

Waterloo Primary School

Worthington Street, Ashton-Under-Lyne, Lancashire, OL7 9NA

Inspection dates 28–29 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Recent improvements in teaching, leadership and management have not had enough time to make sure that pupils make good progress across the school particularly in writing and mathematics.
- Teachers do not consistently plan lessons and set tasks that challenge all pupils to do their best.
- The written feedback that teachers provide in English and mathematics books is improving. However, the same good standard is not consistently applied to marking in other areas of the curriculum.
- Pupils are not always given time to check their work and do corrections.
- A range of actions aimed at improving how well pupils learn have been put in place. However, the result of all of these activities is not yet rigorously checked by school leaders.
- Some members of the governing body do not take up training available to support them to effectively challenge the school's performance.

The school has the following strengths

- There is some good teaching across the school which is helping more pupils than in the past to make better progress than expected.
- Small group activities are helping pupils who need extra support to make progress.
- Children make a good start in the Early Years Foundation Stage.
- The headteacher has a clear view of how successful the school can be and what needs to be done.
- Pupils are well behaved, polite and courteous. They provide a warm welcome to visitors, are keen to learn and have a clear idea of how to stay safe.

Information about this inspection

- The inspectors observed 19 lessons or parts of lessons, small group activities and listened to pupils read.
- Meetings were held with groups of pupils, the chair of governors, a local authority representative and school staff.
- The inspection team took account of 30 online questionnaires (Parent View).
- Inspectors examined work in pupils' books and looked at a range of documents including, the school's self-evaluation, data on pupils' progress, minutes of governing body meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Louise Murphy, Lead inspector	Additional Inspector
David Halford	Additional Inspector
Davinder Dosanjh	Additional Inspector

Full report

Information about this school

- Waterloo Primary is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well above average.
- The proportion of pupils supported at school action is average.
- The proportions of pupils supported at school action plus or having a statement of special educational needs are well below average.
- The proportion of pupils speaking English as an additional language is above average and increasing.
- The proportion of pupils from minority ethnic groups is broadly average and increasing.
- The school hosts an independently managed before- and after-school facility.
- There have been a number of staff changes since the last inspection.
- The school meets the government's floor standard, which is the minimum expected for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of good teaching to help raise pupils' attainment and accelerate their progress, particularly in writing and mathematics by ensuring that:
 - teachers consistently use all information available on how well pupils are doing to set work that is not too hard or too easy for pupils in the class
 - pupils always have the time to complete their corrections and follow the guidance provided by teachers' written comments
 - writing in topic books is marked with the same rigour as that applied to literacy activities.
- Improve leadership and management by ensuring that:
 - all leaders check developments in their areas of responsibility and make sure that new ways of doing things are helping to improve standards across the school
 - all governors take up training to equip them to challenge the school effectively and hold school leaders to account.

Inspection judgements

The achievement of pupils

requires improvement

- Most children start school with skills and knowledge typically below those expected for their age. Some children join the Nursery and do not continue into Reception moving to other schools. Other children start Reception not having attended Nursery because places were not available as the Nursery is smaller than the Reception Class. Children make good progress relative to their starting point.
- The most recent results show that across the last three years attainment by the end of Year 2 has been improving and is now broadly average. The proportion of pupils making and exceeding the progress expected of them by the end of Key Stage 2 has also improved. This improvement is due to strategies such as the 'Cusp Group' which provides small group learning activities to motivate pupils who may otherwise be in danger of not doing as well as they could.
- The level of attainment by the end of Year 6 has been up-and-down. The 2012 end of Key Stage 2 results show that attainment in reading and writing is improving but that writing remains significantly below national levels. Mathematics is slightly below national figures. Some teachers do not always use all of the information available to them about how well pupils are doing and there are times when work is too easy or too hard for some pupils.
- The school's systems for checking pupils' progress show that last year all Key Stage 2 classes made better than average progress in reading, writing and mathematics and pupils are on track to attain higher standards. However, the quality of teaching requires further improvement to make sure that these improvements can continue.
- Attainment in reading is improving. Linking letters and sounds is taught well and a teacher has been appointed specifically to help pupils with reading. Pupils who read to inspectors did so with enthusiasm and a good level of fluency. They all said that they enjoyed reading and were able to use skills that they had been taught to help them read unfamiliar words.
- The progress of pupils with additional needs is improving at the same rate as other pupils at the school. Those eligible for pupil-premium support, pupils from minority ethnic groups and pupils who speak English as an additional language make more progress than their peers nationally. These pupils benefit from working in small groups which provide focused activities that are well planned by teachers and delivered by highly skilled teaching assistants. This support reflects the school's successful promotion of equality of opportunity for all pupils.

