

# Watersheddings Primary School

Broadbent Road, Oldham, Greater Manchester, OL1 4HU

**Inspection dates** 4–5 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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.

- Pupils do not make enough progress in their learning and achievement has declined since the last inspection. In mathematics, progress is too slow because pupils cannot readily recall key number facts or solve problems.
- Pupils' progress in English is held back because not enough pupils can spell, punctuate and use grammar efficiently and handwriting skills are weak.
- Teaching requires improvement. Too little is expected of pupils and there is insufficient challenge, particularly for the most able. The marking of pupils' work is not helpful enough in showing pupils how to improve.
- Lesson planning is not effective in meeting pupils' different needs. Sometimes work is easy so the most able are not stretched and at other times work is too hard for the least able so they make too little progress.
- Leadership and management require improvement because middle leaders have too little impact on improving teaching.

### The school has the following strengths

- Behaviour is good in lessons and around the school. Pupils are polite and keen to be helpful. Pupils feel entirely safe in school.
- The headteacher's clear and energetic lead puts a strong focus on improving teaching to help pupils make better progress.
- Governors provide good support and are challenging the school to improve.
- Methods for checking pupils' progress and the quality of teaching are robust.
- Leadership has an accurate view of what needs to improve. Teachers are held to account for pupils' progress and are keen to improve.
- The actions leaders are taking are having a positive impact. There is some good teaching and this is starting to improve pupils' progress, particularly in writing. Attendance is improving. This shows there is a capacity to sustain improvement.
- Parents express confidence in the school.

## Information about this inspection

- Inspectors observed significant parts of 14 lessons. Two of these lessons were observed jointly with the headteacher. Altogether, eight teachers were observed and teaching was seen in all classes. Inspectors looked at pupils' books to gain evidence about the quality of teaching and pupils' progress over time and some of this was done together with the headteacher.
- Inspectors listened to pupils read and talked to them about their progress in reading and what they like about it.
- Meetings were held with three governors, the headteacher, middle and senior school leaders, a representative of the local authority and with teachers. Informal meetings were held with groups of pupils.
- Inspectors looked at a range of documentary evidence including records of pupils' progress, the school development plan and records of governing body meetings. Inspectors also considered a number of policies including those for child protection and behaviour.
- Inspectors looked at 13 responses to the Ofsted on-line questionnaire for parents (Parent View). They spoke to a number of parents as they brought their children to school and looked at parents' responses to a questionnaire the school had issued.

## Inspection team

David Law, Lead inspector

Additional Inspector

Julie Webster

Additional Inspector

## Full report

### Information about this school

- Watersheddings is an average-sized primary school. The proportion of pupils from minority ethnic groups is below average as is the proportion of pupils whose first language is not English.
- An above average proportion of pupils are supported at school action because they are disabled or have special educational needs and an above average proportion have a statement of special educational needs or are supported at school action plus.
- The proportion of pupils supported through the pupil premium is well above average. (The pupil premium is funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

