

Inspection of a good school: The Waterloo School

Warfield Avenue, Waterlooville, Hampshire PO7 7JJ

Inspection dates:

5–6 November 2019

Outcome

The Waterloo School continues to be a good school.

What is it like to attend this school?

This is a caring school that supports pupils' special educational needs well. Pupils arrive having had a difficult time in their earlier education. Right from the start, staff let every pupil know that they can achieve well. Pupils know the adults in school value them as individuals. At this school, they learn to develop trust, confidence and an interest in learning. Rewards help pupils to concentrate well on their learning activities. Finding supportive friends helps to make the school day enjoyable.

Pupils are settled because teachers have a thorough understanding of how to meet emotional needs. Support staff are always on hand to help pupils with their behaviour and learning. Over time, pupils find helpful ways to cope with their anxieties and angry feelings. Older pupils told inspectors that the school has 'majorly improved' their behaviour. Parents and carers told inspectors that their family lives have 'turned around' as a result of their children now feeling happy and safe at school. Incidents of bullying are rare. Pupils know that they must tell a trusted adult. Staff sort out concerns quickly to prevent them happening again.

What does the school do well and what does it need to do better?

The headteacher's belief in 'learning for life' lies at the heart of the school's provision. A skilful staff team supports this aim. Staff do all that they can to ensure that pupils learn in a positive and safe environment. Sometimes, individual pupils cannot manage their feelings. Staff are expert in managing these incidents so that they do not interrupt the flow of learning.

Pupils start at the school, often having missed a lot of learning. By the time that pupils transfer to secondary school, they are beginning to catch up. There is a strong culture of developing pupils' language, literacy and number skills. Reading is a top priority throughout the school. For example, pupils listen to stories and read with an adult every day. Paired reading sessions help pupils to develop confidence in reading. Reading helps pupils to talk about books and develop their language skills. Pupils develop an impressive understanding

of vocabulary. The need to teach phonics is new to the school. A few younger pupils need to be allowed further practice, to develop their phonics learning. Teachers and other adults are making sure this happens.

Teachers use their assessments well, particularly in mathematics. They identify what pupils already know and can do. Teachers then work out what pupils need to learn next. In mathematics, teachers make sure that pupils cover the right areas of learning in the right order. Pupils become confident to understand how numbers work through the use of practical apparatus. This encourages them to try more challenging work.

Teachers do their utmost to make sure that lessons help pupils to improve their self-esteem, mental and/or physical health. A broad range of subjects motivates pupils well. Many pupils say that physical education (PE) is their favourite subject. Well-planned lessons help pupils to develop skills and improve their performance. They enjoy exciting experiences, such as trampolining, judo, boxing and water sports.

Pupils learn to understand their own and others' feelings. For example, in personal, social and health education (PSHE), older pupils reflected on what 'belonging' means to them. In some subjects, including in PSHE, the content is not always sequenced as well as it could be to build on previous knowledge.

Teachers use plans that are specific to individual pupils. They also use leaders' subject planning. On occasion, the different layers of planning do not link well to meet pupils' needs. This means that lesson content is not always well matched to pupils' next steps in learning.

Leaders and governors value their staff team. Everyone enjoys working at the school. Leaders are considerate of teachers' workload.

Safeguarding

The arrangements for safeguarding are effective.

The designated leader is supported by a team of deputies. They ensure that the school's work to support pupils and their families has the very highest priority. Staff are alert to even the smallest changes that might suggest a safeguarding concern. They record observations diligently so that leaders are quickly aware.

Leaders work closely with a wide range of agencies who offer family support. Leaders make timely referrals to help families have the support they need. The governing body ensures that the school follows agreed safeguarding procedures.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently coherently planned and sequenced in some subjects. However, it is clear from the actions that leaders have already taken that they are in the process of bringing this about. Leaders have not established how

subject planning aligns with the academic learning objectives identified in pupils' individual education plans. Leaders need to refine their curriculum planning so that the personalised approaches they value can link clearly with the key content in each subject.

- Leaders have identified that the teaching of phonics will benefit a small number of younger pupils who are new to the school, so that they develop fluency in reading. Staff training has begun to enhance classroom practice, but the phonics programme is not fully implemented. Leaders should strengthen the school's early reading expertise so that key stage 1 pupils, in particular, rapidly and securely develop effective skills in phonics.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged The Waterloo School to be good on 4–5 May 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	116633
Local authority	Hampshire
Inspection number	10111393
Type of school	Special
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	75
Appropriate authority	The governing body
Chair of governing body	Cathy Medlow
Headteacher	Kirsty Roman
Website	www.waterloo.hants.sch.uk
Date of previous inspection	4–5 May 2016

Information about this school

- All pupils at the school have an education, health and care plan. They are placed by the local authority as a result of their social, emotional and mental health needs. Some pupils travel long distances across the county in order to attend the school.
- Most pupils join the school during key stage 2, and mainly in Years 5 or 6. There are very few pupils in key stage 1.
- Since the previous inspection, the school's role has increased by three classes of pupils. There are now eight classes. In September 2018, two new classrooms were added on the school site. These classrooms form the school's provision for pupils diagnosed with an autistic spectrum disorder.
- Approximately two thirds of the school are eligible for free school meals. One fifth of the school are children looked after.
- As a result of their recent annual reviews, a small number of pupils access alternative providers for part of the week: Oarsome Chance and Second Chance Children's Charity.
- The school is commissioned by the local authority to provide an outreach service to local mainstream schools.

Information about this inspection

- Inspectors met with the headteacher and deputy headteacher, subject leaders, the special educational needs coordinator, designated leaders for safeguarding and a range of support and teaching staff.
- As lead inspector, I met three members of the governing body, including the chair. A telephone conversation took place with the local authority's linked adviser.
- We examined a wide range of documentation provided by the school, including documents published on the school's website and curriculum planning.
- A significant proportion of the inspection focused on ensuring that pupils are safe. We checked how the school makes recruitment checks on staff, governors and volunteers. In addition, we discussed safeguarding with leaders, checked documentation, tested staff's safeguarding knowledge, and spoke with pupils and parents.
- We considered 14 responses to Ofsted Parent View and also met some of them. The inspection took into account 16 responses to the staff survey. In order to gain an understanding of the views of pupils, we talked to them in their classrooms and met a representative group more formally.
- We did deep dives in these subjects: reading, mathematics, PSHE and PE. This included visiting lessons, looking at pupils' work, meeting with senior and subject leaders and discussions with teachers and pupils.

Inspection team

Linda Jacobs, lead inspector

Ofsted Inspector

Mark Bagust

Ofsted Inspector

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Piccadilly Gate
Store Street
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M1 2WD

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