

Waterville Primary School

Inspection report

Unique Reference Number	108571
Local Authority	North Tyneside
Inspection number	337104
Inspection dates	22–23 September 2009
Reporting inspector	Kate Pringle

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Mrs Dawn Kerr
Headteacher	Mr Mark Nugent
Date of previous school inspection	5 November 2006
School address	Waterville Road North Shields Tyne and Wear NE29 6SL
Telephone number	0191 2006351
Fax number	0191 2005036
Email address	mark.nugent@northtyneside.gov.uk

Age group	3–11
Inspection dates	22–23 September 2009
Inspection number	337104

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at pupils' workbooks, assessment information about pupils' progress, records of the school reviews of its actions for improvement, current school development and updates of progress towards meeting priorities. Inspectors also considered questionnaire responses from parents, pupils and staff.

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

- how well pupils achieve and enjoy their learning
- the quality of teaching across the school to ensure that all pupils are supported to make good progress and meet challenging targets
- how well Early Years Foundation Stage provision impacts upon the outcomes for children
- how effectively all leaders identify and implement actions to drive the improvement of provision and of outcomes.

Information about the school

Waterville Primary School is one of average size in which most of the pupils are of White British heritage. The proportion of pupils receiving free school meals is considerably higher than that found nationally as is the proportion of pupils with special educational needs and/or disabilities. The school hosts a speech and communication unit which is accessed by pupils from across North Tyneside. The present headteacher has been in post since January 2008.

The school holds a number of awards including Artsmark Gold, Activemark Gold, Becta Information and Communication Technology (ICT) Mark, Inclusion Quality Mark, Healthy Schools Award, and Basic Skills Quality Mark. It also holds Investors in People and is part of the Creative Partnerships Change Schools programme.

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?

1

The school's capacity for sustained improvement

2

Main findings

Waterville Primary is an outstanding school where every child does matter. This is because leaders and managers work very hard to ensure that pupils' individual needs are met. As a result, pupils feel extremely safe and secure. Good teaching and many exciting learning opportunities enthuse pupils as they experience new, and often innovative, activities. Pupils work hard and make exceptional progress.

From entry points which are well below those found nationally, pupils make excellent progress leaving with levels above national averages. The largely good teaching motivates pupils to learn and is particularly effective in Key Stage 2 where progress is accelerated towards very challenging targets. Progress in Key Stage 1, although good, is not as rapid as the excellent progress made Early Years Foundation Stage and in Key Stage 2. Assessment of individual pupils' ability is tracked well across the school and teachers have a clear understanding of their strengths and weaknesses. However, not all teachers use this information effectively enough to give pupils enough challenge. This is particularly true in writing, especially for pupils of higher ability, where standards are lower than those in reading and mathematics. High levels of effective support for those with special educational needs and/or disabilities help this group of pupils to progress as well as their peers. The extremely effective work of the speech and communication unit supports pupils very well. There is a very good record of pupils returning to mainstream education because of the high levels of progress they make within the unit.

The exciting curriculum provides a wonderful range of experiences for each pupil to engage in. This helps to promote pupils' personal development and raises their self-esteem. The effective working relationships of school leaders encourage a clear sense of purpose which maintains and builds upon the child-centred approach which drives this school. The school knows its qualities very well and clearly prioritises areas for development which are supported by a range of good quality systems. As a result, there has been improvement since the last inspection because of informed and accurate review. Some actions to improve levels in writing and improve progress at Key Stage 1 are at an early stage of development. Overall, improvements in many areas of the school's work and the outstanding outcomes for pupils demonstrate that there is a good capacity to improve further.

What does the school need to do to improve further?

- Improve standards and progress in writing across the school by:
 - clearly identifying success criteria for pupils of differing needs especially for those of higher ability.

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

- Improve standards and progress at Key Stage 1 in all subjects by:
 - using the information on what pupils can do well to plan the next steps in learning
 - ensuring that tasks meet the needs of individual pupils
 - raising expectations to develop more challenging targets.

Outcomes for individuals and groups of pupils**1**

Pupils' achievement and enjoyment of learning are outstanding. Because their attitudes are very good, pupils learn well and make excellent progress overall. The relationships between staff and pupils are excellent and as a result, pupils behave well and are motivated to learn. Pupils benefit from using 'talk partners' to aid their communication skills and they progress best in lessons where they actively participate in learning through problem solving and creative activities.

