

Waterloo Primary School

Inspection report

Unique Reference Number	104870
Local Authority	Sefton
Inspection number	336381
Inspection dates	2–3 February 2010
Reporting inspector	Stephen Rowland

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	313
Appropriate authority	The governing body
Chair	Ms Maria Moss
Headteacher	Mrs Ruth Baldwin
Date of previous school inspection	7 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed 17 teachers at work and spent over 50% of their time observing pupils in class. They looked at a range of documentation including the school improvement plan, records of meetings and the school's monitoring records and analyses of pupils' attainment and progress. They also analysed the 50 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- what is the impact of the school's work to raise standards, particularly in Key Stage 1?
- is assessment used effectively to support learning?
- how well does the theme-based curriculum meet the needs of all pupils?
- how effectively do leaders and managers at all levels evaluate their work and secure improvement?
- how effective is the Early Years Foundation Stage in securing good outcomes for all children?

Information about the school

This is a larger than average sized primary school. The proportion of pupils eligible to take a free school meal is above average. Most pupils are of White British heritage. There are a small number who are at an early stage of learning English. The proportion of children with special educational needs and/or disabilities is above average.

The three resourced bases attached to the school for pupils with a statement of special educational need have recently been re-designated to provide specialist support for pupils on the autistic spectrum. These cater for pupils of all ages across the school.

There is a Children's Centre attached to the school and a privately run Nursery. The Nursery is subject to separate inspection arrangements. The current headteacher was acting headteacher at the time of the previous inspection. A new deputy headteacher has been appointed since then. The school has Healthy School's status, the Activemark, Silver Eco award and extended school status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school, which has improved significantly since the last inspection. The hard work and dedication of the dynamic headteacher and deputy headteacher have gained the support of staff, pupils, parents and governors so that all share a strong ambition to keep improving and to provide the very best. Self-evaluation is accurate and because planning for improvement is shared, staff appreciate clearly their role in moving initiatives forward. The issues raised at the last inspection have been successfully addressed. This, along with the school's track record of year-on-year improvement, confirms that it has a good capacity for sustained improvement.

Pupils make good progress overall so that attainment is average by the end of Year 6. Progress has tended to be slowest in Key Stage 1 but has begun to accelerate, particularly in writing. However, teachers do not always intervene quickly enough when pupils start to lose focus. Throughout the school, pupils enjoy lessons because teaching is good overall. Although there is some outstanding practice, inconsistencies prevent a greater proportion from becoming outstanding. For example, in a small number of lessons, the pace of learning slows at times so that pupils' interest fades and consequently their progress is not as strong. Pupils are not always encouraged to assess their own work and that of others, in order to help them understand how to take the next steps in learning. The majority of pupils with special educational needs and/or disabilities make progress in line with their peers and those with the greatest level of need make outstanding progress. Much of the care, guidance and support the school offers is of very high quality and the most vulnerable groups are cared for particularly well. The school is successful in integrating those pupils who attend the three specialist bases.

There is a good sense of belonging at Waterloo and pupils are loyal to their school. Pupils are happy to show visitors around and to talk about their school. As one young pupil put it, 'This is the best school ever. I love it.' The school is very active in the community and has received an award for its work. For example, pupils have helped to develop nearby parks and contributed to reducing litter.

What does the school need to do to improve further?

- Improve the rate of progress made by pupils during Key Stage 1, by:
 - ensuring that the best practice is effectively shared so that pupils in all class groups can benefit
 - ensuring that teachers always respond quickly and effectively when pupils'

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progress is seen to slow down.

- Increase the proportion of outstanding teaching by:
 - making sure that the introductory phase of lessons is not too long
 - ensuring that the pace of all lessons is brisk
 - making sure that all pupils fully understand what they are expected to learn
 - making sure that teachers facilitate rather than direct the learning of pupils.

