

# Waterloo Primary School

## Inspection report

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<b>Unique Reference Number</b>	119255
<b>Local Authority</b>	Blackpool
<b>Inspection number</b>	363894
<b>Inspection dates</b>	12–13 July 2011
<b>Reporting inspector</b>	Marie Cordey

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	676
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Eddie Collett
<b>Headteacher</b>	Mr Mark Gray
<b>Date of previous school inspection</b>	6 February 2008
<b>School address</b>	Waterloo Road Blackpool Lancashire FY4 3AG
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons and observed 20 teachers. The inspectors held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at documentation, including the school's self-evaluation evidence, the school improvement plan and internal and external monitoring reports of the school's work. The inspectors also analysed 141 questionnaires completed by parents and carers and also questionnaires completed by pupils and staff.

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

- How well pupils achieve, particularly the more able and in writing.
- How effective are teaching and the curriculum in challenging and engaging pupils in order to raise attainment.
- Whether the school's actions to improve attendance have been effective.

## Information about the school

The school is larger than most primary schools. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities is well above average. A school educational resource facility on site supports up to 10 pupils with hearing impairment from Waterloo and from schools across the borough. Pupils are taught in a base as well as in mainstream classes. The vast majority of pupils are from White British backgrounds. The school has gained Investors in People status. The governing body runs and manages extended provision in a daily breakfast club.

**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 school. Leaders, governors and staff have a strong commitment to the personal and academic well-being of pupils. As a result, pupils thrive because of the good care, support and guidance they receive. Pupils enjoy coming to school and their attendance has improved and is broadly average. It is, rightly, a school priority to engage further with parents and carers in order to continue this improvement. Pupils feel very safe in school and this view is echoed by their parents and carers. They are excellent ambassadors for healthy lifestyles through their participation and enjoyment of sport and their commitment to eating a balanced diet. Pupils excel in the many sporting opportunities provided for them.

Pupils, including those with special educational needs and/or disabilities, make good progress and their attainment is average by the time they leave school at the end of Year 6. Those pupils with hearing impairment who are supported by the resource facility make good progress because of the good attention to their individual needs. Challenging targets and high expectations are non-negotiable characteristics of this successful school. Although the school has already implemented strategies to improve attainment in writing, it remains below average: pupils' spelling, punctuation and grammar are weak. Good-quality teaching is based on good relationships and on teachers' skills in bringing learning to life. Lessons are generally carefully planned to raise pupils' attainment but, occasionally, planning is not detailed enough and opportunities are missed, for instance, to provide more-able pupils with additional challenge.

Children settle down quickly and happily in the Early Years Foundation Stage classes. They are carefully prepared for school life and presented with a wide range of exciting activities to encourage them to play and learn.

Leaders and managers have a good understanding of the school; they know what the strengths are as well as what they need to do to improve the school's performance. They make good use of this information to plan improvements and they have good systems in place to check the effectiveness of the school's work. Safeguarding arrangements are secure but the governing body has not paid sufficient attention to the quality of its record-keeping in this aspect. The school has steadily raised pupils' attainment and has been successful in improving behaviour and attendance. Good partnerships with outside providers make a strong contribution to pupils' outcomes. Consequently, the school's capacity to sustain improvement is good.

## What does the school need to do to improve further?

- Raise attainment, especially in writing and for more-able pupils, by:
  - focusing more on improving pupils' spelling, punctuation and grammar

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- planning lessons to provide additional challenge.
- Further engage with parents and carers to improve their child's attendance.
- Ensure that the governing paid pays sufficient attention to the quality of its record keeping for the safeguarding of pupils.

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

**2**

Pupils enjoy learning hugely, especially when it relates to their first-hand experiences, is challenging and makes them question and refine their thoughts. Pupils' keen desire to learn and accumulate knowledge, their rigorous debate and high expectations of their own performance were typical features in the good and outstanding lessons seen. The school's successful promotion of mathematics has resulted in consistent and continued improvement in pupils' standards in mental mathematics and in their problem-solving and investigational skills. Pupils' skills in writing are beginning to improve although some writing in their books shows that they have not had enough opportunities to practise and improve their spelling, punctuation and grammar.