Pupils with special educational needs and/or disabilities, boys and the large proportion of pupils receiving free school meals all make significantly good progress from their starting points. Pupils make the best progress in Key Stage 2 because they engage in practical and problem-solving activities in lessons which challenge them. Above average standards have been maintained over a three year period and have been improved on most recently, especially in mathematics and reading. Writing standards are less strong especially for those of higher ability. At the start of Key Stage 1, pupils have few opportunities to learn actively. This means that after an excellent start in the Early Years Foundation Stage their progress is good rather than outstanding

Personal development of pupils is a real strength. Pupils are extremely knowledgeable about the importance of keeping safe in school and within the community. Their behaviour is good. Pupils talk knowledgeably about the need to eat sensibly, to take regular exercise and the consequences of not doing so. Sporting activities are extremely well attended. Pupils are unanimous in their love of school and the many exciting things on offer, such as working with members of the local community in the wildlife garden. As a result, their attendance is above average. Pupils are proud of their roles as buddies and school councillors where they learn about taking responsibility and leading projects to improve provision for everyone. As a result, older pupils look after younger ones, organising and leading games and clubs.

Pupils understand the rules of the school and older pupils know that such rules underpin life in the wider community to keep everyone safe and happy. They use problem-solving skills effectively to consider dilemmas and the consequence of their chosen actions. Pupils have an excellent understanding of their role in the local community and the cultural differences around the world through their programmes with schools in Ireland, Hungary, Kenya and Turkey.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Teachers have good skills and knowledge. They teach with enthusiasm and humour. Learning objectives are clearly shared so that pupils are aware of what is expected of them in lessons. A range of different methods of sharing targets are in use which, alongside a newly developed system of marking, means that pupils understand what they have achieved. Assessment is rigorous and clearly identifies the progress pupils make. However, not all teachers use this information effectively enough to influence planning and address the differing needs of pupils.

The rich curriculum provides many innovative opportunities to make learning fun across different subjects. Information and communication technology skills are used with effect to support learning in other subjects. Planning clearly links the needs of the pupils to local and regional events. There is particular strength in the excellent range of extra-curricular activities which have high attendance levels. The work with Creative Partnerships has considerably enhanced pupils' access to art and design as pupils use their developing skills in projects within the local community. For example, pupils made headdresses to wear at the 'Mouth of the Tyne' festival. The curriculum is further enriched by the opportunities for pupils from Key Stage 2 to take part in residential visits to activity centres where they experience completely new situations which challenge their personal skills. Similarly effective are the visits by pupils to other countries which encourage cultural links through sporting opportunities. These events have had

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

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

significant impact upon how pupils view their future as they now consider the possibility of further education due to their raised self-esteem and confidence in their own abilities. Waterville's inclusive ethos together with sensitive support ensures that concerns are quickly highlighted and addressed. The highly effective practice of personalised programmes for vulnerable pupils and their families is well supported by staff working very closely with a wide range of external agencies. This ensures that these pupils are able to access the whole curriculum. Every child in the school is recognised as an individual and comments from pupils indicate that they know this as they understand that there is strong support for them if they have problems or concerns. Excellent communication with parents and carers ensure that information is shared regularly and parents are involved in their children's learning. The outstanding arrangements for pupils entering the school at all ages help pupils to settle quickly and confidently. Similarly, highly effective links with the local high school enable excellent transfer to the next phase of pupils' education.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The quality of leadership conveys a strong sense of a common purpose. The clear vision generated by the headteacher and senior leaders is shared by all. Leaders have responsibilities to plan for development towards improvement and there are excellent opportunities for professional development which are strongly linked to the needs of the school. However, some leaders are further along this path than others because of the recent promotion of staff to other schools. Monitoring and evaluation demonstrates significant impact upon many areas of the schools development, however, the relatively slower progress at Key Stage 1 has not yet been fully addressed. Key to success is the ability of everyone to work together to create this inclusive school. There is a deep commitment to continued improvement which is founded in the trust and confidence staff have in each other.