Outcomes for individuals and groups of pupils**2**

Pupils work hard and respond well to the challenges and opportunities provided for them. During lessons, pupils are prepared to think hard, share their ideas and work together to extend their understanding. As a consequence, they make good progress and reach average standards by the end of Year 6. Pupils in Key Stage 1 sometimes make satisfactory rather than good progress and the standards they reach tend to be below average. However, results in this key stage improved in 2009, particularly in writing. Inspection evidence confirms that the upward trend is continuing. Lesson observations and the scrutiny of pupils' work confirm that pupils in Key Stage 1 are starting to make faster progress and standards are improving. Pupils with a statement of special educational need, including those on the autistic spectrum, make excellent progress because of the exceptionally strong support provided for them.

Pupils feel safe in school and parents confirm that this is so. Pupils are considerate and polite. Behaviour is good; pupils have a clear sense of right and wrong and understand the consequences of their actions. They have a good awareness of healthy lifestyles and most participate enthusiastically in the range of sporting and exercise activities offered to them. An active school council contributes well to the life of the school. Many pupils have roles of responsibility, including the opportunity to be headteacher for the day. There is an active Eco committee, which is empowered, amongst other things, to hand out red cards to anyone who wastes energy. Pupils work very hard to support local, national and international charities. One pupil commented, 'We raise money because we care. It's working together to make a difference around the world.' Attendance is close to the national average. Through activities such as the Christmas fair, where they make items to sell for profit, pupils develop enterprise skills and a growing awareness of the world of work, helping to prepare them for the next stage in their education. Pupils have a good appreciation of other cultures around them, both in the United Kingdom and around the world.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good subject knowledge and often plan activities, which are brisk and purposeful. In the majority of lessons, learning objectives are clear and teachers constantly check the level of pupils' understanding. They ask challenging questions, which make pupils think hard and provide plenty of chances for pupils to share their learning with others. On these occasions, pupils take part in a variety of stimulating tasks so that they enjoy learning. For example, in one outstanding literacy lesson, pupils were asked to sing, use gestures and discuss pictures when talking about their planned trip into Liverpool. In a small proportion of lessons, pupils are not clear about what they are intended to learn and hence their engagement and progress are not as good. On a very few occasions, the introductory phase of the lesson is slightly too long, so that pupils become impatient to move onto the next activity. Assessment is generally used effectively to support learning. Clear and challenging targets are set, although pupils are not consistently clear about what they have to do to improve.

An engaging curriculum is being developed. Pupils find this interesting and relevant. Subjects are increasingly linked together and provide good opportunities for pupils to develop and practise their mathematical, literacy and information and communication technology skills. Enrichment activities are plentiful. Pupils benefit from a wide range of visits and extra-curricular clubs, including the opportunity to learn to play a musical instrument. All Key Stage 2 pupils learn Spanish. Grouping arrangements in mathematics and English have allowed the school to address the needs of pupils with different learning needs effectively.

The care, guidance and support provided has a number of outstanding features.

