

Waterside Primary School

Inspection report

Unique Reference Number	115899
Local Authority	Hampshire
Inspection number	357840
Inspection dates	28–29 June 2011
Reporting inspector	Paul Canham

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Roger Guy
Headteacher	Penny Bullough
Date of previous school inspection	13 November 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, observed eight teachers, and held meetings with members of the governing body, staff and groups of pupils, as well as talking with pupils in lessons. The inspectors also held discussions with parents and carers. Inspectors observed the school's work and looked at a range of documentation, including assessment and attendance information, lesson plans, safeguarding arrangements, strategic planning, the governing body minutes and pupils' work. Inspectors scrutinised the 32 questionnaires received from parents and carers, as well as those from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which improved teaching and a topic-based curriculum, highlighted in the school's self-evaluation, are helping to increase the degree of challenge and lift achievement levels for boys.
- The extent to which the school is providing opportunities for pupils to improve their understanding of different cultures and faiths represented within this country and further afield.
- The level to which the restructured leadership team is increasing the school's effectiveness and ensuring continued improvement.

Information about the school

Waterside is smaller than most other primary schools. Most pupils are from families of White British heritage. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. The range of special educational needs includes behavioural, emotional and social difficulties. The proportion of pupils known to be eligible for free school meals is average.

Children enter the Early Years Foundation Stage in a Reception class.

The school has won a number of awards, reflecting its commitment to healthy living and the development of pupils' creative and musical skills.

The children's centre and nursery located on the school site did not form part of 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

Waterside is a good school. It has a number of good features including the care and support that ensure pupils have a solid foundation on which to develop their personal qualities. These include the pupils' keen interest in what they do and enjoyment of learning. However, a small number of pupils do not attend often enough and attendance is no higher than average. Good spiritual, moral, social and cultural development enables pupils to reflect on their own and other people's experiences, strengthen their understanding of different cultures and faiths in this country and abroad, and develop a recognisable set of personal values. Pupils also have a good understanding of healthy lifestyles and how to keep safe. The school has introduced a number of initiatives to strengthen its links with parents and carers. These are beginning to enhance the effectiveness of the school as a family community. This improving picture is reflected in their response to the questionnaires in which they are all in agreement that they are happy with their children's experience at school.

The tenacity and resolve of the headteacher and strengths in collective leadership are key factors in driving improvement. Since the last inspection, the headteacher, with support from governors, has strengthened the leadership team and sharpened the focus on key priorities. These changes have led to improved assessment procedures, greater consistency in teaching, and staff taking more responsibility for attainment in their subjects. These positive elements have helped to drive recent improvements in pupils' achievement levels and lift attainment. The school leaders' awareness and vision are well informed by effective self-evaluation procedures. The governing body and leaders at all levels have a clear understanding of the school's strengths and the priorities that need to be addressed to maintain recent improvements. The school's capacity for sustained improvement is good.

The determination to raise achievement levels has been underpinned by a systematic monitoring of classroom practice and support for staff in the development of their roles and responsibilities. Accurate and reliable assessment procedures support successful teaching, which motivates pupils and draws them into interesting and challenging activities. When pupils are provided with challenge right from the start of the lesson and the content then holds their interest, they make good progress. By the end of Year 6, attainment is broadly average. Achievement is good and intervention work, including tailored support for individual pupils, is successfully supporting pupils with special educational needs and/or disabilities. Pupils spend much time in discussion and generating ideas, although they do not get enough opportunities to write for different purposes and at length, which limits their attainment and progress in writing.

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What does the school need to do to improve further?

- Provide more opportunities for pupils to write at length for different purposes.
- Improve attendance by using the improving relationships with parents and carers to make sure their children come to school more regularly, especially those who have an irregular pattern of attendance.

Outcomes for individuals and groups of pupils

2

The pupils' enthusiastic approach to learning is echoed in their willingness to become involved in well-paced activities in English, mathematics and during project work. Having discussed the different techniques used by writers, pupils in Year 6 began to string together a number of ideas using some unusual descriptive words to create a poem based upon a character from a story. Pupils made effective use of the dictionary to find the meanings of new words. In mathematics, pupils could not wait to find out whether their predictions, using their knowledge of probability, proved to be right. In most cases, boys were fully involved in the activities and thrived on sharing ideas in an attempt to arrive at solutions to the problems they had been given. In assembly, groups of pupils performed well and produced a high-quality sound while singing different parts of a song simultaneously. However, pupils make less progress in lessons and during activities when teaching is not so engaging.

