

# Waterman Primary School

The Boulevard, Rochford, Essex, SS4 1QF

**Inspection dates** 6–7 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- The school continues to provide a good standard of education for its pupils.
- Pupils achieve well. They start school with skills well below age-related expectations, and make good progress overall so that they get similar results in national tests to other 11 year olds.
- Pupils entitled to additional funding make good progress. Those entitled to free school meals often make faster progress than their peers.
- The quality of teaching is good. Over time, it has enabled pupils to make good gains in their learning. Sometimes teaching is outstanding.
- Pupils behave well. They are polite, courteous and work hard in lessons. Pupils say they feel safe and their parents agree.
- The school is well led and managed. The headteacher and staff work effectively to ensure that pupils receive good teaching and make good progress. The school is well placed to improve further.
- Governors are very committed to the school. They visit the school regularly, meet with pupils and teachers, and work hard to support the headteacher with her plans for improvement.
- The school has strong links with parents and carers. 'Home-school' books are used regularly to keep in touch and record progress. This means that everyone works together to help pupils to achieve well.

### It is not yet an outstanding school because

- Not enough teaching is outstanding, and a minority requires improvement. Sometimes teachers do too much talking in lessons and pupils do not always have enough opportunities to find things out for themselves.
- Tasks and teachers' questions do not always match pupils' different ages and abilities.
- Neither governors nor teachers with responsibilities for subjects make full use of information about pupils' progress and the quality of teaching, to promote further improvements in achievement.

## Information about this inspection

- The inspector observed 13 lessons or part-lessons taught by five teachers. Ten of these were observed jointly with the headteacher.
- In addition, the inspector observed an assembly, the teaching of phonics (letters and the sounds they represent), listened to pupils read and talked with them about their reading.
- Meetings were held with seven members of the governing body, staff including senior and other subject leaders, a group of pupils and a school improvement consultant employed by the school. A telephone call was made to a representative of the local authority.
- The inspector observed the school's work and looked at school documentation including teachers' planning, the school's self-evaluation, the school's improvement plans, assessment information, monitoring files, governing body minutes, safeguarding documentation and samples of pupils' work.
- The inspector considered the 12 responses to the online questionnaire (Parent View) and 13 responses to the staff questionnaire.

## Inspection team

David Thomas Hatchett, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average primary school with 73 pupils on roll. The number of pupils on roll has increased since the previous inspection.
- The large majority of pupils are of White British ethnic origin. There are no pupils who speak English as an additional language.
- The proportion of pupils who are supported through the pupil premium (additional funding for pupils including those who are known to be eligible for free school meals) is much higher than the national average.
- The proportions of disabled pupils and those with special educational needs supported through school action, school action plus, and with statements of special educational needs, are above average.
- The number of pupils is too small for valid comparisons to be made against the government's floor standards (the minimum standards expected for attainment and progress).
- Since the previous inspection, there have been a number of changes to staffing in the school. A substantive headteacher has since been appointed and a new deputy headteacher was appointed and took up post in September 2012.

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

- Improve the quality of teaching further, so that more is outstanding and none requires improvement by:
  - making sure that lessons always move quickly enough to keep pupils interested and less time is spent listening to the teacher
  - increasing the opportunities for pupils to think and find things out for themselves in lessons
  - ensuring that teachers plan activities and questions for pupils which are exactly at the right level for them.
- Develop the role of teachers with additional responsibilities by making sure that they check and monitor how well pupils are learning in lessons and over time.
- Develop the role of governors by increasing their use of information about pupils' progress and the quality of teaching in the school.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well during their time at the school. Parents, staff and pupils also agree that progress is good.
- Most children join the school in the Early Years Foundation Stage with skills and abilities that are well below those typically expected for their age. By the time pupils leave the school in Year 6, they attain average results in the national curriculum assessments in reading, writing and mathematics. Over time, this represents good achievement.
- Pupils in the current Year 2 and 6 are progressing well. The school's robust assessment data and inspection evidence show that all pupils in Year 6 are on track to make expected rates of progress from Key Stage 1, with half making greater than expected progress.
- Those pupils supported through school action, at school action plus or with statements of special educational needs make good progress from their starting points. This is because work is planned which matches their needs, and additional support is provided by other adults and specialists.
- Pupils read widely from a young age, and develop a good understanding of phonics. They read regularly in school and at home. Pupils in Year 1 achieve similar results in the phonics screening check as other six-year-olds in the country because of good teaching. Attainment in reading by the end of Key Stage 1 is broadly average.
- Pupils develop good information and communication technology skills and apply these well in a range of lessons, different subjects and contexts. For example, in a Reception and Year 1 lesson, pupils made good progress and developed their mathematics skills when learning how to programme a 'floor turtle' to travel in a variety of directions across a road map and a snakes and ladders board.
- The progress of pupils supported through the pupil premium is good, and often better. This is because the school uses this additional funding to support additional, small-group work, which enables eligible pupils to reach standards similar to their peers in English and mathematics. By the end of Key Stage 2, these pupils attain broadly average standards in national tests.

### The quality of teaching is good

- Much of the teaching in the school is good and parents, staff and pupils also agree. Teaching is sometimes outstanding, however, occasionally it requires improvement. Over time, teaching leads to good gains in pupils' learning.
- The quality of teaching in the Early Years Foundation Stage is mostly good. Children quickly learn letter sounds and begin to develop an understanding of number. The teaching of reading continues to be good and enables pupils to make good progress by the end of Key Stage 1.
- In the best lessons, teachers plan and use exciting activities that are well-matched to the wide range of ability of pupils in each class. Teachers make good use of other adults to help children learn quickly, and support those who find learning difficult. They effectively link new work to previous lessons and make links between subjects, which helps pupils to make rapid progress. This was the case in an outstanding lesson in Reception and Year 1, where pupils made

excellent progress in developing their handwriting skills as a result of the high quality of support from the teacher and support staff.

