



Waterside School

Inspection Report

Unique Reference Number 133401
Local Authority Greenwich
Inspection number 294089
Inspection date 17 January 2007
Reporting inspector Mike Smith

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special	School address	Robert Street
School category	Community		London
Age range of pupils	5-11		SE18 7NB
Gender of pupils	Mixed	Telephone number	020 8317 7659
Number on roll (school)	36	Fax number	020 8317 2315
Appropriate authority	The governing body	Chair	Mrs Margaret Offerman
		Headteacher	Miss Susan Vernoit
Date of previous school inspection	6 December 2004		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Waterside school provides for pupils who have social, emotional and behavioural difficulties (SEBD). A small number of pupils attend two days a week while attending their mainstream school for the rest of the week. Pupils come from a diverse range of socio-economic backgrounds and currently almost all are from a White British background. Pupils either have a statement of special educational need or are undergoing a period of assessment. Two pupils are looked after by the local authority and there are currently no girls. The school offers outreach support and training to mainstream primary schools in the borough.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good and increasingly effective school. The headteacher has a clear strategic vision for improving the school further. The outreach support service is held in high regard by local primary schools for its support for pupils and its high quality training for teachers. A primary headteacher said, 'they are very professional and give excellent advice'. School procedures for consultation and self-evaluation are good and staff are confident that their views are considered and, consequently, morale is high. A very positive learning environment has been created that pervades all areas of the school, and it is evident that pupils' personal and academic needs are at the heart of everything the school does. The headteacher, senior managers and well-informed chair of governors work hard to improve the provision and learning opportunities for all pupils. There is a clear understanding of what needs to improve and how to achieve it.

The school works effectively in partnership with a range of external agencies. Together with a dedicated team of teachers, support and administrative staff they ensure that the care and support of pupils is good. A parent, reflecting the views of many, wrote, 'This is a brilliant school. My son almost changed overnight, he gets on with his family, cannot wait to get to school and has made great progress in his work'. Pupils' standards vary widely but are broadly average. Given their starting points, and the barriers to their learning, the achievement and progress of pupils are good. This is due to the excellent relationships, good teaching, care, guidance and support. The school is aware that it has a number of excellent practitioners in terms of teaching and management of pupils' behaviour. But this practice is not shared consistently across the school. Pupils are given challenging personal targets, which most achieve successfully. There are effective assessment and pupil-tracking strategies in place which identify any underachievement so that appropriate improvement strategies can be put into place. Any underachievement in pupils' literacy skills is very quickly identified and pupils gain from an effective system of support.

Pupils' attitudes to school are good and they understand the importance of keeping safe and leading a healthy lifestyle. Pupils like to take on individual responsibility, such as being part of the school council or helping new pupils settle. They learn useful skills through their involvement in fund raising activities and importantly, become successful in managing their own behaviour, which is generally good. Pupils' spiritual, moral, social and cultural development is good and they make positive contributions to the community. The curriculum ensures pupils' needs are met. Visits to the community and visiting specialists effectively support pupils' learning. The school is aware that it needs to further develop the role of subject leaders to enable them to monitor and evaluate their curriculum areas across the school. There is a strong emphasis on inclusion and opportunities to reintegrate back into mainstream schooling are sought whenever possible. Parents are very supportive of the school. One wrote, 'The school has supported me so much at times when I needed it and my son's reading, writing and mathematics have improved so much'. It is clear that leadership and management are having a positive impact on the learning provision which is increasing the chances for pupils to achieve and make continued good progress. The school is

aware that it needs to formalise the monitoring of staff performance and link this more closely with school improvement and pupils' targets. Overall, the school clearly demonstrates a good capacity to improve further.

What the school should do to improve further

- Ensure that the performance of all staff is managed more effectively.
- Develop the monitoring and evaluating role of the subject leaders
- Ensure that the best practices teaching and in behaviour management are effectively shared and implemented.

Achievement and standards

Grade: 2

Standards are broadly average. Because of pupils' low starting points and the previous interruptions to their learning caused by their emotional, social and behavioural difficulties some are working at low levels. Despite these difficulties, pupils' progress and achievement are good in relation to their challenging individual targets. Pupils make good progress in their academic studies and many reach close to average levels of attainment in English, mathematics and science by the end of Year 6. This is an improvement since the last inspection. Pupils also make good progress in their personal development and learn to manage their own behaviour more successfully. They become more confident, independent and self aware. The monitoring of pupils' achievement is well established and no group of pupils fares less well than any other. A parent reported, 'My son has not been at the school very long, but in that time he has progressed so well'. The professional development of all staff supports and ensures the needs of all pupils are equally met and that they can make the progress they are capable of.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Relationships between staff and pupils are excellent. Pupils are encouraged to respect themselves, other people, and to become more aware of the consequences of their actions. There is a positive learning atmosphere in the school and pupils show enjoyment in their lessons and other activities. Overall, pupils' behaviour is good, with pupils learning how to control their frustrations. Attendance is satisfactory overall, with many pupils showing significant improvements. Pupils make a good contribution to the community through involvement in various charities and local and national initiatives, such as, recycling programmes. Pupils feel safe and understand healthy lifestyles. They develop skills and qualities that will support their successful reintegration into mainstream schooling and enable them to be positive members of society. The school council discusses matters of importance to all pupils, such as increasing the range of play activities during the lunch break. Pupils make good progress in their personal development

