

# Pudsey Waterloo Primary

Victoria Road, Pudsey, West Yorkshire, LS28 7SR

**Inspection dates** 26–27 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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.

- Pupils of all abilities make good progress in English and mathematics throughout the school.
- Pupils take pride in their work and present it well.
- Children in the Early Years Foundation Stage are eager to learn and are well prepared for Year 1.
- Pupils with disabilities and special educational needs, supported at school action and school action plus, achieve well because of the carefully targeted support they receive.
- The overall quality of teaching is good. It is sometimes outstanding. Teachers plan lessons well and ask good questions to secure pupils' understanding.
- Pupils are well behaved and take their responsibilities seriously. They are polite and respect their teachers and other adults.
- The headteacher's clear sense of purpose is driving the school forward. She is well supported by a positive leadership team and good governing body. As a result, the school is well placed to continue to improve.

### It is not yet an outstanding school because

- Some opportunities are missed for pupils to solve problems and work things out for themselves by using their skills in literacy, numeracy and information and communication technology (ICT).
- Occasionally, work is not matched closely enough to pupils' individual learning to boost their progress further.

## Information about this inspection

- Inspectors observed 19 lessons including five joint observations with the headteacher and deputy headteacher. The inspectors also made a number of shorter visits to classrooms.
- Discussions were held with two groups of pupils, the Chair of the Governing Body, two representatives of the local authority, and members of staff including senior and subject leaders. Inspectors also heard pupils read in Key Stages 1 and 2.
- Inspectors took account of 73 responses to the online questionnaire (Parent View). They also spoke to several parents during the inspection and analysed the school's own consultations with them.
- Inspectors observed the school's work and looked at a range of documents, including data on pupils' current and previous progress, the school development plan, performance management documentation and records relating to pupils' behaviour and safety.

## Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Steve Rigby

Additional Inspector

Aileen King

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The majority of pupils are from White British families.
- The proportion of pupils from minority ethnic backgrounds and those from families who speak English as an additional language is broadly average.
- The proportion of pupils who are known to be eligible for the pupil premium is above average. The pupil premium is additional government funding allocated to the school for pupils known to be eligible for free school meals, those looked after by the local authority or the children of armed forces families.
- The proportion of pupils supported by school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, in 2012.
- Over a third of teachers are new to the school since the previous inspection, including several new to the profession.

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

- Increase the proportion of outstanding teaching in order to further accelerate pupils' progress by:
  - providing regular opportunities for pupils to solve problems and find out how to do things by themselves using their literacy, numeracy and ICT skills
  - increasing the challenge to pupils by making sure that work is sufficiently difficult and more closely matched to their individual ability.

## Inspection judgements

### The achievement of pupils is good

- Children make good, and increasingly better, progress through the Early Years Foundation Stage in all areas of learning. They generally start school with skills and understanding which are below those typically expected for their age. They make good progress in establishing the early stages of reading, writing and number, and show enthusiasm and concentration in all their work.
- Pupils' achievement through the rest of the school is good. Standards and rates of pupils' progress rose well following the last inspection. This is reflected in national tests and assessments for Year 6 in 2011 when standards and progress made were above average.
- However, the 2012 results were below floor standards because several pupils did not reach the levels expected of them in reading and mathematics tests. This was largely due to unusual emotional circumstances at the time of the tests and was not reflected in other examples of the pupils' work. The national assessments for writing in 2012 show a good proportion of pupils making better than expected progress.
- Pupils' current work and progress show good achievement. By Year 6 many pupils make better than usually expected progress and standards are at least average in reading, writing and mathematics.
- Achievement in reading is good. Pupils make strong early gains in understanding the links between letters and the sounds they make, and use these skills well to read new and unfamiliar words. Pupils eagerly read for a wide range of reasons with a well-developed sense of understanding and anticipation. For example, in Years 5 and 6 pupils study Shakespeare's *Macbeth* and Robert Louis Stephenson's *Treasure Island* with a good understanding of the authors' use of language to build characters and tell the stories.
- Pupils' writing skills are also well developed. They take pride in their work and pupils of all abilities increasingly write with a neat and flowing handwriting style. They often write at length and develop a good understanding of how to construct paragraphs and use punctuation well. They write for many different reasons in subjects such as science and history.
- Achievement in mathematics has improved well since the last inspection and pupils' progress is now more consistent. They know their multiplication facts and other number skills well. They have a good understanding of place value and can, for example, explain very clearly how to multiply and divide numbers to two or more decimal places. Pupils set their work out carefully, ensuring good levels of accuracy.
- Pupils in receipt of pupil premium funding also make good progress. Overall, the gap between the standards they reach and those of others is reducing. In 2012 tests, however, they were approximately nine months behind the national average, largely as a result of the special circumstances. The current work and assessments show that all this group of pupils in Year 6 are working at average levels and above.
- Pupils with a disability or special educational needs, supported by school action and school action plus, make good progress. The robust focus through school on ensuring all pupils develop good basic literacy and numeracy skills contributes to the gains they make. Sensitive additional support, when needed, boosts learning further. This also contributes to the good progress made by the few pupils who speak English as an additional language.

