

Waterside Primary School

Ashford Crescent, Hythe, Southampton, Hampshire, SO45 6ET

Inspection dates 10–11 December 2014

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

Summary of key findings for parents and pupils

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

- Standards in Year 6 in writing were below average in 2013 and 2014. In 2014, too few pupils attained higher levels in mathematics.
- Some pupils in Key Stage 2 do not make good progress in writing and mathematics. This particularly affects the most able pupils.
- In some classes in Key Stage 2, pupils are not given enough opportunities to write at length. Pupils' spelling, punctuation and grammar are not consistently good enough and this also prevents standards rising more quickly.
- Teaching is not consistently good enough to ensure that all groups of pupils make good progress. The most able are not always sufficiently challenged in their learning.
- Teachers do not consistently help pupils to apply phonics (the sounds that letters make) when writing.
- The gaps in attainment between disadvantaged pupils and other pupils in the school and nationally are not closing quickly enough.
- Not all senior and middle leaders are yet fully involved in improving teaching and raising standards.
- Governors do not visit the school often enough and have yet to plan a programme of visits. Their evaluation of the extra funding for disadvantaged pupils is not robust enough.

The school has the following strengths

- Pupils throughout the school make good progress in reading.
- Pupils make good progress in the early years and in Key Stage 1.
- The provision for pupils' spiritual, moral, social and cultural development is a strength.
- Pupils who are disabled and those with special educational needs are well supported and make good progress.
- Pupils say they enjoy school and feel safe. Their behaviour is good and they develop good attitudes to learning.
- The headteacher provides strong leadership and is well supported by the deputy headteacher. They know the school's strengths and have accurately identified areas for further development. Their actions have started to improve pupils' achievement.

Information about this inspection

- Inspectors observed 15 lessons, most with senior leaders.
- Inspectors looked at work in pupils' books and listened to a number of pupils read in Key Stage 1.
- They met with groups of pupils to gain their views of the school. They spoke informally to pupils at break and lunchtime. They also attended two assemblies.
- Inspectors looked at a range of documentation, including assessments and records of pupils' progress, the school's checks and records relating to safeguarding, child protection, behaviour and attendance, records of how teaching is managed and the school improvement plan.
- Meetings were held with the headteacher, other senior staff and three governors. They also met with a representative of the local authority.
- Inspectors took account of the 23 responses to the online questionnaire (Parent View) and the 24 responses to the staff questionnaire.