Safeguarding arrangements are extremely secure. Effective steps are taken to ensure that the school is a healthy and safe environment and regular checks are made to minimise risks. Excellent procedures are followed and are well documented.

The school has a strong commitment to community cohesion which is clearly documented and demonstrates excellent outcomes for pupils. Central to all provision is that of the school within the local community. Global understanding is well embedded.

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

The wide ranging expertise of the governing body brings additional skills to the school. They are extremely positive about the work of the headteacher and all staff. They are unafraid to challenge and question because of their in-depth knowledge of the school. As frequent visitors, in a variety of different roles, they understand the priorities identified and the impact of developments toward improvement. Target-setting is very challenging for Key Stage 2 and outcomes for pupils are outstanding. As a result, the school provides excellent value for money.

These are the grades for leadership and management

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	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

This is an exciting environment in which children flourish. The strong leadership and effective team work hard together to engage with children and their parents to maximise every child's potential. Children enter Nursery with skills well below those typical for their age, particularly in social development, communication, language and literacy, and mathematics. Children quickly settle to new routines because of the excellent induction procedures. By the time they enter Year 1, skills are in line with those expected nationally for their age. This indicates excellent progress.

Indoor and outdoor activities are well planned to take into account the needs and interests of young children with excellent opportunities for them to take the initiative. Children engage enthusiastically in creative and problem-solving activities which are very well resourced including opportunities to access large apparatus. Adults rigorously observe and assess children's learning and the progress they make. Records are extremely detailed and adults use these effectively to identify children's next steps in learning.

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

The excellent support given to children ensures their well-being, and well-documented procedures ensure this is a safe place to be. Children are extremely secure as they confidently access the different areas of learning and happily discuss with others their thoughts and ideas. Children demonstrate abilities to share and take turns. They engage well in routines to keep them safe and healthy and their behaviour is very good. The excellent relationships children have with others help to support their very positive attitudes to learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers are extremely positive about all aspects of the school. All indicate that good behaviour is promoted very well and they are secure in the knowledge that their children are safe. Parents express strong views that teaching in the school is good. Many comments reflect the highly supportive care and guidance that their children receive which enables their children to learn well. Key to the highly successful partnership with parents is the accessibility of staff who support their needs and concerns very well. Many take advantage of the free breakfast club and recognise the considerable benefits it provides for their children.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Waterville 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	77	19	23	0	0	0	0
The school keeps my child safe	67	80	17	20	0	0	0	0
The school informs me about my child's progress	59	74	21	26	0	0	0	0
My child is making enough progress at this school	65	80	15	19	0	0	0	0
The teaching is good at this school	63	76	20	24	0	0	0	0
The school helps me to support my child's learning	59	71	24	29	0	0	0	0
The school helps my child to have a healthy lifestyle	51	62	30	37	0	0	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)	57	71	23	29	0	0	0	0
The school meets my child's particular needs	58	71	24	29	0	0	0	0
The school deals effectively with unacceptable behaviour	60	73	22	27	0	0	0	0
The school takes account of my suggestions and concerns	56	67	27	33	0	0	0	0
The school is led and managed effectively	62	75	21	25	0	0	0	0
Overall, I am happy with my child's experience at this school	68	86	11	14	0	0	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.



Thank you so much for the lovely welcome you gave us when we inspected your school recently. We really enjoyed talking to many of you and we were very impressed with the way in which you care for each other and for your school.

Yours is an outstanding school where all of the staff work really well together to make sure that you have lots of exciting opportunities to enjoy your learning. This helps to make your school a happy place. This is something that you told us and all of your parents agreed.

All of the staff and people who work with you in school make sure that you are very well cared for and this means that you feel safe and confident when you come to school. Your teachers plan lots of exciting things for you to do. Because they know what you do well, they help you to know what to do next. This has made a real difference to your reading and mathematics.

To help your school become even better, I have asked your headteacher and school leaders to help you even further by:

- giving you more individual challenge in your writing so that everyone can make even better progress, especially those of you who already write well
- helping everyone in Years 1 and 2 to make even better progress and achieve higher standards.

I'm sure that you will also be able to think of more ways in which you can help your school to become even better than it is now.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.