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

- Improve the quality of teaching so that all groups of pupils make the best possible progress by:
  - setting high expectations and challenging all pupils to achieve their best, particularly making sure the most able are stretched and reach the higher levels of which they are capable
  - making sure that teaching is planned and organised effectively to meet pupils' diverse needs, particularly so the least able make better progress
  - marking pupils' work to a consistently high standard so pupils know how to improve.
- Raise achievement in English and mathematics across the school by:
  - improving pupils' ability to spell, punctuate, use grammar and write in a legible style
  - making sure pupils can confidently recall key number facts and use their mathematical skills to solve problems.
- Improve leadership and management by making sure middle leaders acquire and deploy the skills they need to check and improve the quality of teaching and its impact on pupils' progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement fell following the last inspection, particularly in mathematics and, given their starting points, pupils still do not make enough progress. Consequently, achievement requires improvement but it is not inadequate because current school data and work in pupils' books shows that this decline is being reversed.
- By the end of Year 6 in 2013, pupils' standards of attainment were well below average in mathematics, below average in reading and progress across Key Stage 2 was well below that seen nationally. Likewise, pupils' standards of attainment by the end of Year 2 were below average in reading, writing and mathematics because pupils made too little progress at Key Stage 1.
- Across both key stages too many pupils still do not make enough progress in mathematics because they are not adept at solving problems and recalling key number facts. Although progress in English is better, spelling, punctuation and the use of grammar require improvement as does pupils' handwriting.
- On occasions, work does not challenge the most able pupils and consequently their progress slows. This explains why too few pupils reach the higher levels by the end of both Year 6 and Year 2. Disabled pupils and those with special educational needs make similar progress to others, as do pupils from minority ethnic groups or for whom English is not the first language. However, the least able pupils, including some with special educational needs, make too little progress. This happens when work is not pitched at the right level.
- Achievement needs to improve but is not inadequate because leaders are managing teacher performance to ensure better teaching methods are used to quicken pupils' progress. School data and work in pupils' books shows an upturn in pupils' progress across the school.
- Progress in writing is improving most quickly. Pupils are writing more confidently, for example pupils in Year 3 gained a good grasp of how to use formal language when writing letters. Pupils at Key Stage 1 use their knowledge of letters and sounds to read more fluently and at Key Stage 2 many pupils enjoy books and read frequently.
- Teachers' use of practical activities in mathematics is helping pupils to grasp ideas and pupils' books show progress is accelerating across the school. For example, in a Year 1 lesson pupils made good progress in understanding three-dimensional shapes because good teaching made learning interesting.
- Pupil premium funding is having a positive impact. Pupils eligible for free school meals get additional support from teaching assistants and make better progress in reading, writing and mathematics than those not eligible for free school meals, being nearly one term ahead. The attainment of the pupil premium group in both English and mathematics is close to that of similar pupils nationally.
- School leaders work hard to foster good relations, tackle discrimination and provide equal opportunity for all pupils to learn and this is helping achievement to improve across the school.
- Children enter the Early Years Foundation Stage with skills, knowledge and understanding well below what is typical at this age. They settle well to make good progress in their personal development. The school is now working more effectively to build on this positive start and pupils' progress is quickening across the school, but still requires improvement to raise achievement in key areas of mathematics and English.

### The quality of teaching

### requires improvement

- The quality of teaching overall is not good enough to bring about good achievement. Over time, teaching has not expected enough and has not challenged pupils sufficiently. Teaching staff absences and the loss of some key staff has been an inhibiting factor. School leaders have tackled this by holding teachers to account for pupils' progress, ensuring there is good training

and successfully managing the appointment and deployment of teachers to utilise their strengths. This is improving teaching quality and addressing underachievement.

- Across the school spelling, punctuation and grammar requires improvement because too many pupils are not confident in these key skills. Pupils' presentation of written work is often poor because not enough is expected of them and pupils do not acquire handwriting skills that are good enough. However, there are examples of pupils gaining good literacy skills, including reading and writing. In Key Stage 1 and in the Early Years Foundation Stage, the careful teaching of letters and sounds is helping pupils to make better progress in reading. At Key Stage 2, pupils read regularly and learn how to write for different purposes.
- Over time, the teaching of mathematics is not enabling pupils to successfully use their key skills when solving problems or to remember key facts. To improve this, teachers have been trained in the use of practical activities to use alongside other methods. This is improving pupils' progress, for example in a Year 6 lesson pupils gained a good understanding of rotation by using computers.
- The planning of teaching to meet pupils' different needs is not successful enough. Consequently, work is sometimes not pitched at the correct level. When this happens the most able pupils are not stretched, for example, they spend time going over what they already know and the least able find work difficult and give up. However, the school is beginning to address this, for example by deploying teaching assistants effectively to support the least able groups and by using questions to challenge the most able.
- The marking of pupils' work is sometimes good and helps pupils to improve but marking is not consistently good enough. Whilst marking is sometimes done well at other times it is cursory. School leaders have recently tackled this head on and drafted a clear marking policy that all teachers are expected to follow and there are now examples of this being done exceptionally well.
- Pupils say their teachers help them to learn. Good relations between pupils, teachers and teaching assistants promote a positive ethos. Teachers manage behaviour well and pupils respond by listening carefully, working together and following instructions. This promotes pupils' moral and social development.