Children's starting points vary but, overall, are well below expectations for their age when they join the Nursery classes and their language skills are weak. Most pupils now begin Year 1 working at levels below expectations for their age, and their average attainment by the end of Year 6 reflects good achievement. Pupils' attainment at the higher levels is below average. The school is, correctly, sharply focused on providing further challenge and support for more-able pupils. Rapid identification of the needs of pupils with special educational needs and/or disabilities results in effective, tailored support to individuals and small groups. The resource facility provides well-planned and structured support leading to the good progress made by pupils with a hearing impairment. They are fully included in all aspects of school life and enjoy their learning.

Pupils' good behaviour and their politeness reflect their positive spiritual, moral, cultural and social development. They appreciate the many opportunities to enrich their cultural development through, for example, music and sport. Pupils' understanding and awareness of the wider community in our country is limited but the school has plans to remedy this. Pupils relish their positions of responsibility, particularly as school and local community gardeners and when taking care of younger pupils. Pupils are very involved and proud of their local area and members of the community are made very welcome in school. The school is held in high regard by the local community.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Pupils know how to improve their work because of thoughtful, constructive marking. Teachers generally plan well to take account of pupils' previous learning and the different abilities and interests of pupils. This helps them reach their targets by the end of Year 6. Occasionally, tasks are not challenging enough for more-able pupils, especially when they finish their work before other pupils. Teaching assistants are deployed effectively to support pupils in small groups and individually because they share in planning lessons with the class teacher and adopt a precise focus to suit individual pupils' needs. Pupils with a hearing impairment are well taught, both in the resource facility and in mainstream classes. Very high expectations of their performance and well-planned work encourage their independence and raise their attainment.

Leaders have devised a curriculum that is based on allowing pupils to be creative and enjoy learning. Information and communication technology is used well to help improve pupils' computer skills and, increasingly, to improve their work in other subjects, particularly in English. Provision for sport is excellent and pupils are proud of the many competitions they win; the trophies on display are a talking point with each other and visitors. Sports coaches are part of the school staff and provide specialist tuition in a wide range of sports to great effect. Enrichment activities are numerous and very well attended. The daily breakfast club is popular and much appreciated by pupils. It gives them a positive start to their day.

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The care of pupils is a cornerstone of the school's character. Pupils are confident and believe in themselves because they are respected and valued. Despite the large size of the school, pupils are known as individuals. Pupils with special educational needs and/or disabilities and those with a hearing impairment blossom because of the good personal support they receive. The school works very effectively with outside agencies to support those families whose circumstances may make them vulnerable. Systems to improve pupils' attendance are beginning to work. Pupils are well prepared for each new class as they move through the school and they settle down quickly because they are warmly welcomed to each new stage in their education. Their transition to secondary school is carefully planned and pupils look forward to the next stage in their education.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Leaders and staff are vigilant in their commitment to improving pupils' outcomes. Differences in attainment in mathematics for different groups of pupils, for example, are beginning to narrow. Good systems to track pupils' individual progress and to make sure that groups and individuals have equal chances to succeed reflect the school's commitment to equality of opportunity. The school is currently sharply focused on raising the attainment of the more able pupils. A key focus on tackling discrimination is based on the promotion of respect for people from all backgrounds. Middle leaders are closely involved in the monitoring and evaluation of their year groups' performance. They are knowledgeable and sharply focused on raising pupils' attainment. The governing body is very involved in school self-evaluation and regularly challenges the school's performance. The management of finances is shrewd and carefully administered. Safeguarding arrangements meet national requirements and training is appropriate. However, the governing body has not paid enough attention to the quality of its record-keeping on safeguarding.

