

The Waterloo School

Inspection report

Unique Reference Number	116633
Local Authority	Hampshire
Inspection number	338846
Inspection dates	19–20 January 2010
Reporting inspector	Charles Hackett

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

Type of school	Special
School category	Community special
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	43
Appropriate authority	The governing body
Chair	Chris Scott
Headteacher	Anna Brown
Date of previous school inspection	6 October 2006
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Introduction

This inspection was carried out by one additional inspector. He spent 40 per cent of his time looking at pupils' learning, observed seven lessons and one after-school club, saw six teachers teach and held meetings with groups of pupils, a governor and members of staff. He observed the school's work and looked at data on pupils' achievements and behaviour, school policies for safeguarding pupils, minutes of governors' meetings, pupils' individual education and behaviour plans and the 23 completed parental questionnaires received.

An Ofsted administrative error resulted in the omission of one question in the parental questionnaire. Whilst this has not affected the overall outcome of the inspection it does mean that the parental response on the question '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)' is not recorded in the report.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- the strengths and weaknesses of the curriculum and care arrangements that provide equality of opportunity for all pupils
- the impact of leadership and management on the quality of provision and the development of the school
- how effectively the three strands of community cohesion are addressed throughout the curriculum

Information about the school

Waterloo School caters for boys and girls with special educational needs and/or disabilities related to behavioural, emotional and social difficulties. Many, however, have other difficulties such as autistic spectrum disorders or moderate learning difficulties. All pupils have transferred to Waterloo after previously experiencing behavioural difficulties in a mainstream school setting. Almost all pupils are from White British backgrounds.

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

Waterloo is very effective at supporting pupils who have previously found learning difficult to make good progress both in their learning and personal development. 'The Waterloo School has had an enormously positive impact on him and on our family,' is how one parent described the effect the school has had on her son after what she describes as 'a very difficult year at his mainstream school'.

A key factor in the school's success is that pupils now enjoy learning. All the pupils met during the inspection said they liked being in school and felt that they were improving. This is confirmed by their achievements which show that most make at least good progress, with a minority making outstanding progress. Good data are collected on pupils' emotional development and suitable individual plans produced for education and behaviour. These are not always used effectively to demonstrate pupils' progress and offer specific individual guidance on how pupils could improve. Without doubt, however, pupils' behaviour improves considerably. Given their previous problems with their behaviour, this is a significant strength of the school. Pupils now know what they should do to behave appropriately. They follow instructions carefully and show a positive attitude to each other and the adults in school. All of this contributes to the creation of a positive learning environment. It also ensures that pupils feel extremely safe. Parents confirm this and stress how this has an impact on boosting their children's confidence and self-esteem.

Teaching is consistently good in all classes and has some excellent features. The most striking of these is the consistent approach taken by all staff to support pupils to understand what is expected of them in the classroom. They are shown what they need to do to maximise their opportunities to learn. Each lesson has a clear structure, well understood by the pupils. Good feedback is provided. Pupils are given encouragement, at regular intervals during the school day, to evaluate how well they have achieved and behaved and whether they have met their improvement targets. Teachers have good assessment information on pupils but this is not always used to plan the work so that it matches different abilities in the groups. For example, it does not always guarantee that higher ability pupils will be challenged by the work.

The excellent curriculum is imaginatively designed to engage pupils in learning. It is very effective at providing all pupils with equal opportunities to achieve. It succeeds in making learning fun and rewarding. It provides pupils with memorable experiences, such as the recent day trip to France, as well as dedicated time to improve their basic literacy and numeracy skills. Pupils have very good opportunities to learn about the lives of people from different backgrounds and religions and there are excellent links with the local community. The plans to embed all aspects of community cohesion are clear but

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not sufficiently detailed to ensure all pupils will cover all aspects

The headteacher leads a staff team committed to being very proactive in seeking to ensure it is providing the best it can for pupils. If deemed effective, new initiatives are readily taken on board and excellent training opportunities provided for staff. This includes supporting teaching assistants to train to qualify as teachers. Parents make special mention of the dedication of the headteacher and the very positive impact she has on the school's development. 'She has changed the lives of so many children,' stressed one parent.

Self-evaluation is good. This includes evaluations of specific aspects of the school's provision, for example the use of information and communication technology, where the success of its use is considered and amendments made as required. The good capacity for the school to improve further is also shown in the impressive improvements made since the previous inspection, particularly in pupils' attainment and the detailed school improvement plans.

