

Pudsey Waterloo Primary

Victoria Road, Pudsey, West Yorkshire LS28 7SR

Inspection dates

21–22 November 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Over time, pupils' progress has not been good in reading, writing and mathematics, particularly in key stage 2.
- Assessment of pupils' work is not used well enough to set work that challenges pupils to make consistently good progress.
- In class, additional challenge is not provided swiftly when work is too easy for pupils. Misconceptions are not overcome quickly and pupils' progress varies.
- The quality of questioning varies and is not used frequently to deepen pupils' learning.
- Over time, the quality of teaching and leadership in the early years has not ensured that children, especially boys, make good progress.
- Additional support for disadvantaged pupils has not been checked precisely enough. Consequently, progress has not been swift enough for these pupils to catch up in key stage 2.

The school has the following strengths

- The recently appointed headteacher and the governors have established a very effective senior leadership team. As a result of their actions, the quality of teaching is improving.
- Leaders have introduced new methods for the teaching of reading, writing and mathematics. Staff are supporting these changes, morale is high and pupils' progress is increasing.
- Pupils say they are safe and enjoy school. Staff and parents wholeheartedly agree that children are safe.
- Pupils are polite, courteous and respectful to each other and to adults. They act on teachers' advice and make a good contribution to their learning.
- Leaders have established good systems to support pupil's emotional well-being.
- Parents are highly supportive of this improving school. They know that leaders' efforts are paying off in improving their children's achievements.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching to ensure good progress for pupils, especially in key stage 2, by making sure that:
 - assessment is used skilfully to plan challenging work for all groups of pupils
 - work set is adjusted quickly should it be too easy for pupils, particularly in mathematics
 - misconceptions, and inaccurate spelling, are overcome quickly to improve the quality of pupils' work
 - skilful questioning is used consistently well to deepen pupils' understanding of what is being learned and further develop their reading skills.
- Improve the quality of education in the early years and raise attainment to at least average by ensuring that:
 - activities are well planned to meet the needs of all children
 - children's next steps in learning are assessed precisely and used by adults to accelerate children's progress, especially that of boys
 - there are greater opportunities for children to develop their reading, writing and mathematical skills in the outdoor area.
- Increase the effectiveness of leadership and management by ensuring that:
 - each of the actions taken to support disadvantaged pupils, especially in key stage 2, are checked thoroughly and adjusted, if necessary, to help these pupils catch up
 - the effects of the pupil premium spending on overcoming barriers to learning for disadvantaged pupils is published on the school's website.

Inspection judgements

Effectiveness of leadership and management

Good

- New leaders and governors are passionate about pupils' achievement and personal development. They have developed a strong sense of purpose among all the staff and ensured that pupils' personal development is good and achievement is now improving.
- The recently appointed headteacher and the governors have an unwavering commitment to provide the best education for the pupils. They have overcome difficult times for the school and established good leaderships to improve the school. Parents are exceptionally positive about the work of the school. The vast majority recommend the school to others. They have great confidence in the headteacher and this improving school.
- Senior leaders have an accurate view of the school. Over the past year, new leaders have checked the quality of teaching regularly, using a wide range of information. They know what is working well and their plans for improvement correctly identify the main priorities for the school.
- Subject leaders play their part well and make a good contribution to school improvement. Consistent systems have been established in the past year for the teaching of reading, writing, mathematics and other subjects. Staff are using new approaches well. The new leadership team knows that work in history and geography requires greater depth and they are addressing this.
- Systems to check the performance of teachers are thorough. Professional development for staff, including non-teaching staff, is clearly identified. Coaching and targeted work with an outstanding school have sharpened leadership and improved teaching. Staff appreciate the professional development on offer to them and it is having a positive effect on improving their practice.
- Leaders have established partnerships with local providers of initial teacher training to recruit new teachers. Newly qualified teachers have good support. They are developing good skills and contributing well to the improvements the school is making.
- Pupils study a wide range of subjects and have a good range of additional activities to broaden their experiences. Pupils enjoy their experiences and are making more progress in English, mathematics and other subjects than in the past. The school works closely with secondary schools to help pupils and parents make suitable choices.
- Spiritual, moral, social and cultural experiences are integrated well into the curriculum. Visits to mosques and churches, the celebration of religious festivals, and visits from African drummers and Kenyan dancers all contribute well. A very large number of pupils enthused about rehearsing a Shakespearean play, 'The Tempest', in readiness to perform to an audience at a nationally recognised theatre. The curriculum prepares pupils effectively for life in modern Britain.
- Extra funding to support the development of physical education and sport is used well. Pupils take part in competitive sport against other local schools and schools across the city. There are good opportunities for professional coaching in cricket and other sports.
- Additional funding for pupils who have special educational needs (SEN) and/or

disabilities is used effectively. These pupils have staff support, both in and out of class, to ensure that they can engage in all aspects of school life.

