

Pudsey Waterloo Primary

Inspection report

Unique Reference Number	134408
Local Authority	Leeds
Inspection number	341471
Inspection dates	10–11 December 2009
Reporting inspector	Carmen Markham

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	410
Appropriate authority	The governing body
Chair	Mr Mike Stein
Headteacher	Ms Kay Priestley
Date of previous school inspection	1 November 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 17 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at documentation including the school improvement plan, school policies and details of the progress made by pupils. Questionnaires returned by parents and carers were also scrutinised.

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

- pupils' progress in Key Stage 1 and performance in mathematics throughout the school, particularly in relation to the achievement of girls
- the impact that new arrangements for the monitoring of teaching have had on the rate of pupils' progress
- the quality of care, guidance and support of pupils, with particular reference to safeguarding and improvements made since the previous inspection
- the quality of provision in the Early Years Foundation Stage
- the effectiveness of leadership and management in ensuring that systems are sufficiently rigorous to ensure good outcomes for all pupils.

Information about the school

This large primary school was established in September 2004, following the amalgamation of an infant and junior school, but did not move into its new building until January 2006. The school has operated fully as one school for three years. The focus of this period has been to build an effective and united team of staff following many staff changes. Although the headteacher was appointed at the time of amalgamation, a new leadership team is now in place. The school serves an area where the majority of children are of White British heritage. The proportion of pupils of a minority ethnic heritage is below the national average. Almost all these children speak English as an additional language. The proportion of children eligible for free school meals is a little below average but increasing. Fewer children than is typical have learning difficulties and/or disabilities. The school admits children part time at the age of three years into the Early Years Foundation Stage. The school provides and manages a pre- and post-school care group. It has received the Healthy Schools Award and Activemark.

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?

3

The school's capacity for sustained improvement

3

Main findings

Pudsey Waterloo Primary is a satisfactory school with some good features. The good Early Years Foundation Stage provides a strong basis for pupils' strong personal and social development throughout the school. This is supported by the well-planned curriculum and good care, guidance and support for pupils in the main school. As a result, pupils behave well, attend school regularly and become mature, articulate and responsible members of their school community.

Children enter the Nursery class with standards broadly in line with age-related expectations and by the end of Year 6, overall, they attain average standards. This represents satisfactory progress for all pupils, with the exception of those with special educational needs and/or disabilities and those who speak English as an additional language, who make good progress because they are very well supported. Since the opening of the school the progress of pupils has varied because numerous staffing changes have contributed to inconsistencies in the quality of teaching. This has been compounded by the difficulties in appointing a management team with the skills to improve standards. Although there is good teaching in school, a significant minority is no better than satisfactory. The leadership and management team has always monitored effectively and is aware of shortcomings.

The school has recently been successful in appointing ambitious and appropriately skilled staff to lead the improvements in teaching and learning. This has been accompanied by the introduction of a data system to facilitate the recording and monitoring of pupils' progress. The system identifies pupils who need additional support and ensures that ambitious targets can be met. It has already helped to improve the performance of girls in mathematics, where underachievement was common. Since the previous inspection progress in some areas, particularly teaching, has been limited but curriculum and care, support and guidance have improved significantly with positive outcomes for pupils, especially in relation to their personal development. Overall, the school's capacity to improve is satisfactory.

What does the school need to do to improve further?

- Raise standards across the school by:
 - improving the quality of teaching
 - using assessment more effectively to plan lessons for the different learning needs of pupils
- Build the capacity of the new leadership and management team to drive

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improvements rigorously in teaching and learning by:

- using the new records of pupils' progress to identify rapidly pupils with specific learning needs and ensuring that effective intervention strategies are swiftly put in place
 - ensuring that all staff are accountable for the progress of pupils with whom they work
 - ensuring that all staff subscribe to the vision of high standards through high expectations
 - enabling staff to share good practice at both team and individual levels.
- About 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Standards at the end of Key Stage 1 have consistently been below average and have not built successfully on the good start provided in the Early Years Foundation Stage. By the end of Year 6 standards are a little above average in English and science but mathematics has tended to be below average. The recent improvement of the performance of girls in mathematics has helped standards to rise. More-able pupils usually achieve well in English and science but do not do as well in mathematics.

Achievement is satisfactory. Children enter the school with broadly typical skills for their age. They make good progress in the Early Years Foundation Stage but Key Stage 1 pupils have not made sufficient progress until recently. Progress then accelerates towards the end of Key Stage 2 and pupils leave the school with broadly average standards. The scrutiny of pupils' work, lesson observations and the school's records of progress indicate that improved teaching is beginning to accelerate progress in Key Stage 1, where standards are now rising. This demonstrates the impact of the work the school is undertaking to improve standards.