Children join the school with attainment that is well below expected levels across the areas of learning, especially in aspects of communication, language and literacy, and personal development. Progress is good and pupils' attainment is broadly average by the end of Key Stage 2. The current Year 6 is a lower-attaining cohort than is usual for the school and their progress was constrained by disruptions due to staff changes during Key Stage 2. School data show that levels of attainment and the rate of progress are continuing to improve rapidly and securely, although weaknesses remain in writing. The gap is narrowing between the progress made by boys and that of the girls.

Pupils say they like coming to school because they enjoy making friends and taking part in the interesting activities and school trips. One, expressing a typical view, commented that: 'We get on well together regardless of accents.' Pupils value the respect shown towards each other and adults. Pupils represent the views of others through the school council and make decisions regarding the range of small games equipment and the content of school meals, for example. Pupils' good understanding of how to keep safe and live healthily is evident in the way they talk confidently about aspects of their own safety on adventurous trips, and the importance of eating different kinds of food, including salads and fruit. This is recognised in the school's national award.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	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	2

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?

Well-paced activities and good relationships are the foundation of effective teaching and learning. Information and communication technology is used well to increase the range of learning experiences and provide opportunities for independent research. Questioning often discloses the level of pupils' understanding and this information is used well to adapt the pace of learning. Activities, such as those that link different subjects and encourage originality, successfully stimulate pupils' interests. Occasionally, activities do not always expect enough from pupils and they become restless. Improvements to assessment procedures and planning have led to pupils making more rapid gains in learning than before. Marking is supportive and is closely tied to pupils' targets in some subjects. However, comments do not always explain what pupils need to do to improve.

The curriculum provides a balance between basic skills in English and mathematics, and the development of pupils' creative and performance skills. An effective programme for personal, social and health education underpins pupils' learning. Changes to the curriculum include a closer link between subjects and more attention to pupils' different learning styles, especially boys. These changes are having a positive influence on progress, although there are not enough opportunities for pupils to initiate their own writing or write for different purposes. Skills such as the ability to work collaboratively and those that relate to independent study are developed well. The teaching of French adds a

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further positive dimension. Pupils' learning experiences are further enriched by a wide range of clubs, residential trips, and visits to places of interest.

The good support for pupils' personal development and pastoral care is recognised and valued by parents and carers. All pupils are valued and the pastoral care is a strong feature of the school community. Key members of staff have been engaged to generate links with families and outside agencies. Well-developed transition procedures ensure that pupils are well prepared for their next stage of education in the school. Attention to pupils' health and well-being is reflected in the number of opportunities for physical activity and healthy school meals. Several strategies have been implemented and proven to be effective in developing individualised programmes of support for pupils whose circumstances make them vulnerable to underachievement. As a result, pupils with the greatest needs gain confidence, develop their self-esteem and make good, and sometimes better, progress.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

With close support from committed staff, leaders and managers have developed a school that is not only committed to strengthening each pupil's self-esteem, but also to lifting achievement. The importance the school places on the professional development of its staff is evident in the way it has developed leadership skills and broadened the range of management responsibilities. The promotion of equality and approaches to tackling any form of discrimination are good. Improved analysis of data is helping the school to identify the needs of individual pupils at an early stage. As a result, all groups of pupils make similar progress.