Inspection team

Eileen Chadwick, Lead inspector

Additional Inspector

Andrew Lyons

Additional Inspector

Full report

Information about this school

- The school is a little smaller than most primary schools. There is one class in each year group for pupils in Reception and in Years 1 to 6. Children join the Reception class in September.
- Most pupils are White British and few speak English as an additional language.
- The proportion of disadvantaged pupils is above average at 35% (these are pupils eligible for the pupil premium which is additional government funding for those who are known to be eligible for free school meals and children in local authority care).
- The proportion of disabled pupils and those with special educational needs is above average at 22%.
- The proportion of pupils joining or leaving the school during the school year other than at the usual times is above average.
- The school has experienced many staff changes in recent years, including that of senior and middle leaders. The headteacher was seconded to another school for the spring term in 2013. The school was without a deputy headteacher for the first two terms of the 2013/2014 academic year. The deputy headteacher took up post in April 2014.
- Most other senior and middle leaders are new to their roles. Nearly all class teachers joined the school either during the last academic year or the current academic year. Nearly half of class teachers were newly qualified teachers in the last academic year. A new Chair of the Governing Body was appointed in September 2014.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The pre-school and children's centre located on the school site are separately managed and did not form part of this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils' progress speeds up by:
 - improving teachers' subject knowledge for teaching mathematics and ensure they teach the subject at the right level of difficulty
 - ensuring teachers set the right level of challenge for more-able pupils in writing and mathematics
 - ensuring teachers give pupils enough opportunities for writing at length
 - ensuring teachers show pupils how to apply phonics when spelling words.
- Improve pupils' achievement by:
 - increasing the proportions attaining higher levels, especially in writing and mathematics in Key Stage 2
 - improving pupils' punctuation, spelling and grammar and ability to write at length
 - raising the attainment of disadvantaged pupils who are eligible for additional funding.
- Improving the effectiveness of leadership by:
 - developing senior and middle leadership so that all are better able to help the school to improve
 - developing a scheme of work to help teachers to provide the right steps in calculation
 - evaluating actions to improve achievement and how well additional funding is used
 - governors increasing their school visits and producing a clear policy for visits so they are more informed to challenge the school.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- Leadership and management require improvement because pupils' achievement is not good and improvement has not been fast enough since the previous inspection. The headteacher has taken the right action to improve teaching and achievement. However, too much has fallen to her because of changes to senior and middle leadership and the need to train senior and middle leaders for their roles.
- These pressures on the headteacher, combined with the appointment of a large proportion of newly qualified teachers in this small school, put a further strain on the development of subject leadership. Some leaders know what is expected of them but many are still receiving training so they can take on all their responsibilities. This limits the rigour of subject development and lesson monitoring, including in writing and mathematics.
- The school has strengthened systems for teaching phonics with good impact in Reception and Year 1. However, there have not been enough checks across the whole school for how staff enable pupils to apply their phonics skills when writing. In mathematics, lesson observations have not focused enough on evaluating the extent to which more-able pupils are making the progress they should.
- The headteacher has a clear vision and has strong determination to improve pupils' achievement through improving teaching. She is well supported by the recently appointed deputy headteacher. They have accurately identified the school's strengths and what is needed to improve pupils' achievement.
- Senior leaders regularly monitor pupils' progress through observing lessons, examining pupils' books and their assessments. There are regular meetings with teachers to discuss pupils' progress and pay is linked closely to the achievement of pupils in their classes.
- The headteacher's strong focus on staff development has impacted well on teachers' performance. This is evident in the large number of staff leaving for promotion in the last two years. Teachers recently appointed to the profession receive good levels of support and this has led to their effective performance.
- Senior leaders have identified that disadvantaged pupils do not achieve as well as others in writing and mathematics. They have prioritised these as areas for development together with the need to ensure funding is well used to ensure pupils make rapid progress. The school would benefit from a review of the use of this additional funding to see how this aim might best be accomplished.
- Staff morale is strong and the local authority, rightly, has full confidence in senior leaders to make the necessary improvements. In recent years the school has been in the local authority's light-touch category. The school has valued the support provided and purchased extra help where needed, for example for the early years.
- Pupils' spiritual, moral, social and cultural development is promoted well through activities the pupils undertake, for example music, art and design and literature, and through good relationships. Wonderful and uplifting singing exemplified the school's strong focus on spiritual development. Pupils are encouraged to be reflective in assemblies and pupils learn about different religions.
- Pupils are taught to understand the importance of democracy through practical activities in school. For example, during the recent debate about Scottish independence, pupils learned about the importance of democracy as they voted for pupils to represent them on their own school council. When selecting the school's house captains they learned about the importance of the right of individuals to vote.
- Well-planned topics take account of the new National Curriculum requirements. The school has identified the need to develop a whole-school scheme of work for calculation but this is not yet in place. A good range of first-hand, practical experiences brings learning to life; for example, when Year 6 pupils designed and made air-raid shelters when studying the Second World War and Year 1 pupils created models of buildings on fire when learning about the Great Fire of London.
- Additional sports funding is used well. Teachers have developed their skills to teach physical education by working alongside experienced staff and sports coaches. Pupils now enjoy a wider range of sports clubs.
- Equality of opportunity is promoted well by eliminating any form of discrimination, including the use of racist language. However, equality is not evident in the provision for the most-able pupils who are insufficiently challenged to extend their understanding and skills.
- Safeguarding procedures, including child protection training, meet all current requirements. Leaders are very aware of the challenges some families face. They act quickly to provide support and involve other agencies. Any concerns about a child's safety or well-being are passed on promptly. A number of staff hold first-aid qualifications and members of staff and the governing body have undertaken safe recruitment training.
- **The governance of the school:**
 - Governors are supportive and keen for the school to do well. Some governors visit the school regularly,

including the recently appointed Chair though others have acknowledged that they have not visited the school frequently enough. Governors have recently received training from the local authority to help them to make more effective use of their school visits. However, they have not yet produced a policy for specifying governors' roles during visits although this is currently being discussed. They have fully supported the headteacher in introducing performance-related pay and they understand how management of teachers' performance is being undertaken. They have received training to understand assessment information data and know where the main strengths and weaknesses in pupils' performance and teaching lie. They know how the pupil premium is spent but have not formally evaluated its impact. They do not fully hold the school to account for discrepancies between the attainment of disadvantaged pupils in the school and other pupils. They have a clear oversight of the school's use of sports funding.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Staff set high standards to which pupils respond well, demonstrating high levels of respect and friendliness to adults and their classmates. Pupils of all ages and backgrounds work and play in harmony because spiritual, moral, social and cultural development, founded on the need to respect each other, is well promoted.
- The headteacher has put in place a scheme for consistent behaviour management, and staff adhere to this. Pupils know how this system works and the consequences if it is not followed.
- Pupils typically behave well in the playground, in the dining hall, and in the classroom. They are polite and courteous, show good manners, listen to each other and take turns. They settle quickly to lessons and sustain their concentration well. Nonetheless, pupils lose focus on occasions when they are not challenged at the right level.
- Pupils develop good attitudes and are proud of their school. They respect the school's premises by keeping them tidy and litter free. Pupils have a good awareness of the need to care for and protect the environment, and their science work contributes well to this.
- Pupils enjoy coming to school and this is shown in their improving attendance, which is now securely average and rising. The school has worked hard to ensure that pupils and parents understand the importance of good attendance and arriving on time.
- Later entrants to the school settle quickly because of the school's friendly atmosphere and the good support that they receive.
- Pupils learn to work well together and, through the school council, develop their ability to work in teams and take on roles of responsibility, for example when taking on leadership roles such as house captains.
- Most parents who responded to Parent View agree that behaviour is good.
- Well-kept records show that minor incidents of poor behaviour involving a small number of pupils are taken seriously and dealt with swiftly and effectively. The school reaches out to parents and works closely with them to help pupils with emotional or behavioural difficulties to adjust to school.