The promotion of community cohesion is reflected in the school's wide contribution to a range of activities, particularly at school and local level. The school is very aware and knowledgeable about its own context and that of the local community. It has plans to widen this knowledge from a national context. Partnerships with the local authority, specialist support for the most vulnerable families, sports specialists and local community groups make a good contribution to improving pupils' outcomes. Parents and carers have mostly responded positively to the school's efforts to encourage regular attendance and consequently attendance rates have improved. A few families still need help to understand the importance to their children of regular attendance. Parents and carers enjoy participating in school activities, such as the very busy summer fair, and welcome the

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many opportunities to attend family and learning workshops. Regular meetings to discuss their child's progress are frequent and well attended.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children are warmly welcomed to the setting each morning and enjoy taking part in the many exciting activities available. They particularly enjoy activities to stimulate their imagination such as sand and water play, working with clay and art, music, information and communication technology, and role-play. Children took the roles of 'time lords' very seriously and used torches and cloaks to add realism to their very eloquent descriptions of space and time. Teaching quality is good and is exceptionally effective in promoting children's personal, social and physical development. Improvements in the effectiveness of the Early Years Foundation Stage are reflected in the good progress that children make, especially in improving children's language skills which are often weak when they join the setting. Children are eager to take part in assemblies, sporting competitions and class presentations. Occasionally, children are helped too much. This is not always necessary, as the setting has given them so much confidence and self-reliance. Good use is made of the outdoor space and children revel in the chance to write, read and play happily. Positive relationships between children and adults reflect the attention to children's needs that is evident in this welcoming setting. Children are looked after carefully and welfare requirements are fully met. Leadership and management are good and improving still further. Staff work well as a team and there are excellent links with parents and carers, who are very supportive of their children's learning both in school and at home.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Just over a fifth of parents and carers returned completed questionnaires. Of these, the vast majority were happy with the school's provision and all indicated that the school helped keep their children safe. Inspection findings confirm that pupils feel safe in school. A very small proportion of parents and carers had concerns about the school taking account of their suggestions and concerns. This was followed up by inspectors, and the school confirmed that it has planned further opportunities to increase communication with parents and carers and to listen carefully to their views and concerns.

## 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 141 completed questionnaires by the end of the on-site inspection. In total, there are 676 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	67	44	31	3	2	0	0
The school keeps my child safe	98	70	43	30	0	0	0	0
My school informs me about my child's progress	83	59	53	38	4	3	0	0
My child is making enough progress at this school	89	63	46	33	4	3	2	1
The teaching is good at this school	98	70	40	28	3	2	0	0
The school helps me to support my child's learning	81	57	56	40	4	3	0	0
The school helps my child to have a healthy lifestyle	88	62	49	35	3	2	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)	80	57	55	39	2	1	1	1
The school meets my child's particular needs	83	59	51	36	4	3	1	1
The school deals effectively with unacceptable behaviour	72	51	58	41	7	5	2	1
The school takes account of my suggestions and concerns	70	50	55	39	8	6	3	2
The school is led and managed effectively	88	62	45	32	3	2	1	1
Overall, I am happy with my child's experience at this school	98	70	37	26	4	3	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



14 July 2011

Dear Pupils

**Inspection of Waterloo Primary School, Blackpool, FY4 3AG**

Thank you for the warm welcome you gave to us when we inspected your school recently. We listened carefully to what you had to say and looked closely at the questionnaires you completed. You were all very polite and helped to look after us very well. We must give a special 'thank you' to the pupils who showed us round school so politely and knowledgeably and those who met with us.

Yours is a good school. You are cared for well and, in turn, you become caring young people. Your work is much improved. You love sport and are excellent examples of the benefits of being fit. You gave us all encouragement to live a healthy lifestyle; congratulations! Although your attendance has improved we think it should be even higher. You can play a big part in this by making sure your attendance is always good. Your behaviour is good and you are very enthusiastic when welcoming visitors. Children in the Nursery and Reception classes are warmly welcomed into school by staff and older pupils and enjoy playing and learning.

You make good progress in your work and your attainment has risen. We have asked your school to improve your work in writing by concentrating more on improving your spelling, punctuation and grammar. We want those of you who find work easy to be challenged to improve your work even more. You can all help by continuing to work hard because we know how keen you are to do your best.

We wish you all the very best for your future.

Yours sincerely

Marie Cordey  
Lead inspector

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