

Inspection of Waterloo Primary School

Worthington Street, Ashton-under-Lyne, Lancashire OL7 9NA

Inspection dates: 2 and 3 February 2022

| | |
|------------------------------|--|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

What is it like to attend this school?

Pupils enjoy coming to Waterloo Primary School. They said that one of the best things about school is their teachers. Pupils spoke with enthusiasm about their learning. They were also keen to introduce inspectors to Jessie, the school dog.

Pupils explained that they trust their teachers to act quickly should any name-calling or bullying occur. Pupils said that if they ever feel unhappy or worried, there are members of staff whom they can talk to. This helps pupils feel safe in school.

Leaders and staff have high expectations of pupils' behaviour and achievement. Pupils are encouraged to 'be better than you have ever been before'. Older pupils model positive behaviour to their younger peers. They feel proud to receive reward points and certificates for their hard work.

Leaders want pupils to have a range of experiences. All pupils access trips and visits. Children in the Reception class visit places such as a farm and the beach. This helps improve their knowledge of the world around them. Visitors, such as Members of Parliament and Olympic athletes, help pupils understand more about democracy, resilience and keeping healthy. Pupils enjoy attending different activities after school, such as football and reading club.

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

Leaders have made improvements to the curriculum. It is ambitious and inclusive. This enthuses and engages all pupils, including those with special educational needs and/or disabilities (SEND), to make the most of their learning time. Most leaders have a clear understanding of the areas of learning in the early years that relate to their subject. However, a small number of leaders are less clear about the knowledge that children in the early years need to learn. As a result, children are less well prepared for Year 1 in these subjects.

Subject leaders have accessed training to develop their curriculum knowledge. They have supported teachers to deliver the curriculum effectively. In most subjects, leaders have made clear the knowledge that pupils need to gain. Teachers regularly check how well pupils' have remembered their learning. Teachers use this information to build on prior learning and deepen pupils' understanding. In these subjects, pupils, including those with SEND, achieve well. They can complete increasingly complex tasks. For example, in a Year 2 mathematics lesson, pupils were able to explain the process of doubling two-digit numbers. In Year 5, pupils confidently tackled algebra substitution.

However, a small number of subjects are less well developed. In these subjects, leaders are less clear about the key content that pupils need to know. This makes teachers' checks on what pupils can remember less accurate. As a result, pupils' learning is sometimes not built upon as effectively as it could be.

Leaders view reading as the gateway to the curriculum. They have ensured it is a priority across the school. Across the early years, teachers share a wide range of stories and poems with children. This is helping children develop their vocabulary. Older pupils enjoy reading. They are taught how to quickly retrieve key information from books. This helps them to deepen their understanding of different subjects. For example, in a history lesson, pupils were able to use their reading skills to find out more about the impact of the workhouse on the lives of Victorian children.

Children learn phonics as soon as they enter the Reception class. Staff are trained well. They have secure subject knowledge. This enables them to deliver the phonics curriculum systematically. Pupils are provided with appropriate books that allow them to practise the sounds that they are learning. This helps pupils to become increasingly fluent readers. Any pupils, including those in key stage 2, who fall behind with their reading are provided with further support.

Leaders have improved pupils' behaviour. Teachers ensure that children in the early years quickly develop positive learning behaviours. These are built on well across other year groups. Pupils behave well in lessons and do their best to work hard. At playtimes and lunchtimes, pupils are polite and respectful towards each other.

Pupils with SEND are identified quickly. Staff are trained to adapt learning activities where appropriate. This helps pupils with SEND access the full curriculum. As a result, pupils with SEND achieve well.

Pupils enjoy carrying out their responsibilities. Sports ambassadors organise lunchtime games. Older pupils read with their younger peers. Pupils have a strong understanding of the importance of equality. They respect one another regardless of their culture or background. Pupils explained that 'in this school, racism and homophobia are stamped out'.

Staff feel valued and listened to by leaders. They enjoy working at the school. Leaders ensure that the workload and well-being of staff are carefully considered.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a keen awareness of safeguarding matters. They know the risks that pupils may face in the local community. They support vulnerable pupils and their families through effective links with outside agencies.

Teachers use the curriculum well to help pupils understand how to keep themselves safe online and outside school. Pupils have listened to talks from visitors such as community support officers, who discuss the potential risks they may face in the local community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in a small number of subjects is less well developed. In these subjects, the key content that pupils need to know is less clear. This sometimes prevents teachers from accurately assessing what pupils can remember about their previous learning. This hinders teachers in their efforts to build on what pupils have already learned. Leaders should ensure that key content is made clear, so that teachers can accurately identify what pupils know and remember.
- In a small number of subjects, leaders are less clear about what children in the early years need to learn by the end of Reception. This means that children are not as well prepared for their learning in these subjects in Year 1. Leaders should ensure that they are clear about their subject content in Reception class so that children are better prepared for the next stage in their learning.

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 information from Ofsted Parent View 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

| | |
|--|--|
| Unique reference number | 144698 |
| Local authority | Tameside |
| Inspection number | 10212107 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 325 |
| Appropriate authority | Board of trustees |
| Chair of governing body | Andrew Sargeant |
| Headteacher | Damian Harris |
| Website | www.waterloo.tameside.sch.uk |
| Date of previous inspection | Not previously inspected |

Information about this school

- Waterloo Primary converted to become an academy school in July 2017. When its predecessor school, Waterloo Primary School, was last inspected by Ofsted, it was judged to require improvement.
- The school is part of the Prestolee Multi-Academy Trust.
- The school does not make use of any alternative provision.
- The trustees manage the before-school provision.
- There have been significant changes to the leadership team since the school was last inspected. These include the appointment of a new headteacher and chair of governors.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspectors held meetings with the headteacher, the executive headteacher, senior leaders, the chief executive officer of the trust and the chair of governors. They also spoke with a representative of the local authority.
- Inspectors checked leaders' safeguarding procedures. They viewed a range of safeguarding documentation and looked at how incidents are managed and recorded.
- Inspectors spoke to parents and carers at the start of the school day and considered the responses to Ofsted Parent View. Inspectors also reviewed the responses to Ofsted's pupil and staff questionnaires.
- Inspectors carried out deep dives in early reading, mathematics, geography, science and physical education. This involved visiting lessons with subject leaders, discussing curriculum plans, talking to pupils and teachers and looking at pupils' work. An inspector observed pupils reading to a familiar adult.
- Inspectors also held discussions with the leader for early years and subject leaders for art and design, history and modern foreign languages.
- Inspectors observed pupils' behaviour at playtimes, lunchtimes and during lessons. Pupils also talked to inspectors about their views of their school.

Inspection team

John Tomlinson, lead inspector

Her Majesty's Inspector

Cole Andrew

Ofsted Inspector

Christine Howard

Ofsted Inspector

Jonathan Keay

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022