The more-vulnerable pupils, including those who join the school with little or no English are identified early. The work of the learning mentor is pivotal in making sure they receive the support and guidance they need in school.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

Leaders and managers are starting to bring about improvement, although more rigour is needed in tackling weaker aspects of teaching. Planning and staff training spread a clear message about driving up attainment. The need to tackle shortcomings in some teaching is accepted by staff who are keen to adopt strategies to make teaching more effective. Their understanding of what constitutes consistently good teaching is starting to become embedded. Evaluation of the school's effectiveness is broadly accurate. The outcomes of evaluation are used to plan effectively for future improvement. The governing body is supportive of the school. It recognises the need to be more challenging in holding the school more rigorously to account for pupils' attainment and achievement. Leaders and managers have established good working relationships with a range of outside agencies to support pupils' development and welfare. The school works very effectively with other local primary schools to share ideas and resources.

In this very inclusive school, the welfare of each pupil is discussed regularly so that individual needs can be established. This is especially effective in providing well for the most vulnerable pupils and those who join the school mid-term, often with little or no English. As a result, these pupils make satisfactory progress in line with other pupils. The school promotes respect for others very effectively. For example, pupils are very welcoming to the increasing numbers of pupils joining the school from abroad. The school evaluates the impact of its actions rigorously and there is no evidence whatsoever of discrimination.

Attention to and procedures for safeguarding are good. Necessary checks are carried out meticulously. Risk assessments are detailed and thorough. Training in child protection, including for the governing body, is regular and of good quality. Policies, procedures and actions to support vulnerable pupils and those who may be at risk are comprehensive and effective.

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The school's promotion of community cohesion is satisfactory. The school is a harmonious community. Pupils are active in supporting local community activities. However, pupils' understanding of religious and ethnic diversity, both nationally and internationally, is limited because they have only limited experience of their scale and significance. The school is at an early stage of evaluating the impact of its actions on promoting community cohesion.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| 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 | 3 |

Early Years Foundation Stage

Children make satisfactory progress in the Early Years Foundation Stage. By the end of the Reception Year, attainment is generally below average, although there are early signs that children's skills in communication, language and literacy are improving because the school is focusing on this area as a priority. Children get off to a good start in the Nursery where there is a stimulating environment and teaching is good and well organised. In Reception, although satisfactory, the environment is less stimulating, including the outdoor facilities. The progress of children is tracked regularly but assessment information is not used with sufficient rigour to identify the next steps in learning to meet individual needs. Communication with parents and carers is regular and of good quality. The curriculum is well thought out to provide a satisfactory balance between teacher-led and child-led activities. Children work and play in a secure and safe environment. Children with special educational needs and/or disabilities are identified early and accurately. Where necessary, outside agencies are engaged to provide specialist help and support. Transition arrangements into the Early Years Foundation Stage are very effective in enabling children to settle quickly into school life. The school is developing closer curricular links between Reception and Year 1 to provide more effective continuity of approach and progress across the two key stages. Satisfactory leadership and management is providing the Early Years Foundation Stage with a clear focus on improvement although it is taking time to

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overcome some inertia and bring about the necessary improvements in provision and teaching.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

There was a good number of returned questionnaires from parents and carers. A large majority of the questionnaires returned show that parents and carers are happy with the education the school is providing. About one in 10 of the questionnaires expressed some concern at the progress children are making. Inspectors looked closely at this aspect and found that, overall, pupils are making satisfactory progress. A few parents and carers also thought that the school does not deal effectively with unacceptable behaviour. Again, inspectors observed behaviour closely and spoke at length to pupils about it. As a result behaviour was judged as good. Pupils behaved very sensibly in lessons and around school. They were extremely polite and welcoming.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Waterloo Primary School 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 152 completed questionnaires by the end of the on-site inspection. In total, there are 405 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 83 | 55 | 64 | 42 | 4 | 3 | 1 | 1 |
| The school keeps my child safe | 79 | 52 | 67 | 44 | 0 | 0 | 4 | 3 |
| My school informs me about my child's progress | 52 | 34 | 92 | 61 | 8 | 5 | 0 | 0 |
| My child is making enough progress at this school | 65 | 43 | 67 | 44 | 12 | 8 | 4 | 3 |
| The teaching is good at this school | 78 | 51 | 64 | 42 | 6 | 4 | 3 | 2 |
| The school helps me to support my child's learning | 51 | 34 | 87 | 57 | 12 | 8 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 65 | 43 | 76 | 50 | 5 | 3 | 4 | 3 |
| 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) | 54 | 36 | 80 | 53 | 9 | 6 | 0 | 0 |
| The school meets my child's particular needs | 56 | 37 | 79 | 52 | 11 | 7 | 4 | 3 |
| The school deals effectively with unacceptable behaviour | 56 | 37 | 80 | 53 | 9 | 6 | 4 | 3 |
| The school takes account of my suggestions and concerns | 44 | 29 | 91 | 60 | 10 | 7 | 1 | 1 |
| The school is led and managed effectively | 65 | 43 | 74 | 49 | 5 | 3 | 3 | 2 |
| Overall, I am happy with my child's experience at this school | 74 | 49 | 67 | 44 | 11 | 7 | 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 all 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 | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



13 January 2011

Dear Pupils

Inspection of Waterloo Primary School, Ashton-under-Lyne OL7 9NA

Thank you for making me and my fellow inspectors welcome during the recent inspection of your school.

Your school is providing you with a satisfactory standard of education. It provides you with good care, guidance and support so that you feel safe in school. It was pleasing to see how well you behave and get along with each other and how much you know about how to stay healthy. It was also good to see that your attendance is improving and that those of you who had a history of poor attendance are now attending regularly – well done and keep this up!

The progress you make and your attainment and achievement are satisfactory. In order to help you do better and make more progress, I am asking your school to do the following things.

Ensure that a lot more of the teaching is good or better, especially in the Reception class and in Years 1 to 3 by:

- making sure that you are given more opportunities to be actively involved in lessons
- making sure that what you are asked to do in lessons is challenging enough for your different abilities
- making sure that teaching is of a fast enough pace to keep you interested at all times
- making sure that you know how well you are doing and what you need to do to improve your work.

Make sure that the senior leaders and managers use what they find out to improve how you are taught.

I am confident that you will continue to work hard with your teachers to make sure that your progress and achievement continue to improve in the coming years.

Yours sincerely

Mr Stephen Wall

Lead inspector

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