- Many lessons proceed at a brisk pace. This keeps pupils engaged and they make good and sometimes better progress as a result. For example in a Year 2/3 lesson, the teacher and support staff helped pupils work quickly in groups to sort out and structure sections of a chronological report about animals; at the same time they learned the names and purposes of different parts of the report, such as a sub-heading.
- In weaker lessons, teachers have a tendency to talk for too long and pupils begin to lose interest. Sometimes the older children in classes, or those that find learning easy, are not given enough opportunities to find things out for themselves. Occasionally, too, the activities and questions for pupils are either too easy or too difficult, which reduces the amount of progress they make.
- The quality of marking has improved since the last inspection, particularly in literacy. Marking now gives pupils clear steps to help them improve their work further. Even so, targets in pupils' books are sometimes not clear or specific enough.
- Teaching promotes pupils' spiritual, moral and social and cultural development well. Activities planned by teachers enable pupils to take turns and work as a team. For example, in a good Year 5/6 lesson, pupils worked together to organise the correct order of a list of events that took place in Ancient Egypt as part of their history topic on ancient beliefs.
- Homework is used very well to support pupils' learning, and provides opportunities for pupils to choose activities that interest them. There are good links between home and school, through a 'home-school' book, which is used regularly between parents and school staff to record and support children's progress.

### **The behaviour and safety of pupils are good**

- Pupils behave well in lessons and around the school. They also behave well in the playground, and are polite, friendly and caring towards other children, adults and visitors. Pupils, staff and parents also agree that behaviour is good.
- Occasionally, in lessons that do not maintain pupils' interest, their concentration falters, and they do not apply themselves well enough. In these lessons, pupils rely too much on teachers and other adults to give them information or work out problems.
- Bullying in the school is rare, and when it happens, it is dealt with quickly and effectively by the school. Most parents and pupils say that the school deals with bullying effectively. Pupils have a good understanding of the different types of bullying that exist, for example cyber-bullying.
- Pupils enjoy their lessons and coming to school. As a result, attendance is slightly above average, and persistent absence is below average. The school works closely with parents, carers and other professionals, to make sure that pupils attend school regularly and make good progress.
- Pupils have a wide involvement and responsibility in school life. The school council is well-organised, has appointed a number of key roles, such as chair, treasurer and secretary, and meets with the headteacher and Chair of the Governing Body regularly. Through the school council, pupils have overseen improvements to the school playground, for example installation of

a water fountain for pupils to use during break times, and have also contributed to topics for the new curriculum which is currently being developed.

## **The leadership and management** are good

- The headteacher provides purposeful and caring leadership and has high expectations of pupils and staff. She is supported by a committed group of teachers, other adults and governors who all work to make the school even better.
- The new senior leadership team has ensured that good progress has been made since the previous inspection. Attainment has risen and more pupils make good progress over time. The issues identified at the previous inspection have been addressed. Teachers use more subject-specific vocabulary in their lessons, and the quality of marking has improved, particularly in literacy.
- The quality of school improvement planning is good. Plans for improvement have clear targets and activities, and it is easy to decide if they have been successful. Accurate self-evaluation is also linked well to decisions the school takes on how to spend its money.
- Monitoring by senior leaders provides teachers with good information about the strengths of their lessons and how to make them even better. However, teachers in the school with responsibilities for subjects or other aspects of the school's work are not always involved in checking the quality of teaching or pupils' work on a regular basis. They also do not make full use of all the information that is available about pupils' progress.
- The school has a broad and balanced curriculum which promotes pupils' spiritual, moral, social and cultural development well. As a result, most lessons interest pupils and enable them to make good progress. Links with schools in Spain and Kenya promote pupils' understanding of different customs and cultures from their own. The curriculum has an appropriate focus on basic skills and information and communication technology.
- The school tracks pupils' progress well over time, which enables leaders to act quickly when pupils or groups of pupils do not make expected progress. Governors are also aware of how much progress classes of pupils are making.
- The school has worked effectively with parents to help them support their child's progress and development. Parents appreciate the school's work and all say they would recommend the school to another parent.
- Checks on teachers' performance have led to good improvements. The headteacher has improved teaching since the last inspection, and with the help of governors, has eradicated inadequate teaching. Teachers receive good targets that are focused on how much progress children in their classes make and how good their teaching is. The school's arrangements for safeguarding meet statutory requirements.
- The local authority provides appropriate, light touch, support to this good school. The school has employed an experienced consultant to help them review and improve aspects of the school's work successfully.
- **The governance of the school:**
  - Governors are very committed to the school, but with over half of the governing body being new following recent recruitment, many are still developing into their roles. The Chair of the

Governing Body provides strong leadership and visits the school regularly. He also provides good support to many new governors. He and the headteacher also meet regularly with the school council to understand pupils' views and how they feel the school can be made even better. The governing body has a sound understanding of the school's main strengths and areas for development, but does not always make full use of information about pupils' progress and the quality of teaching. Governors have supported the headteacher in ensuring that inadequate teaching has been eliminated. They have also contributed to the accurate self-evaluation of the school's effectiveness. Governors monitor how money is spent. They have a good overview of how pupil premium funding has been used and the good impact that this has had on the progress and attainment of eligible pupils. Governors ensure that there is a good link to how well teachers do their jobs and how they progress on the pay spine.

## 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

<b>Unique reference number</b>	114940
<b>Local authority</b>	Essex County Council
<b>Inspection number</b>	400092

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	73
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Sparks
<b>Headteacher</b>	Rachel Welch
<b>Date of previous school inspection</b>	30 November 2010
<b>Telephone number</b>	01702 546237
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