What does the school need to do to improve further?

- By the end of the current term, ensure work set in lessons is always well matched to pupils' different ability levels
- Over the next term, ensure that individual education and behaviour plans and data on pupils' emotional well-being are used more effectively to track their progress
- As soon as possible, develop further the plans to promote all aspects of community cohesion throughout the curriculum

Outcomes for individuals and groups of pupils

2

The achievements of all groups of pupils have improved strongly over recent years and many now reach the expected level of attainment in English, mathematics and science by the end of Year 6. Given their previous difficulties in mainstream education, this represents at least good progress and for a few, outstanding progress. Progress is very impressive in reading, reflecting the effective emphasis throughout the school in supporting this.

Pupils, including those with learning difficulties and autistic spectrum disorders, made good progress in the lessons observed during the inspection. By the end of a Year 3 mathematics lesson, almost all pupils could describe the properties of a range of different shapes. In a Year 6 English lesson, pupils were developing good speaking and listening skills in discussing aspects of a short film clip they had seen. They showed how keen they are to do well by enthusiastically writing key words related to a topic and eagerly reading these out.

Pupils feel extremely secure in school. They develop a much improved understanding of what they need to do to be healthy, enjoying the many clubs and activities that encourage them to be physically active. Pupils know they are valued members of the school community. They know they are listened to and staff will make changes in the school if convinced of the benefits. The granting of a request from girls to be allowed to

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wear skirts is a recent example. Pupils' good spiritual, moral, social and cultural development is very well supported by the curriculum and support and guidance procedures. Pupils make outstanding preparation for life after Waterloo, when their previous difficulties and disaffection for school are taken into account. By the time they leave the school, the great majority have taken enormous strides towards being able to move confidently on to the next stage in their education. This is shown in the excellent improvements they make in their reactions to being in the classroom, their good attendance and positive responses to staff directions, such as responding immediately to the whistle at the end of break to ensure they are punctual for their next activity. Although only about ten per cent of pupils each year return to a mainstream setting, it is clear that many others are very well prepared for the next stage of their education because they have overcome the barriers to learning that existed prior to joining Waterloo.

These are the grades for pupils' outcomes

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	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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In all of the lessons seen during the inspection, teachers and their assistants set out

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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very clear guidelines on how they expect pupils to behave in class. For example, in an outstanding English lesson for Year 5 and 6 pupils comparing different versions of the same story, the teacher and assistant ensured that pupils worked closely together and knew exactly how they should respond towards each other and safely use the resources available.

Teachers work very effectively with their teaching assistants. In a good Year 5 information and communication technology lesson, the teacher focused on setting the learning task whilst the teaching assistant was able to record what a pupil had achieved on the 'I can do' achievement records. Teachers seek to make learning fun. In a Year 2/3 geography lesson, the teacher was helping pupils to know their address and understand what a postcode is. Pupils enjoyed the task of writing out their address on a postcard and drawing a monster on the other side, then stamping and posting their cards. Planning always takes account of pupils possibly needing additional support but does not always sufficiently take account of the different abilities in the class. For example, in an otherwise good Year 5/6 mathematics lesson, the task set for one pupil was too difficult and this impacted on his behaviour until a teaching assistant was able to intervene and offer support.

The curriculum has been exceptionally well thought out to attract the interests of pupils. The afternoon topic-based approach is innovative and creative. It ensures that pupils receive their full entitlement in relation to the national curriculum, as well as supporting their spiritual, moral, social and cultural development. Topics, such as the current one based on monsters, mean that pupils are eager to engage in activities all planned to give them access to a wide range of subjects. The curriculum provides good opportunities for pupils to receive one-to-one support for specific aspects of literacy and numeracy. The activities of the teaching day are very well supplemented with clubs after school, on Saturday morning and during holidays. These are well attended and give pupils access to many additional activities. For example, a film club visited during the inspection enabled pupils to successfully use a computer software program and digital camera to make short animated films.

Staff know pupils very well and use this knowledge well to help pupils to improve their behaviour and emotional well-being. All pupils have individual education and behaviour plans but these are not used as effectively as they could be to track pupils' progress. The routines when pupils arrive each morning are very well established and mean that careful attention is given to each pupil's emotional well-being. This allows for interventions to be put in place if required. Pupils know there is help for them if they need it. For example, in a lesson seen, a pupil, clearly unhappy about something, left his seat and moved a marker onto a list asking for time to talk to an adult. Very good systems and levels of supervision are in place that ensure pupils are safe. Excellent links with external agencies support this.