Safety

- The school's work to keep pupils safe and secure is good. Pupils report they feel safe in school and know how to stay safe out of school. They trust the staff to look after them well. They say that they could approach any one of the staff, secure in the knowledge that they would help them to sort out problems.
- Pupils report that incidents of bullying and all forms of harassment are unusual and that, if they occur, they are dealt with swiftly and appropriately by teachers. They have a good understanding of different types of bullying, including the dangers associated with the internet and mobile phones.
- Staff are well trained in child protection and the designated leaders support staff well with any issues. Staff know the pupils' families well and maintain strong links with outside agencies.
- All parents who responded to Parent View agree that their children feel safe in this school.

The quality of teaching requires improvement

- Teaching requires improvement because not enough of it has been good or better. Teaching is not improving as quickly in Key Stage 2 as in Reception and Key Stage 1.
- The large number of staff changes in the last two years has had an adverse impact on the school's efforts to sustain improvements in teaching. Some teachers' subject knowledge is not strong enough, which limits

their expectations and ability to challenge the more-able pupils.

- In Key Stage 2 mathematics, more-able pupils are too often given the same level work as average-attaining pupils. Pupils' books sometimes show there is not enough recorded work. On other occasions, teachers do not ensure pupils' work builds systematically on their previous skills. The lack of a structured scheme of work for teaching calculation skills limits teachers' ability to robustly identify and build on what has gone before.
- The teaching of writing requires improvement. Actions are being taken to develop pupils' skills in writing, for example, through increased opportunities to write at length. These have started to improve the quality of pupils' work but these strategies are not consistently used by all teachers.
- Where teaching is most effective, teachers plan and set work which builds on what pupils can do already. This happened in a Year 2 mathematics lesson when predicting number patterns. All pupils learned well because the work provided was set at the right level, including for the more able. The teacher's regular checks on pupils' understanding enabled her to address misconceptions or to provide further challenge where needed.
- Teachers' subject knowledge is enhanced by teaching alongside specialists in music and sport. During the inspection, the specialist music teacher's excellent subject knowledge and skills underpinned her high expectations and pupils' rapid learning.
- Teachers' marking is developing well. The best examples show marking is very useful and helps pupils understand what aspects of their work they need to improve.
- Well-trained teaching assistants make a valuable contribution to pupils' learning, particularly disabled pupils and those with special educational needs. They successfully implement specialist teaching programmes designed to support the development of literacy and numeracy skills as well as supporting pupils with emotional and behavioural difficulties.
- Checks made by the local authority show that teachers' assessment judgements are reliable. This is because there is a strong focus on training teachers to make accurate judgements. They also work with teachers from other schools to check that judgements are accurate and consistent.