because the supportive provision is firmly embedded in the everyday life of the school and in the many additional opportunities that are arranged for them.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress because teaching and learning are good. Although the quality of teaching and learning is monitored, the very best practice is not sufficiently shared across the school. Planning is good with individual pupil needs being recognised. Appropriately challenging and relevant activities are offered. Pupils' progress is closely monitored and teachers and pupils know what levels of attainment they are working at. One pupil remarked, 'I am working at level 3 and I know what I have to do to reach level 4'. There are excellent relationships and behaviour management is generally effective, so that pupils feel secure and happy in their work. There is a positive ethos of reward and celebration of individual and group effort and achievement. There is very effective team work between teachers and support staff which ensures pupils' personal development needs are fully met so they can get the best out of their learning opportunities.

Curriculum and other activities

Grade: 2

The curriculum is good and offers a relevant range of experiences that support pupils' good personal and academic development. There are good cross-curricular links which support the positive chances of reintegration into mainstream schooling. Personal, social and health education, and the social and emotional aspects of learning (SEAL) programme make a significant contribution to pupils' growing self-confidence and the progress they make in their attitudes to learning. Through the curriculum pupils learn to feel valued, be independent, to show respect and tolerance for the views of others, and to support and work co-operatively with others. Information and communication technology is used well to support the curriculum. The school is aware of the need to develop the role of the subject leaders to ensure that they monitor and evaluate the effectiveness of their subject across the school. The curriculum is enriched with a range of additional opportunities, including guest speakers at school, class visits to museums, and involvement in a variety of sporting events. These opportunities help improve pupils' social and life skills.

Care, guidance and support

Grade: 2

The care, guidance and support for pupils are good and the school is continually evaluating its procedures and practice to ensure pupils are kept safe and secure. The procedures for safeguarding pupils are understood by all staff. Their consistent approaches, guidance and support for all pupils ensure pupils make good progress in

their personal and academic development. It is made clear to pupils what they need to do to improve and if appropriate, what they need to do to successfully reintegrate into mainstream schooling. Relationships between staff and pupils are excellent and thought is always given to protecting pupils' personal dignity. There is good partnership work with support agencies which ensure that the specific needs of pupils are well met. The partnership with parents is excellent as is the communication between school and home. A parent wrote, 'The teachers are really good with my son and they always inform me of what is going on'.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher gives good strategic guidance and there is clear evidence of improvements in all areas of school provision and management since the last inspection. Senior staff have clear roles and are fully committed to fulfilling their responsibilities. Management responsibilities are effectively shared across the school. The school's main focus in its improvement plan is on enhancing opportunities for pupils to improve their personal and academic development. The impact of everyone's work is reflected in the good care, guidance and support for pupils and the good progress they make. Self-evaluation accurately identifies areas for development. The monitoring of the curriculum by subject leaders is underdeveloped. Management is not rigorous enough in linking staff performance to the school's and pupils' targets.

Learning and teaching are regularly monitored and opportunities for further professional development are good. All staff work effectively as a team and their work is valued by both parents and pupils. A member of the school council said, 'I like coming to this school, because you are treated with respect'. The governors are clearly aware of the strengths and weaknesses of the school through their monitoring visits, meetings and reports from the headteacher and other staff. They are appropriately involved in the strategic management of the school. The outreach support service is very effectively led and managed and provides excellent support to mainstream staff and pupils.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making me feel welcome during my visit to your school (and for giving me breakfast) and a special thank you to the school council who met with me and told me what they thought about the school. You really enjoy coming to school, meeting your friends and working in your lessons. I agree with you and your parents that this is a good school that helps you to improve your behaviour and to make good progress. It also helps you to successfully return to mainstream schooling if that is the best thing for you. The school knows what it has to do to make things even better. You can help by listening carefully in lessons and always behaving well.

I particularly liked these aspects of your school:

- all staff care and support you really well
- you get on very well with each other and all adults
- you learn how to improve your behaviour and you are friendly and polite
- you enjoy your lessons and make good progress
- there is excellent communication between the school and your home
- the school ensures that you learn as well as you can and works very effectively with other people to ensure you receive the support you need
- your headteacher has a clear idea how to improve the school and with all the adults in the school, is working hard to help you make even better progress.

There are a few things to improve:

- the school's leaders need to link staff performance more closely with the school's and pupils' targets
- the staff need to check on how well the curriculum meets your needs
- make sure that the best things about helping you to learn and behave are effectively shared and extended across the school.

Once again, thank you for being so friendly and I wish you every success in the future.

Yours sincerely

Mike Smith Lead inspector