- The additional funding for disadvantaged pupils is used effectively and the support for these pupils has improved well over the past year. Barriers to learning are identified, actions are taken and pupils' work is showing improvement. However, the effect of each action to support these pupils is not measured precisely enough to help them catch up quickly, nor is it published on the school's website.
- The local authority has supported the school well. They have provided good advice to governors by recommending a national leader of education to help the school improve. The national leader of education has provided coaching for new leaders and shared her school's expertise. Joint training, staff exchanges and school support have all been used judiciously to assist school improvement. As leaders' skills have developed quickly, very little support has been necessary in the past year. Leaders are not reliant on external support as they have good skills to improve the school on their own.

Governance of the school

- The governing body makes a good contribution to the leadership of the school. Governors made a brave and crucial decision to resolve instability in school leadership. They appointed their assistant headteacher to acting headteacher. Governors used school finances wisely to provide highly effective support from a national leader of education. Their good support and challenge have resulted in good leadership in the school.
- Governors have an accurate understanding of the school's strengths and areas for development. They have a good range of skills, with some governors having educational experience at senior management level. Governors understand the link between teacher performance and pay. They use their right to increase teachers' pay, or not, depending on overall performance.
- Governors check the school finances. They have an overview of how well the pupil premium funding is used because they link it closely to pupils' overall achievement. Even so, they do not analyse the effect of each individual action taken and so this hinders them in being able to challenge leaders fully on the progress disadvantaged pupils make. Governors know that the funding for physical education and sport and for those pupils who have SEN and/or disabilities is spent effectively.

Safeguarding

- The arrangements for safeguarding are effective. Pupils, especially the most vulnerable, are well cared for. The school works closely and effectively with parents and external agencies in the local authority to make sure children's needs are met. Safeguarding records are of high quality and clearly indicate the school's commitment to keep all pupils safe. Parents are unanimous in saying that their children are well cared for and safe at school.
- Child protection training for staff and governors means they are knowledgeable and up to date in terms of the most recent guidance and legislation. Staff are vigilant and know what to do should they have any concerns about children's welfare. Governors make sure that all adults on the school site are checked to confirm they are fit to work