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Pastoral workers are highly committed and skilled in assessing the needs of pupils and providing effective support. Intensive and well-organised support means that pupils with the highest level of need receive excellent care and make outstanding progress. The school works very well with outside partners to support those who are most vulnerable. Close work with the Children's Centre is having a beneficial impact on provision. The recently appointed pastoral worker with responsibility for attendance is taking effective steps to encourage regular attendance and punctuality, although this work has yet to be fully reflected in attendance figures.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school evaluates its work honestly and accurately and has a very clear understanding of what needs to be done next. Planning is clear and progress towards targets is monitored thoroughly. Teaching is systematically evaluated and support given wherever needed. As a result, inconsistencies are being ironed out, and teaching and learning, particularly in Key Stage 1, are improving. Governors have a good knowledge of the school's strengths and areas for improvement. They are an experienced and committed group who are actively involved in school life through, for example, a number of direct links with subject areas. They support the school strongly but are also able to provide rigorous challenge. As a result, they have helped the school to move forward in recent years. Partnerships with parents are good. The development of the Children's Centre is providing an extra dimension through which parents are more actively engaged in the work of the school. The school is working successfully to increase the number of organisations who use its facilities. The school's actions to promote community cohesion are developing well under the direction of a newly appointed coordinator. The school has an accurate awareness of its own community and is beginning to build links with other schools and institutions within the United Kingdom. Child protection procedures and safeguarding arrangements meet requirements and the school adopts recommended good practice in all respects. All pupils are given an equal opportunity to learn; they play a full and active part in school life and discrimination has no place in the school.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Early Years Foundation Stage enjoy their learning and make good progress from starting points that are below the expectations for their age. They enter Key Stage 1 as capable and independent pupils. They learn how to be considerate of others and during play children learn how to share and to cooperate. They are confident and relate well to the adults who care for them. They have a good awareness of healthy eating. As one little boy put it, 'Milk is good because it gives us strong muscles.' The environment is stimulating and exciting. Planning is strong and children are supported to make choices to match their needs and interests. Adults keep careful notes of their observations so that they have a detailed record of each child's learning. Communication with home is good and parents are involved as far as possible as full partners in their child's progress. The Early Years Foundation Stage is well led and managed. The coordinator, with the help of other staff, carefully evaluates what is working well and what could be improved. For example, staff are currently working to provide more opportunities for children to develop their mathematical skills. Planning for improvement is thorough so that provision is continually under review and improving. Staff are trained appropriately and all have the necessary skills and knowledge to support the children and to ensure they are safe. As with the main school, safeguarding is a high priority and all procedures are in place.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are overwhelmingly positive about the school. Many of their comments focused on the friendly and welcoming nature of the school and remarked on how accessible the head teacher and other staff are. The inspectors agree with parents that this is a good school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Waterloo Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 313 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	72	13	26	0	0	0	0
The school keeps my child safe	39	78	10	20	1	2	0	0
The school informs me about my child's progress	32	64	18	36	0	0	0	0
My child is making enough progress at this school	31	62	19	38	0	0	0	0
The teaching is good at this school	38	76	12	24	0	0	0	0
The school helps me to support my child's learning	35	70	13	26	1	2	0	0
The school helps my child to have a healthy lifestyle	28	56	21	42	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	50	21	42	2	4	0	0
The school meets my child's particular needs	30	60	19	38	0	0	0	0
The school deals effectively with unacceptable behaviour	29	58	17	34	1	2	1	2
The school takes account of my suggestions and concerns	27	54	21	42	0	0	1	2
The school is led and managed effectively	39	78	9	18	0	0	1	2
Overall, I am happy with my child's experience at this school	40	80	9	18	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 February 2010

Dear Pupils

Inspection of Waterloo Primary School, Liverpool, L22 0LD

Thank you for making the inspection team so welcome during our recent visit to Waterloo Primary. I am particularly grateful to those pupils who agreed to meet us during lunchtime. I was impressed by much that I saw at Waterloo. I was particularly impressed that so many of you are learning to play a musical instrument and by your work in the local community looking after parks.

Waterloo is a good and improving school. Almost all of your responses to our questionnaire were positive. During the inspection, you showed how well you behave and how hard you work. As a result, you are making good progress and are learning how to be good ambassadors for your school and your community.

There are a few things we want your school to do so that it can be even better:

- make sure that pupils in Key Stage 1 always progress as quickly as those in Key Stage 2
- make sure that all lessons start promptly and move along quickly
- make sure that teachers facilitate rather than direct your learning
- make sure you all fully understand what you are expected to learn during each lesson.

You are right to be proud of your school and you can help your teachers to make it even better. You can do this by always trying your best and being helpful and considerate of others. Thank you once again for helping with the inspection. I send my best wishes to you all.

Yours sincerely

Mr Stephen Rowland

Lead inspector

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