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

### **are good**

- Both behaviour and safety are good because leaders have made sure there are clear school policies which both pupils and staff can follow and in classrooms teachers and teaching assistants manage behaviour well. Consequently, pupils show positive attitudes and are keen to learn. They are proud of their school and eager to take responsibility such as being members of the school council.
- The behaviour of pupils is good. In lessons, they frequently try their best, work co-operatively with others and are ready to learn. Pupils show good behaviour in all classes and when working with visiting sports coaches and teaching assistants in small groups around the school. Pupils are polite and courteous to visitors and behave well at playtimes and in the dining hall. There have been no exclusions which shows behaviour over time is good.
- The school's work to keep pupils safe and secure is good. Pupils feel entirely safe in school and have a good understanding of how to keep safe, for example when using the internet. Parents feel their children are kept safe. Pupils feel free from bullying and have a good grasp of different types of bullying because the school has a good programme of social and personal education to teach them about it. The learning mentor provides effective support for vulnerable pupils and their families.
- Attendance has improved in the last two years and is now average. Leaders make sure that there are robust methods for reducing absence and rewarding good attendance. Pupils are punctual in getting to lessons. Behaviour and safety is good but not outstanding because on occasions learning does not engage pupils and they lose interest and on rare occasions misbehave.

**The leadership and management****requires improvement**

- Leadership and management requires improvement and is not yet good because middle leadership is not as successful as it needs to be in driving improvement and currently too much depends on the headteacher. Many leaders at this level are new to post and although keen to contribute have not yet been able to demonstrate enough impact on getting teaching to good and raising achievement. However, middle leaders are showing the ambition and drive to improve and everyone pulls together.
- Over the last two years the head teacher has had to manage successive staff absences, resignations and the recruitment of new teachers. He has resolutely tackled these challenges and is robustly dealing with underachievement and improving teaching. He is well supported by the governing body, particularly by the Chairperson who has re-energised the work of governors.
- Leaders and governors have an accurate grasp of what needs to improve. They are taking firm steps to achieve their goals and are getting results, for example the improved progress of the pupil premium group and rising attendance. Much still remains to be done to sustain this good start.
- Improvements are being made because there are good methods for checking on the progress of pupils. Checks are made on the quality of teaching and teachers are held to account for pupils' progress. There is an effective strategy for managing and rewarding teacher performance and a good training programme. Leadership actions are resulting in better teaching and priorities for improvement are clearly stated in the development plan and shared by everyone.
- Leaders and governors make sure that visits to places of interest, music and sports teaching and special events such as 'book week' make learning interesting. Leaders have established a good programme to support pupils' personal development and in particular to build the self-esteem of vulnerable pupils. The Primary School Sport Funding has been used to good purpose to increase participation and provide additional activities, including street dance.
- Pupil premium funding is used well to close the gap in achievement between pupils eligible for a free school meal and those who are not. The money is used to buy additional support, for example from teaching assistants.
- Leaders and governors welcome the support of the local authority, particularly through the recently allocated 'school performance officer' but are not dependent on it as they have the capacity to secure their own improvement.
- **The governance of the school:**
  - Recent new appointments to the governing body and more experienced governors are working well together to support the headteacher's drive for improvement. Governors have introduced a timetable of visits to the school, devised a strategy to check on teaching and achievement and have consequently got to know the school well over the last year. They have a secure grasp of the school's performance and the quality of teaching. They use their knowledge to challenge school leaders.
  - Governors are effective in appraising the work of teachers, including the headteacher, and make sure pay awards are merited and that underperformance is tackled.
  - Governors have used pupil premium funds well to boost achievement for that group. They make sure safeguarding requirements are met.

## 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>	105635
<b>Local authority</b>	Oldham
<b>Inspection number</b>	433286

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>	241
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nichola Bardsley
<b>Headteacher</b>	Mr J Crabtree
<b>Date of previous school inspection</b>	10 March 2011
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