The quality of teaching

requires improvement

- The majority of the teaching seen during the inspection was good. However, the quality of teaching requires improvement because it is not yet consistently good. There have been changes to teaching staff since the last inspection. Staffing is now more stable and teachers are actively engaging in training and taking opportunities to work with other teachers to share ideas and improve their practice.
- In the best lessons teachers question pupils well to ensure that they are thinking carefully and encourage pupils to share their ideas. For example, during a lesson in which pupils were working in groups, retelling the story of Anancy and Mr Dry-Bone, one pupil was becoming slightly troubled because he did not agree with another about which picture should go first to accurately sequence the story. The teacher gently prompted the pair to discuss their ideas. One child explained her choice in an extremely reasoned way. The second child then said, 'Actually, I agree with what you have said....' This was a very mature exchange for Year 1 pupils, demonstrating how pupils are learning to think for themselves and how well teachers are managing behaviour. Also, in the best lessons, pupils regularly use computers to research information independently or practise their skills.
- A new marking policy has been introduced which pupils clearly understand. Most of the written comments in literacy books provide good guidance on how pupils can improve their work.

However, this thoroughness is not always evident in topic books even when literacy skills are being practised. There is little evidence in books that pupils are given time to correct errors or respond to teacher comments particularly in mathematics.

- In weaker lessons teachers do not take account of what pupils already know and for some pupils work is too easy and for others it is too hard.
- Teaching makes a significant contribution towards tackling discrimination and developing pupils' awareness of other cultures. For example, themed weeks such as Black History Week engage pupils in a range of artwork, historical enquiry and provide an insight into other cultures and their contribution to our society.

The behaviour and safety of pupils are good

- Pupils are eager to learn; they enjoy school and would recommend Waterloo Primary to their friends. Pupils are confident, welcoming and polite both in the classroom and around the school.
- Behaviour has improved and is now good. Pupils work hard to be 'spotted'. When they do something well they are awarded by having their name entered into a prize draw. The more often they are spotted, the more times they are entered.
- Older pupils are keen to take on responsibilities around the school. The pupil council are proud of the contribution that they made toward planning a street party in the school playground to celebrate the Queen's Diamond Jubilee. Prefects enjoy the work that they do looking after younger classes and showing visitors around the school.
- The majority of parents believe that bullying is dealt with effectively at the school and their children agree. Pupils were able to demonstrate that they understand the different forms that bullying can take. They feel confident that if there were any bullying in school an adult would deal with it effectively.
- Pupils feel safe in school. They understand if they have any worries there is someone there to listen. Pupils appreciate that they can choose to tell a playground buddy, a prefect, the learning mentor or teaching staff depending on the concern that they have.
- Behaviour is not outstanding because when teachers talk for too long or activities do not provide the correct level of challenge some pupils lose their focus and opportunities to continue learning are missed.
- Attendance has improved and is now above average because school rigorously follows up any absence.

The leadership and management requires improvement

- The headteacher is determined to make the school more successful. She knows how to do this but has been held back by staff resistant to change. Some staff have left and new appointments made and, as a result, behaviour, attendance, the quality of teaching and learning and progress made by pupils have all improved. However, teaching needs to improve further to make sure pupils make at least good progress.
- Staff now work well together and share in the determination to improve the school. All staff contribute toward school development. All school staff work in teams to find solutions to something perceived as an issue. For example, a different way to teach and improve reading was introduced. The results of this change were checked and, because it was successful, more staff were then trained to deliver the new programme.
- Leaders, including the governing body, are not fully involved in checking on and improving all of the new systems that have been introduced. For example, they do not always ensure that teachers use all of the information on pupils' progress to plan lessons that help pupils learn well, whatever their ability.
- The management of teachers' performance is becoming more rigorous and staff are now awarded salary increases only when they are effective in their work.

- The local authority provides a good level of support to this school. For example, it secured funding to enable a group of schools including Waterloo Primary to work together to improve standards.
- The curriculum is developing well. Exciting activities, such as My Money Week and Enterprise Week provide pupils with opportunities to practise their literacy and numeracy skills. High expectations of behaviour and opportunities to reflect on their work and share ideas make a good contribution toward pupils' spiritual, moral and social development.
- Procedures to ensure the safeguarding of pupils are fully in place and give no cause for concern.
- **The governance of the school:**
 - The governing body does not yet hold school leaders fully to account by asking searching questions about the performance of the school. This is because not all governors take up training to enable them to do so. Some governors visit school very regularly, understand how well pupils are making progress and are fully aware of the strengths and weaknesses of the school. There are currently inconsistencies in the skills that some governors have to challenge the school appropriately. However, they are developing their skills and do make sure that statutory responsibilities are met, they understand how the school budget is spent including how well the pupil-premium grant is being used to improve the achievement of eligible pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106211
Local authority	Tameside
Inspection number	405025

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	403
Appropriate authority	The governing body
Chair	Barbara Hay
Headteacher	Lesley Ironmonger
Date of previous school inspection	11 January 2011
Telephone number	0161 3301280
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