### The quality of teaching is good

- Teachers inspire their pupils through imaginative and motivating activities. They use attractive resources, games and quick-fire questions to engage pupils' interest, reinforce early learning and introduce new ideas.
- Work is accurately assessed. Marking and feedback are strengths of the teaching. Teachers provide clear pointers to enable pupils to improve their work. Pupils consistently mark their own work in all subjects by commenting on how well they met the expectations for the lesson and

what they need to do next. This contributes to both good progress and their self-awareness.

- Reading skills are taught well because teachers increasingly promote pupils' understanding of letters and sounds through fast-paced work closely matched to pupils' ability, regardless of age. Teachers promote pupils' critical reading skills well and provide many opportunities for pupils to read through the school day.
- Writing is taught well. For example, the pupils' eagerness to achieve a 'Pen License' leads to very neat handwriting and good levels of productivity. Teachers ensure pupils make good use of points of reference such as 'learning walls', dictionaries and thesauri to make their written work more interesting.
- Well-planned individual and small-group activities further boost the learning of disabled pupils and those with special educational needs.
- Staff make good use of links between different subjects to make learning relevant and exciting. For example, pupils employed their geographical, historical, mathematical and scientific skills well in a project on Fair Trade.
- Relationships are very good. As a result, pupils work together well, collaborating and sharing ideas in a calm yet busy atmosphere.
- Teachers and teaching assistants question pupils skilfully. They use questions well to enable all pupils, including those with special educational needs, to think for themselves and become increasingly independent.
- Some opportunities are missed for pupils to deepen their knowledge and understanding by using their literacy, numeracy and ICT skills to find things out for themselves and to solve problems.
- Overall, teachers use their knowledge of pupils' progress well to plan lessons and set high expectations. However, occasionally work set is not matched closely enough to pupils' individual needs and ability so as to challenge them to make the best progress they can.

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

- Pupils treat each other and their teachers with respect and consideration. They take good care of each other.
- Pupils behave well in classrooms and around school. This is especially noteworthy in the large central atrium area where many pupils of all ages work in close proximity in group activities, using the library, the ICT stations or practising for assemblies in a calm and orderly way.
- Pupils take on responsibilities and make a contribution to a safe environment through their roles on the school council. They are regularly involved in a wide range of charitable work and fundraising activities, and are proud of this.
- Pupils have a good understanding of different types of bullying. They have a particularly good understanding of the potential dangers of the internet through their work on safe use of computers. The learning mentor and other staff work closely with parents and pupils to address any concerns. Consequently, there are very few behavioural incidents. This is supported by the school's good record-keeping of incidents.
- The pupils respond well to the strong moral and social guidance they receive. They develop good attitudes to life and learning through the teaching of positive values and the chance to recognise their own achievements through assemblies and other events.
- On a few occasions, when work is not matched carefully enough to their needs, a few pupils lose concentration which hinders their progress.

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

- The headteacher provides a clear vision for school improvement which is shared by the staff and the governing body. She is ably supported by the deputy headteacher, senior leadership team

and subject leaders who are enthusiastic and committed to the school's success.

- The school works well in collaboration with the local authority. For example, the school acted very promptly and robustly in analysing the lower than expected results in 2012, in collaboration with other effective schools, to ensure that teachers' judgements were accurate and to address any concerns.
  - Systems to help teachers and leaders to be even better at their jobs, are challenging and applied rigorously. The headteacher and deputy headteacher are good role-models and skilled in observing teaching and setting targets for teachers to aspire to. As a result, the school is largely aware of the relative weaknesses in the quality of teaching and is increasingly well placed to address them.
  - Staff are held accountable for the progress their pupils make and are subject to fulfilling stringent criteria to achieve the next salary level. Several staff undertake extended professional training to reinforce their leadership skills.
  - The school tackles any issues of discrimination well and this contributes to the harmony within the school community.
  - Pupils' spiritual, moral, social and cultural development is promoted well through different subjects and a good range of opportunities for pupils to participate in extra-curricular sporting and creative activities.
  - Procedures for safeguarding pupils meet legal requirements and are supported by clear policies and accurate record-keeping.
  - A few staff are relatively new to their management roles and not yet fully accountable for their areas of responsibility.
  - **The governance of the school:**
    - The governing body is well led and informed through detailed reports from the headteacher and the governors' increasingly useful checks on the school's work. The governing body makes good use of training opportunities. Governors check the quality of teaching by asking probing questions about data which show how much progress is made by different groups of pupils. They make sure that decisions about how to use the funds available are in the best interest of the pupils. For example, they closely scrutinise the progress made by those in receipt of pupil premium funding and track its impact. They appropriately decide whether teachers and staff should be rewarded with salary increases and they review targets for the headteacher.
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## 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>	134408
<b>Local authority</b>	Leeds
<b>Inspection number</b>	402609

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	441
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Frosdick
<b>Headteacher</b>	Kay Priestley
<b>Date of previous school inspection</b>	10 December 2009
<b>Telephone number</b>	0113 336 8020
<b>Fax number</b>	0113 255 9924
<b>Email address</b>	langs01@leedslearning.net



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