with children and details are well kept. Governors receive regular reports about safeguarding to make sure that children's needs are met.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching requires improvement because, over time, pupils' progress has not been good. The headteacher has focused intensely on stabilising teaching and making sure it is improving. While the quality of teaching is improving, variability exists and it is not yet consistently good.
- Leaders have provided training and support for the teaching of reading, writing and mathematics. They have appointed many new teachers this year and pupils' progress is picking up. Inspectors' analysis shows improvements in pupils' work and the quality of teaching. However, inconsistencies still remain in teaching.
- Assessment is not used well enough to plan learning that matches pupils' abilities and meets their needs. Work set is not consistently well planned and structured to challenge pupils effectively and support good learning. For example, work can be too easy in mathematics and not pitched at the right level of challenge for pupils to make good progress. When this occurs, teachers do not adapt the work swiftly enough to challenge pupils and the pace of learning slows.
- There are good opportunities for pupils to write at length in a wide range of subjects, as well as in English lessons. However, there are times when inaccuracies in spelling are not identified quickly enough to improve the quality of writing. Very occasionally, English grammar is not reinforced well enough for progress in writing to be good.
- Some teachers use skilful questioning to check pupils' understanding and engage them well. However, this is inconsistent and questioning is not used well enough to seek out the understanding of a wide range of pupils and probe to deepen their understanding. There are times when questions are not challenging enough to develop pupils' vocabulary and a full understanding of what they are reading.
- Teachers provide good opportunities for pupils to learn well in science and a range of other subjects. There are good opportunities for pupils to learn about different cultures in Britain and around the world. Teachers plan interesting work in history and geography. However, more work is required to deepen pupils' historical and geographical skills.
- Teaching assistants have benefited from additional training and have good subject knowledge. They support pupils effectively, including those who have SEN and/or disabilities. As a result, these pupils engage fully in the lessons and make effective progress.
- Good relationships and mutual respect exist between pupils and adults. This helps lessons to flow smoothly.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils listen to others' opinions and show respect for each other and adults. They hold doors open for adults and each other. They are proud of their school and are smart in their uniform.
- Pupils are keen to share their views about the school. Pupils are exceptionally confident in the adults who work with them. They know that, on the rare occasions bullying occurs, adults do not tolerate it and deal with it swiftly.
- Pupils who spoke with inspectors said they enjoy school and feel safe. Pupils are very clear that staff are readily available to deal with any worries or concerns they might have. In lessons and assemblies, pupils learn about how to stay safe and keep safe. They learn how to be friendly and welcoming and consider how to stay physically and emotionally healthy.
- There are good opportunities for pupils to take on leadership roles, such as becoming school councillors and school librarians. Pupils vote for the school council and learn about democracy, liberty and the law.
- Pupils play well together at breaktime, lunchtime and in the breakfast club and after-school club. There are good opportunities for pupils to use a wide range of equipment to play well together and socialise. There are good opportunities for pupils to read to each other and to adults, especially in the breakfast club. There are effective procedures used in the breakfast and after-school clubs to keep children safe.
- Parents make sure their children are punctual to school. They support school events in large numbers. During the inspection, many parents attended an assembly where Year 3 pupils informed parents and pupils about their learning.
- In lessons, pupils are keen to please their teachers and usually present their work well. Occasionally, the quality of presentation slips, but it picks up again when they are reminded by their teachers.
- Parents and staff are unanimous in their views that children are safe and well cared for in school.

Behaviour

- The behaviour of pupils is good.
- Pupils know what is expected of them. The new set of school values that guide pupils' behaviour is followed very well. Pupils enjoy the rewards they collect for good behaviour and good work.
- Pupils make a good contribution to their work. Behaviour is good in lessons and they conduct themselves well around the school. From time to time, a few pupils lose concentration in lessons when questioning does not engage them well or work is not challenging enough. However, they do not disturb the learning of others.
- Over time, attendance has been average and has improved this term to above average. Actions taken by the school are helping to improve the attendance of disadvantaged pupils and their attendance is also currently close to average.

- The school is a calm and purposeful place. There is no litter because pupils keep their school neat and tidy.

Outcomes for pupils

Requires improvement

- Since the previous inspection, pupils have not made consistently good progress in reading, writing and mathematics by the end of key stage 2. Consequently, pupils' progress is not good and requires improvement. Currently, progress is improving but inconsistencies still remain in key stage 2.
- Combined attainment in reading, writing and mathematics was below average in 2017. This was because of below average attainment in mathematics.
- In key stage 2, disadvantaged pupils made below average progress in writing and mathematics and broadly average progress in reading. Some had complex needs that affected their progress. However, the remaining disadvantaged pupils did not make enough progress for their attainment to catch up quickly with other pupils nationally.
- An analysis of current pupils' work, including the work of disadvantaged pupils, shows improving progress in reading, writing and mathematics, with good progress noted in the work in science folders. School information indicates standards are improving in key stage 2.
- Leaders have provided training and supported teachers to use more effective methods of teaching reading, writing and mathematics. This has resulted in improved progress across key stage 2.
- In 2017, the most able pupils attained well in comparison to similar pupils nationally. Inspectors found that, currently, pupils require consistently challenging work to make quick progress.
- Progress in key stage 1 improved quickly last year because of the work of new leaders. In 2017, pupils leaving Year 2 attained at least expected standards in reading, writing and mathematics, with a good proportion attaining greater depth in these subjects. From below average starting points, this indicates good progress in key stage 1.
- There are exceptionally few pupils who have SEN and/or disabilities. Meaningful comparisons between their progress and that of others are not statistically reliable. Inspectors noted that work for these pupils is not precisely matched to meet their needs.
- Pupils enjoy reading in school and at home. There is a well-stocked library and interesting class texts. Reading is improving across the school. A systematic and consistent approach is used to develop pupils' reading skills across the school. There are good opportunities for pupils, especially disadvantaged pupils, to read to adults. This is supporting improvements in reading. Leaders have focused well on improving pupils' phonics skills in Year 1. An above average proportion of pupils attained the expected standard in the most recent check for reading at the end of Year 1.