The governing body readily challenges the school's work and is closely involved in its development. It has implemented a regular approach to monitoring and has a good awareness of what it needs to do next to sustain the school's progress and raise its profile in the community. Comprehensive quality assurance and risk assessment systems have been established, and clear procedures ensure that safeguarding arrangements are followed. The school has clear management responsibilities to ensure pupils are safe and the governing body routinely evaluates the impact of its policies and procedures. Local services, a school partnership, and links with the children's centre are used well to promote the well-being of pupils experiencing difficult circumstances and those with special educational needs and/or disabilities. Community cohesion is strongly promoted in the school and staff have a deep understanding of local needs and challenges faced by the families it serves. The school provides a number of opportunities for pupils to gain a good

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understanding of people's backgrounds within the local area and internationally. However, the school's contribution to community cohesion is satisfactory rather than good because some initiatives are as yet unproven and leaders have yet to evaluate the impact of this work fully. The school is continually reaching out to parents and carers to get them more involved in its work. A forum for parents and carers is beginning to take hold and the parents' association provides important links between the school and the community. Consultation meetings strengthen parents' and carers' links with the school and help them to understand their children's learning experiences. The school recognises the need to build on these developing relationships with parents and carers in order to improve attendance.

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	3
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	2

Early Years Foundation Stage

The Early Years Foundation Stage is well managed. In Reception, children benefit from a welcoming and stimulating environment in which they are given close support from the beginning. Good assessment procedures ensure that staff have accurate and reliable information about children's progress. Adults give closely targeted support to activities directed by the teacher as well as those which children choose for themselves. As a result, children settle quickly, enjoy learning, and begin to work independently at an early stage. They readily move from one activity to another, making effective use of the stimulating indoor and outdoor areas. Children listen attentively and are encouraged to talk about their work. Consequently, they make good progress, especially in aspects of communication, language and literacy, and personal development, where attainment on entry is considerably weaker than other areas of learning.

The indoor and outside areas provide a well-organised learning environment, which includes a wild life area and small garden. These experiences help children to develop a

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good understanding of the school's immediate environment and how to keep safe. They also enhance children's confidence and promote independent learning.

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

The return rate to the Ofsted questionnaire was below average. Almost all of the responses from parents and carers expressed positive views about the school's work. A very small number of parents and carers made written comments and most of these expressed satisfaction with the school. They included complimentary remarks about the quality of staff and the level of progress their children are making. A very few questionnaires recorded reservations over a very small number of issues. These included behaviour. The inspection team looked at this during the course of the inspection and judged behaviour to be good. A few pupils occasionally become a little unsettled during lessons, but staff manage this effectively and soon get them working again.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Waterside 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 180 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	59	13	41	0	0	0	0
The school keeps my child safe	18	56	14	44	0	0	0	0
My school informs me about my child's progress	16	50	16	50	0	0	0	0
My child is making enough progress at this school	18	56	14	44	0	0	0	0
The teaching is good at this school	16	50	16	50	0	0	0	0
The school helps me to support my child's learning	13	41	18	56	1	3	0	0
The school helps my child to have a healthy lifestyle	15	47	17	53	0	0	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)	7	22	22	69	1	3	0	0
The school meets my child's particular needs	15	47	16	50	0	0	0	0
The school deals effectively with unacceptable behaviour	9	28	15	47	2	6	3	9
The school takes account of my suggestions and concerns	12	38	19	59	0	0	0	0
The school is led and managed effectively	11	34	20	63	1	3	0	0
Overall, I am happy with my child's experience at this school	17	53	15	47	0	0	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



30 June 2011

Dear Pupils

Inspection of Waterside Primary Primary School, Southampton SO45 6ET

Thank you for being so welcoming when we visited your school. Thanks also to those of you who talked to us and completed questionnaires to say what you thought of your school. Waterside is a good school and it is continuing to improve. It is a place where you feel safe, and enjoy taking part in the many interesting activities and school trips. Nearly all your parents and carers expressed considerable satisfaction with the school.

Here are some other important things about your school.

- You make good progress in lessons.
- The quality of your work is similar to that found in most other schools, despite most of you beginning from much lower starting points.
- You behave well and show respect to each other.
- You respond positively to activities and interesting lessons.
- You make a good contribution to the smooth running of the school.
- You have a good understanding of what makes for a healthy lifestyle and healthy eating.

To make things even better for you, we have asked the headteacher and staff to make sure that:

- you are given more opportunities to write and for different purposes
- parents and carers make certain that you attend more often, especially those of you who do not come to school regularly.

We wish each one of you every success in your future education and hope that you continue to enjoy learning as much as you do now. You can all help the school by continuing to work hard.

Yours sincerely

Paul Canham

Lead inspector

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