The achievement of pupils

requires improvement

- Achievement requires improvement because progress is inconsistent in different parts of the school. It is good in Reception and Key Stage 1. It is not improving quickly enough in Key Stage 2 because teaching is not consistently good enough to ensure that all pupils make good progress.
- Pupils' achievement has not been good enough in the last two years. In 2014, Year 6 pupils' attainment was broadly average in reading and mathematics. Standards in writing were below average in 2013 and 2014 because not enough pupils attained the expected and higher levels. In 2014, pupils' attainment in mathematics dropped compared with previous years as too few pupils reached higher levels.
- In the current Year 6, the proportions of pupils attaining higher levels in writing and mathematics are rising but not quickly enough. The proportions working at the expected levels in writing are considerably better than last year's national figures. However, a few pupils across all levels of ability make too many spelling, grammar and punctuation mistakes, which limits their writing achievement.
- Teachers do not consistently remind pupils to apply phonics when spelling words which leads to some misspellings. Occasionally, this also happens in Key Stage 1.
- In Key Stage 2, more-able pupils are insufficiently challenged in their learning. Pupils are not given enough opportunities to write at length which limits the progress of more-able pupils in particular. In mathematics, teachers do not provide enough opportunities for more-able pupils to learn at higher levels. More-able pupils do well in reading and the proportions reaching higher levels are slightly above national averages.
- In 2014, disadvantaged pupils leaving at the age of 11 were in line with other pupils nationally in reading, almost two terms behind in mathematics and four terms in writing. They were one term below their classmates in reading and mathematics and two terms behind in writing. Extra support boosted their attainment in reading but, like their peers, writing progress was inadequate.
- Disadvantaged pupils currently in the school are making fast progress in reading but only average progress in writing and mathematics. This is not rapid enough to close the gaps in writing and mathematics compared with others nationally and their classmates.
- The progress made by disabled pupils and those with special educational needs is good. A few of these pupils are later arrivals to the school and they are well supported to enable them to overcome previous gaps in their basic skills. Methods used to help them are tailored precisely to their needs. For example, regular specialist teaching of reading, writing and mathematics helps them to make good progress and

often raises their attainment.

- The 2014 Year 6 national tests showed the good impact of the programmes to accelerate their progress. The very large majority of pupils in this cohort reached the expected levels in reading and almost all did so in mathematics. Although this was not as effective in writing pupils are now progressing well due to increased specialist additional support.
- Pupils' progress in reading is good in Key Stage 2. Middle-attaining pupils make rapid progress which leads to many of this group attaining higher levels by the age of 11. Pupils in Key Stage 2 read widely and develop a strong interest in literature. Phonics teaching and daily reading on an individual basis to an adult for those who struggle help to address any weaknesses for those who have not done well in the past, including any later arrivals to the school.
- Children enter Reception with skills that are well below those expected for their age. Their good progress begins to lift their attainment but this is still below average on entry to Year 1.
- Pupils make good progress throughout Key Stage 1. Inspection shows that revised systems for teaching phonics are having a positive impact. This has been achieved by reorganisation of the way phonics is taught and improving staff's subject knowledge. In 2014, Year 1 pupils' phonics skills were below average although Year 2 pupils did well in their retakes. This showed they had caught up.
- By the end of Year 2, pupils' attainment is broadly average in reading, writing and mathematics. High proportions reach the expected Level 2 in reading, writing and mathematics but there is little attainment at higher levels.
- There are strong opportunities for pupils to develop their speaking and listening skills throughout the school. Consequently, pupils make good progress in developing their communication skills and increasing their spoken and written vocabulary and grammar.

The early years provision

is good

- Children make a good start to their education in the early years. The majority enter Reception with knowledge and skills that are well below those typical for their age. Children make good progress as a result of good teaching and a stimulating learning environment.
- By the time they leave Reception, their attainment is still a little lower than that typical of this age. Slightly fewer attain a good level of development than in most schools and few exceed this. Children's attainment and progress improved in 2014 and inspection shows this continues.
- Teaching is good across all areas of learning, including in reading, writing and mathematics. The welcoming environment, good relationships and well-established classroom routines help children to feel secure and to enjoy coming to school. Consequently, they behave well and develop good attitudes to learning.
- Simulating activities, both indoors and outside, promote good levels of engagement. Staff encourage children to develop their curiosity well. For example, they are encouraged to spot some higher numbers when learning outdoors. Children make good progress in numeracy because there are many interesting activities for counting and for helping children to learn to add and take away.
- Children make good strides in developing their speaking and listening skills. Interactions between adults often extend children's communication and thinking skills. Adults use rich practical experiences, such as creating models or exciting role play, to help children to express their ideas and extend their vocabulary.
- Reading and writing skills are well promoted. Phonics is well nurtured in large and small groups. Carefully planned group and free-choice activities enable children to apply their understanding of sounds and letters to both reading and writing.
- All groups of pupils, including those who are disabled, those with special educational needs and the more able, make good progress. Any specific needs are quickly identified and met, such as those for children in need of speech therapy.
- The school makes every effort to involve parents and links with parents are improving.
- Welfare and safeguarding are good. Both the indoor and outdoor environments are safe. Safeguarding and paediatric first aid is up to date.
- Leadership and management of the early years are good. Leaders have accurately identified weaker areas and taken steps to improve these. The local authority has evaluated the school's assessments of children's skills on entry and found them to be accurate.

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	115899
Local authority	Hampshire
Inspection number	449309

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair	Claire Lowther
Headteacher	Penny Bullough
Date of previous school inspection	11 June 2011
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