

# Inspection of Waterville Primary School

Waterville Road, North Shields, Tyne and Wear NE29 6SL

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Inspection dates: 3–4 March 2020

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

The previous 'outstanding' judgement reflected the school's overall effectiveness in September 2009 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for eleven years, which is longer than the five-year maximum interval between inspections. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made outstanding schools exempt from routine inspection.

## **What is it like to attend this school?**

Pupils are proud to attend this vibrant and inclusive school. They say they are happy, and they feel safe. Pupils follow the school values in their words and actions. They talk with pride about resilience, empathy, self-awareness, positivity, excellence, communication and teamwork. Staff want pupils to be the best that they can be. Pupils want that for themselves, so they work hard and behave impeccably.

Pupils, parents, carers, staff and governors use the words 'community', 'family' and 'respect'. They say that these describe the whole-school ethos. One parent said that 'Staff don't just care about the child; they care about the entire family'. Staff provide pupils with a safe and calm environment where they can be ready to learn.

Pupils say that bullying is 'unlikely' because pupils prefer being friends. They also say that adults would take swift action if bullying was to happen. Pupils display the utmost respect to adults and each other. They can be self-regulating and recognise when to say sorry. The number of behaviour incidents recorded is very low.

Leaders provide a wide range of opportunities for character development. Pupils who are mini-medics are knowledgeable about safety awareness. The mini-police recognise the importance of communication. Pupils have to apply and be elected to these roles. They are genuinely pleased for their friends when they are successful.

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

The headteacher sets a clear direction for the school. He has built a strong team of leaders and staff who share his vision to do the best for every pupil. Together, they have redesigned the curriculum to inspire pupils. It provides experiential learning and links with the school values. Leaders have detailed plans in place for each subject. They set out the knowledge pupils will learn and in which order. However, implementation of these plans is better developed in some subjects than in others. Curriculum leaders have secure subject knowledge in the subjects they lead. They have started to ensure that staff receive full curriculum training.

Mathematics in key stage 1 links to stories and engages pupils. Pupils can use correct mathematical language because adults model it accurately. In upper key stage 2, pupils build on the knowledge they have gained in previous year groups. Pupils in Year 6 solve problems by applying their knowledge of calculating volume. Teaching assistants provide effective support during group tasks in lessons. By the end of Year 6, pupils achieve significantly above average in mathematics.

Leaders place a high priority on reading and phonics. They see the benefits in pupils being capable readers with a love for books. Pupils get off to a strong start when they learn to read. The teaching of a daily phonics session starts in Reception. By the end of Year 6, pupils' reading ability is significantly above the national average. The proportion of pupils reaching the required phonics standard in Year 1 is average.

Support for pupils in the earliest stages of reading is variable. This is because the reading strategies that staff encourage pupils to use are inconsistent.

The special educational needs and/or disabilities (SEND) coordinator has established effective systems. Learning plans are in place for all pupils with SEND. They include the targeted support that pupils need. Pupils in the additionally resourced provision (ARP) have tasks adapted to support them. Teachers set work which is engaging but also demanding. Where appropriate, pupils access the mainstream classroom with their peers. Staff adapt the lessons in all classes to meet pupils' needs. Pupils with SEND make strong progress across the school. By the end of key stage 2, they have the skills they need in preparation for secondary school.

The science leader has sequenced the planned learning across the school. There is a clear focus on developing scientific skills and knowledge. Plans also identify where pupils need to learn scientific vocabulary. For example, Year 3 pupils can name and describe different types of rocks with confidence. Teachers sometimes plan lessons around exciting content. Sometimes, this may not fit with the sequencing of the curriculum. This does not support pupils to build on previous knowledge and skills.

Children get off to a great start in Nursery and Reception. Adults help children to develop their independence. Relationships are strong. There is a high focus on developing early reading, writing and mathematical skills. In Nursery, children access a range of opportunities for physical development. They can run, jump, balance and climb on a range of equipment and natural surfaces. Children in Reception do not access the same high-quality activities. This is because their outdoor environment is not as well developed as the area in Nursery.

Staff morale is high. They say that they feel valued and trusted by senior leaders. They say that leaders support them to manage their workload. Governors have a clear understanding of their legal duties. They support the senior leaders but are not afraid to challenge in a constructive way.

## **Safeguarding**

The arrangements for safeguarding are effective.

The designated safeguarding lead works with two deputy designated leads. Together, they are vigilant in their approach to keeping children safe. They have thorough safeguarding systems in place. They make sure that all staff follow procedures.

Staff attend safeguarding training on a regular basis. This helps them to be aware of the risks that pupils may face in the local community.

Pupils are taught safety awareness, including when they are working online. Pupils say there is always someone to talk to if they have a safeguarding concern.

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

### (Information for the school and appropriate authority)

- Some foundation subjects in the school's curriculum are not yet sufficiently, coherently implemented. Therefore, the transition statements have been applied to this inspection. It is clear from leaders' actions in planning the English and mathematics curriculums, and training staff in how to deliver these, that leaders are in the process of bringing this about. Leaders should ensure that staff access the professional development opportunities to strengthen their knowledge of the subjects that they teach.
- Sometimes, exciting content takes precedence in lessons over the sequencing of knowledge and skills. When this happens, pupils are not able to build on their previous learning, and they remember the activity rather than the knowledge it was intended to embed. Leaders should ensure that the progression of knowledge, skills and vocabulary are at the core of the curriculum and the exciting themes that motivate pupils complement these.
- Sometimes, support for pupils in the earliest stages of reading is variable. As a result, pupils are not given consistent advice to follow. Leaders should ensure that all adults provide support to pupils which helps them to develop their reading strategies.
- The outdoor learning environment for pupils in Reception is not as well developed as the outdoor area for Nursery children. This limits the opportunities for physical development of children in Reception. Leaders should further develop the Reception outdoor learning environment so that children's gross motor development is not restricted.

## 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 the school and 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

<b>Unique reference number</b>	108571
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10121898
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	232
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jackie Ambrose
<b>Headteacher</b>	Mark Nugent
<b>Website</b>	<a href="http://www.watervilleprimary.org.uk/">www.watervilleprimary.org.uk/</a>
<b>Date of previous inspection</b>	September 2009

## Information about this school

- The proportion of pupils with SEND support or an education, health and care plan is above average.
- The school has an additionally resourced provision which is accessed by pupils with an education, health and care plan from schools across North Tyneside local authority. The provision provides specific support for pupils with speech and language or communication difficulties.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We met with the headteacher, deputy headteacher, curriculum leaders and the special educational needs coordinator. The lead inspector met with four members of the governing body, including the chair, and the school improvement partner.
- As part of this inspection, we looked in detail at early reading and phonics. We also focused on mathematics and science. We met with subject leaders and visited lessons. We also spoke with teachers and pupils. We viewed examples of pupils' books and listened to pupils read.

- We checked the single central record and procedures for recruiting staff. We looked at various documents relating to safeguarding. We talked to staff about their role in keeping children safe. We gathered the views of pupils about how safe they feel in school.
- We spoke informally with pupils and observed their behaviour at various times during the day, including breaktime, lunchtime and in the breakfast club. We talked to pupils about what it is like to be a pupil in this school.
- We reviewed documentation relating to behaviour, attendance and exclusions.
- We met with staff to discuss the training they have received, the support they have from leaders and how their workload is managed.
- We considered the 19 responses to Ofsted's online survey, Parent View. We also gathered views from parents and carers during the inspection.

### **Inspection team**

Alison Aitchison, lead inspector

Her Majesty's Inspector

Cathy Lee

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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