

# Inspection of Pudsey Waterloo Primary

Victoria Road, Pudsey, West Yorkshire LS28 7SR

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Inspection dates: 10 and 11 May 2022

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

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

Staff and pupils are proud to be a part of the school community. Leaders and staff model positive and respectful relationships. Pupils learn to be resilient and reflective. All members of the school community work as a team to make Pudsey Waterloo a happy and successful school.

Pupils value the many opportunities the school provides, including a range of clubs and trips. They enjoy activities such as charity fundraising or local community events like the Pudsey carnival. They know reading is important and are keen to talk about the books they have read together.

Leaders are ambitious for all pupils. They have carefully considered each subject and are continuing to strengthen their well-structured curriculum. Pupils work hard because lessons are often interesting and engaging. Those with special educational needs and/or disabilities (SEND) are supported well.

Most pupils get on with each other well. They develop positive relationships with adults. Bullying is rare. If it does occur, pupils and their parents are confident that it will be quickly sorted out. Leaders' records show this too. Pupils feel safe in school. They know they can talk to trusted adults if they are worried, and that they will be listened to. Several parents told inspectors that this is a school that goes 'above and beyond' to support not only their children, but often the whole family.

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

Leaders have carefully planned what they want pupils to learn. This curriculum is ambitious and well sequenced. It helps pupils to build on what they already know. All pupils are included in the whole curriculum. Leaders have ensured that teachers know how to adapt planning to support pupils, including those with SEND. As a result, everyone is able to learn.

In the early years, leaders have established a curriculum that takes children's starting points into account. They have ensured a strong focus on language development across all areas. During the inspection, children were talking and writing about recently hatched chicks. They learned about other baby animals. A focus on developing independence prepares children well for key stage 1.

Leaders are passionate about reading. They have ensured that all pupils experience quality books and poetry, and have invested in training for staff. As a result, pupils value reading. They are enthusiastic about the books they have read or heard. Pupils enjoy recommending books to others.

Leaders have ensured phonics is taught effectively from the start. Pupils at the early stages of learning to read have books which are matched well to the sounds they

know. They move to a wider range of books when they are ready. Older pupils who have difficulty learning to read are well supported.

The mathematics curriculum is carefully considered and structured. Teachers are accomplished in delivering lessons which meet the needs of all their pupils. They are skilled in using real objects and models to develop pupils' understanding. Pupils use mathematical language to explain their thinking. They demonstrate good progress when solving problems or when talking about mathematics.

Leaders have ensured a focus on helping pupils to remember what they are learning. Teachers understand the importance of teaching key vocabulary and revisiting prior knowledge. Assessment routines include review lessons in mathematics and short quizzes in other subjects. Pupils are encouraged to talk about their learning. In most subjects, they successfully make links between topics and what they already know. In a few subjects, such as physical education (PE), some teachers are less confident about how knowledge and skills develop over time. As a result, in PE, some pupils do not understand what they have learned or why.

Across the school, staff encourage good behaviour. Pupils move about the school calmly and play well together at break times. Most pupils listen well in lessons and show respect for others. Some find this more difficult and tend to talk over their peers, which can disrupt learning.

Leaders have carefully considered the wider experiences available to pupils. The 'Owlcotes elements' plan maps opportunities for pupils to develop in different ways. There is a strong focus on community and developing civic pride. COVID-19 has changed the way in which some activities are delivered. However, staff have worked creatively to ensure that pupils can still access a range of events. Pupils learn about democracy and equality. They can talk about healthy lifestyles.

Leaders, including trustees and local governors, know the school well. They have a robust programme of monitoring. As a result, they understand the school's strengths and areas for development. They offer effective support and challenge to school leaders to ensure a strong focus on education.

Teachers speak highly of the professional development they receive. Many have welcomed opportunities to develop their leadership skills. Staff also benefit from trust-wide opportunities to share expertise with other schools. Staff are overwhelmingly positive about the way leaders consider their workload and support their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is at the forefront of everyone's mind. Staff and governors receive regular training and updates. Staff understand the risks that pupils may face and are vigilant. They know how to spot the signs of abuse and

know what to do if they have concerns. Leaders work swiftly to secure expert help that is needed from outside agencies.

Leaders ensure that pupils have many opportunities to learn how to keep themselves safe both in the community and online. There is a well-planned programme of activities in place. This is adapted when necessary to respond to particular needs. Nurture groups provide effective support for some pupils experiencing particular difficulties.

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

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

- Leaders have ensured that curriculum planning includes a focus on learning vocabulary. However, many pupils struggle to talk about what they know. They find it difficult to explain their thinking and rarely ask questions to extend their learning. Leaders should continue the work that has begun to strengthen speaking and listening across the curriculum. They should ensure that staff consistently model and promote the schools' agreed strategies, with a particular focus on talking about learning.
- In some subjects, curriculum leaders are not yet sufficiently clear about the essential knowledge pupils need to learn and remember to support the next stage of their learning. This means some pupils struggle to make the links with prior learning as effectively as they could. Leaders should ensure that assessment actively supports pupils to successfully build on prior knowledge so that they know more, can do more and remember more of the intended curriculum.

## **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

<b>Unique reference number</b>	145525
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10227632
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	456
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Judith Norfolk
<b>Headteacher</b>	Jonathan Parker
<b>Website</b>	<a href="http://www.pudseywaterloo.co.uk">www.pudseywaterloo.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Pudsey Waterloo Primary School converted to become an academy in March 2018. When its predecessor school, Pudsey Waterloo Primary School, was last inspected by Ofsted, it was judged to require improvement.

## 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.
- Inspectors met with the headteacher, deputy headteachers and subject leaders from the school. They also talked to other senior leaders in school.
- Inspectors met with the chair of trustees and the chief executive officer from the Owlcotes Multi Academy Trust. They also talked to the chair of the local governing body and other governors to find out how they support and challenge school leaders.

- Inspectors looked in detail into the curriculum in reading, mathematics, science and PE. They talked to leaders and teachers about their curriculum plans. Inspectors also talked to pupils about what they knew and remembered in these subjects. They looked at pupils' work and visited lessons.
- Inspectors also spoke to leaders about the curriculum in other subjects. They talked to pupils about their work and what they had learned.
- Inspectors met with the designated safeguarding leads. They checked the school's systems for monitoring and reporting safeguarding concerns, and looked at the single central record. The inspectors talked to pupils, governors and staff about what they knew about safeguarding.
- Inspectors met with the special educational needs coordinators to help evaluate SEND provision and practice in the school. The lead inspector reviewed individual plans for pupils with SEND, to evaluate how well these are being implemented.
- Inspectors talked to a range of pupils across the school to hear their views on school life.
- Inspectors met with parents as they dropped their children off at school. They also considered the responses to the Ofsted Parent View questionnaire, including the free-text responses, and responses to the school's own survey carried out earlier this year.
- The inspectors observed pupils' behaviour during lesson visits and at break and lunchtime. They spoke to pupils about their views on behaviour.
- The inspectors met with staff to discuss their well-being and workload. They also considered the responses from Ofsted's staff survey.

## Inspection team

Gill McCleave, lead inspector

Ofsted Inspector

Lynda Florence

Ofsted Inspector

Marcus Newby

Her Majesty's Inspector

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