These are the grades for the quality of provision

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The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school has a strong staff team where morale is very high. Belief in the work and value of the school is clearly shared by all staff. The headteacher successfully galvanises the enthusiasm of staff and drives through school improvements. She ensures that throughout each day there is a consistent approach to how pupils are being supported, ensuring equality of opportunity. She leads by example, including regularly leading the break-time football sessions.

Strenuous efforts are made to ensure that pupils are safeguarded. Recently this has included improved security around the perimeter of the school and increased surveillance measures to prevent external vandalism to the school. Governors, who are strong advocates of the school, play their part in ensuring safety measures are effective. The school is very effective in ensuring equality of opportunity and freedom from discrimination for its pupils. To achieve this it works effectively with its partners, including parents and carers, in its efforts to support all pupils in having a worthwhile education. Many of these parents have previously found it difficult to work with schools but at Waterloo, partnerships with parents and carers are very positive. Daily communication cards ensure that parents know how well their child is doing and can easily communicate with staff. This effective communication is supplemented by parental workshops in school, where parents enjoy learning in the classroom alongside their children.

Positive links exist with the local community and other schools. These include effective outreach support offered to more than ten other mainstream schools when they are experiencing difficulties working with individual pupils displaying behaviour or emotional difficulties. Responses from the schools show how much they appreciate this support. The school's determination to extend this to include offering support at Waterloo for pupils from mainstream schools is another example of the excellent capacity there is for the school to improve even further.

Theme days and the topic work provide effective opportunities for pupils to gain a clear understanding of many aspects of community cohesion. These include helping pupils to gain understanding of why some people have different religious beliefs. Overall however, the plans to ensure all gain a full understanding of religion, ethnicity and socio-economic differences within the local and wider community are limited.

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	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	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

Views of parents and carers

The responses to the parental questionnaire show that parents are very positive about the school. Parents are very positive about how the school has helped their child. 'I have been overwhelmed by how well The Waterloo School deal with him' is one of many positive responses from parents.

A recurring theme in the comments made by parents is how much their child now enjoys school. 'Since attending this school, 'R' is a new child, with confidence and lots of happiness' is typical of the observations made.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Waterloo 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 23 completed questionnaires by the end of the on-site inspection. In total, there are 43 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	57	9	39	1	4	0	0
The school keeps my child safe	13	57	10	43	0	0	0	0
The school informs me about my child's progress	11	48	11	48	1	4	0	0
My child is making enough progress at this school	8	35	14	61	1	4	0	0
The teaching is good at this school	17	74	6	26	1	4	0	0
The school helps me to support my child's learning	11	48	11	48	0	0	0	0
The school helps my child to have a healthy lifestyle	13	57	10	43	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)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	16	70	7	30	0	0	0	0
The school deals effectively with unacceptable behaviour	17	74	6	26	0	0	0	0
The school takes account of my suggestions and concerns	13	57	9	39	0	0	0	0
The school is led and managed effectively	15	65	8	35	0	0	0	0
Overall, I am happy with my child's experience at this school	17	74	5	22	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.



21 January 2010

Dear Pupils

Inspection of The Waterloo School, Waterlooville PO7 7SS

Thank you for being so friendly when I visited your school recently. I very much enjoyed the visit, especially chatting to those of you on the school council. It is clear to me that you all enjoy being at the school. This is contributing to my view that the school is good, with some aspects being excellent. The fact that I consider your behaviour and attendance are good shows how well you have done to improve since you were in a mainstream school. You all have an excellent understanding of the benefits of being healthy. You feel very safe in school and this is benefiting you because you are becoming more confident in your abilities to achieve. This means your learning and progress are at least good.

The school is very creative in its curriculum and this is successful in engaging you in learning. All the many clubs add to the very good experiences that are offered for you to learn.

The school is very well led by your headteacher and other senior staff. They want the best for you and keep trying different things to develop the school to be even better.

To be even more effective I have suggested the school should:

- use what the school knows about you and your individual education and behaviour plans more effectively to track your progress
- ensure work in lessons is always linked to your different ability levels
- improve the planning to increase your understanding of local and global issues.

You can all do your bit to improve the school by continuing to work hard.

Best wishes

Charles Hackett

Lead inspector

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