Early years provision

Requires improvement

- Children joining in Nursery and Reception settle quickly into the early years because

there are established routines that support children well.

- Children enter the provision with skills that are below those typical for their age. Reading, writing and mathematical skills are least well developed. Children, especially boys, do not make good progress and attainment remains below average by the end of Reception.
- Teaching requires improvement because it has not been good enough to help children to catch up quickly. Adults do not identify clearly the next steps that children need to make in their learning. As a result, planning is not precise enough to meet the needs of each child and this slows their progress. The new leader has provided clarification for staff about how precise assessment must be to inform children's future learning. Further work is required to fully meet children's needs.
- The new leader has identified the strengths and weaknesses in the provision. She has improved indoor learning and made sure that there are many opportunities for children to develop their reading, writing and mathematical skills. This is working well. However, this is not mirrored in the outdoor area and children's progress is still not quick enough. Children are keen to complete the activities that are provided for them, but insufficient adult support is provided to help boys make faster progress.
- The new leadership team has redesigned the curriculum and there is now a good range of activities available for children. The teaching of safety for Bonfire Night, handwashing and healthy eating makes a good contribution to children's personal development and welfare. Behaviour is good and children play harmoniously together.
- Parental links are improving. Parents are starting to share their child's activities at home. This is helping teachers and other adults to plan more effectively for children's needs and interests.
- All the appropriate welfare and safeguarding requirements are met.

School details

Unique reference number	134408
Local authority	Leeds
Inspection number	10037705

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	459
Appropriate authority	The governing body
Chair	John Woods
Headteacher	Jonathan Parker
Telephone number	01133 230342
Website	www.pudseywaterloo.co.uk
Email address	k.spence@pudseywaterloo.org.uk
Date of previous inspection	26 March 2013

Information about this school

- The school is much larger than the average-sized primary school.
- Three out of ten pupils are disadvantaged. This is above average.
- One in five pupils are from minority ethnic groups. This is below average. The proportion of pupils speaking English as an additional language is below average.
- Less than one in ten pupils has support for SEN and/or disabilities. This is well below average.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is well below average.
- Children attend part time in Nursery and full time in Reception.
- The school manages a breakfast club and an after-school club for pupils.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the

end of Year 6.

- The school does not meet requirements on the publication of information about the effect of the pupil premium spending on overcoming barriers to learning for disadvantaged pupils.
- Since the previous inspection, there have been significant changes in leadership in the school. The current headteacher was appointed on 1 September 2017. He had been acting headteacher from 1 September 2015 having taken on the role from being assistant headteacher in the school. Temporary assistant headteachers were appointed to support the acting headteacher. Two new assistant headteachers were appointed to permanent posts from 1 September 2016.
- There have been significant changes in staffing since the previous inspection. Seven new teachers were appointed from 1 September 2017, five of which are newly qualified teachers.
- A national leader of education, the headteacher at Pudsey Primrose Hill Primary School, has coached and mentored the new leadership team at Pudsey Waterloo Primary School. She has provided opportunities for professional development for staff and leaders using her own school as a resource. The new early years leader at Pudsey Waterloo Primary School is from her school.
- The Department for Education has given its approval for the school to convert to academy status on 1 March 2018. It will form a multi-academy trust with Pudsey Primrose Hill Primary School.

Information about this inspection

- Inspectors observed a range of teaching and learning throughout the school. Several sessions were observed by inspectors accompanied by senior leaders.
- During the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about learning and safety. They also spoke with some parents.
- Inspectors reviewed pupils' work in lessons and analysed samples of work in pupils' books. Inspectors listened to some pupils reading.
- An inspector held a meeting with the chair of the governing body and three other governors. A meeting was held with a representative of the local authority. The lead inspector held a meeting with the national leader of education.
- Inspectors also held meetings with senior leaders and other staff, including the school's newly qualified teachers.
- Inspectors looked at the school's review of its own performance, its development and improvement plans, a number of school policies and the minutes of governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed the 156 responses to Ofsted's online questionnaire for parents (Parent View) posted during the inspection. They also considered the 52 responses to Ofsted's staff questionnaire.

Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
Tracy Millard	Ofsted Inspector
Darren Marks	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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