

# Inspection of Waterside School

Robert Street, London, SE18 7NB

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Inspection dates: 24 and 25 May 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Previous inspection grade

Good

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

Leaders have fostered an inspiring culture. They expect pupils to behave well, work hard, and achieve their best. Staff help pupils to focus extremely well in lessons. As a result, pupils thrive and achieve well at this ambitious and welcoming school.

Pupils enjoy coming to school because staff make learning fun and challenging. It is a nurturing environment that is well organised, orderly, and productive. Staff support pupils skilfully in managing their emotions and feelings. They help pupils to stay calm. Staff help pupils to use strategies independently to regulate their behaviour. This means that pupils refocus and settle quickly, ready to learn again.

Pupils trust adults who care for them and keep them safe. They felt confident in sharing their worries with staff, knowing concerns are sorted out swiftly. Working relationships are non-judgemental and built on mutual respect.

Leaders ensure that pupils take part in different extra-curricular experiences. For example, pupils visit museums and concert halls. Leaders support pupils in forging positive links with residents in the local community. For instance, pupils enjoy reading stories over the telephone to elderly citizens.

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

Leaders have established a highly ambitious curriculum that helps pupils to learn a broad range of subjects. They sequence content for pupils carefully over time. Staff provide pupils with purposeful and motivating learning opportunities. They use their in-depth subject knowledge and detailed awareness of the different ways pupils learn in class. This helps staff to organise learning for pupils in a coherent way.

Leaders have built a curriculum closely matched to pupils' requirements. Staff adapt teaching activities skilfully to meet pupils' learning needs successfully. Teachers present information clearly and effectively that help pupils to understand key concepts. For example, in mathematics, pupils worked with confidence when converting fractions into decimals. Staff provide opportunities for pupils to apply their mathematical understanding to problem-solving tasks.

Leaders know pupils' individual needs very well. They break down individual targets for pupils into small and manageable steps. Staff review pupils' knowledge and understanding regularly. They adapt pupils' curriculum goals, so that they remain aspirational and achievable. Staff ensure that pupils have regular opportunities to build on their prior learning. This helps to develop pupils' confidence and deeper learning.

Developing pupils' reading is a key priority. Leaders get to know how well pupils read when they start at the school. Pupils benefit from a personalised approach to learning phonics. Staff support pupils effectively in using their knowledge of sounds.

They enable pupils to read words accurately and independently. The books that pupils read match the sounds pupils know. Teachers share a wide range of highly engaging texts with pupils. Many pupils become confident and fluent readers.

Leaders ensure that staff are well trained in managing pupils' behaviour. Staff use behaviour strategies with pupils with high levels of consistency. The school provides clear routines that are consistently followed. This reduces anxiety for pupils and allows them to know and understand what is expected of them. Staff encourage pupils to learn about 'solving things together'. They help pupils to understand how emotions can be affected by others. As a result, pupils are mindful and supportive of each other's well-being in lessons. They learn how to work and play alongside others successfully.

Leaders are unwavering in promoting pupils' personal development. Staff weave stimulating opportunities throughout the curriculum for pupils to learn about the world around them. They encourage pupils to take part in philosophical discussions and topical debates. Pupils share their views and politely consider others' beliefs. They learn about the importance of accepting people with differences. Leaders provide opportunities for pupils to take part in making decisions about the school, such as the school council. Pupils are well prepared for integration back into schools or for the next stage of their education.

Staff are proud to work at the school. They were overwhelmingly positive about leaders' support and consideration of their workload and well-being. Leaders and staff are extremely reflective on their own practice. Staff provide pupils with an extensive range of support, guidance and training. This is highly praised and valued by stakeholders.

Those responsible for governance, despite the many strengths of the school, seek to improve continually. They are highly focused on providing a curriculum that promotes high standards for all pupils. Leaders are successful in realising this aim through shared values.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is a priority for leaders. They advocate strongly for pupils and their families. Staff get to know and understand pupils exceptionally well. They utilise their high-quality training to observe any changes in pupils' behaviour that indicate that something may not be right. Leaders have developed very strong partnerships with external agencies. They chase up referrals with urgency and tenacity. This ensures that pupils and families receive help and support quickly when needed.

Pupils know that they can talk to a trusted adult if they have any worries about their safety, both when online and in the wider community.

## 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.

## 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>	133401
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10287207
<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	33
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Carol Ladbrook
<b>Executive Headteacher</b>	Meic Griffiths
<b>Head of School</b>	Neal Collard
<b>Website</b>	<a href="http://www.watersideschool.co.uk">www.watersideschool.co.uk</a>
<b>Date of previous inspection</b>	6 March 2018, under section 8 of the Education Act 2005

## Information about this school

- All pupils who attend the school have education, health and care plans. The school caters for pupils with SEMH needs and autism spectrum disorder.
- The school does not make use of any alternative provision.
- The school is part of the Imperium Federation with King's Oak School for Boys, a secondary special school for pupils with SEMH. This began in July 2018. Both schools share the same executive headteacher and governing body.
- The head of school took up their current post in September 2018.
- The school leadership team has grown since the last inspection.

## Information about this inspection

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

- This was the first routine inspection the school had 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 chair and members of the governing body, a local authority representative, the executive headteacher, the head of school, senior leaders, and a range of staff.
- Inspectors carried out deep dives in reading, mathematics, and physical education. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and considered pupils' work.
- Inspectors considered the curriculum in other subjects.
- Inspectors considered information provided about safeguarding arrangements. They scrutinised safeguarding records and pre-employment checks. Inspectors reviewed procedures and processes by talking to leaders and staff, and through discussions with pupils.
- Inspectors considered the views of parents, pupils and staff, including through Ofsted's online surveys.

### **Inspection team**

Lascelles Haughton, lead inspector	His Majesty's Inspector
Lucy Wijsveld	Ofsted Inspector

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