Almost all pupils enjoy school and have good attitudes to learning, often demonstrating high levels of enthusiasm and concentration, as seen in their excellent homework journals. In all classes relationships are good, the quality of presentation is high and pupils are very proud of their work. Pupils feel safe and secure and know how to maintain their own safety and the safety of others. Their attendance is above average and their behaviour is good. They make a positive contribution to the school community through the school council and their willingness to take on roles such as active coach and librarian. Pupils have a good knowledge of healthy lifestyles and understand the importance of healthy eating. They participate with enthusiasm in a range of sporting and keep-fit activities. They make an active contribution to the local community through many sporting links, projects linked to the local newspaper and their recent success in a civic pride competition. Their good spiritual, moral, social and cultural development is confirmed by the excellent awareness of these aspects seen in displays of pupils' work and pupils' positive attitudes to each other.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

There are examples of good and outstanding teaching and while teaching is never less than satisfactory, it is variable. In the good lessons pupils make good progress as the focus is to involve pupils fully in their learning. Planning ensures good use of resources, including information and communication technology (ICT), and pupils work in suitable groups to discuss and investigate ideas. For these pupils learning is fun. In satisfactory lessons the focus is on the teacher talking to pupils who use worksheets to record responses to questions that frequently do not challenge pupils. Not all teachers ensure that they plan lessons to meet the needs of all pupils and this slows progress. However, most marking is detailed and helpful and all pupils know the targets they need to meet to improve their work.

The curriculum has developed well since the previous inspection. Although lessons in English, mathematics and ICT are timetabled, the move to a topic-based curriculum has provided good opportunities for the development of a good range of basic skills. A lesson on designing an advertisement for a trainer shoe made excellent use of research using ICT and developed the skill of emotive writing and the use of technical language.

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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This approach has enabled learning to take place in an interesting and exciting context and improved attitudes to learning. Work is currently ongoing to develop mathematical skills in more curriculum topics. The curriculum makes a strong contribution to the personal development and safety of pupils. An interesting range of clubs and activities, including cookery and gardening clubs and sports coaching, are popular with all pupils and extend their understanding of the world, as well as their social skills. Visits to places of interest and opportunities for residential visits further enrich the curriculum.

The school creates a welcoming environment for pupils by celebrating their work in vibrant displays that reflect inclusion and diversity. There are rigorous systems to care for pupils and the school makes good provision for their personal development and well-being. The school ensures that the most vulnerable pupils are supported and guided very effectively through the effective deployment of staff, including the learning mentor, resources and outside agencies. Effective strategies are in place to encourage regular attendance. Good transition arrangements prepare children well for their entry to school and pupils' transition to high school. Several initiatives, for example the parent and toddler group, encourage parents' and carers' involvement with school. The care clubs at the start and end of the day are well run and support working families, while the well-attended breakfast club ensures that pupils are ready for school at the start of the day.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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?

Staffing difficulties have prevented the school from developing as fast as the leadership and management team would have liked. The difficulties included lack of opportunity to make some key appointments. A new, very able, and ambitious leadership team is now in place and beginning to drive improvement. The school has very accurately identified its strengths and areas for improvement and good plans have been drawn up to tackle weaknesses in teaching and in the use of assessment. The governing body is also in the process of developing its role. It is very supportive of the school and has a growing understanding of school issues, but most governors are unsure about how to promote improvement. Governors have ensured that all statutory requirements are met and that good safeguarding arrangements are in place. The school is effective in promoting equality and tackling discrimination. This is seen in the school's success in improving girls' performance in mathematics, as well as in the good progress of pupils who speak

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English as an additional language and those with special educational needs and/or disabilities. The school is a cohesive community where all work well together and respect and value differences through learning about various faiths and cultures, building links with communities in Asia, participating in civic pride events and visiting range of different localities in Britain.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Nursery with skills and knowledge at levels that are generally expected for their age. Good progress is achieved in children's learning across the Early Years Foundation Stage because of good teaching. This means that when they leave Reception, children's knowledge and abilities are above those that are nationally expected. Children's welfare is given a high priority. Good induction procedures mean that children settle quickly and feel secure. Good links with parents and carers are established and maintained and this ensures that children's needs are met well. Children are very well behaved and they respond well to clear expectations and the appropriate use of praise from staff. The good use of the spacious and stimulating indoor and outdoor areas encourages children to make choices, to learn, to share and to become increasingly independent in their work and play. The constant mixture of Nursery and Reception children enhances significantly their personal, social and emotional development and makes them confident learners.

The provision is well led and managed. An accurate understanding of its strengths and weaknesses is achieved through regular team meetings, shared planning, training and a

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thorough approach to assessment procedures. Staff are well motivated and are not complacent about their good environment. They strive to improve provision and outcomes even further for the children in their care. The coordinator recognises that the next challenge is to ensure that the school's good early years practice is employed to achieve a seamless transition into Year 1 for all children.

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

A minority of parents and carers responded to the questionnaires. Overall, parents and carers are positive about the school. Typical comments refer to the good progress of children, the good support for pupils with special educational needs and/or disabilities and the high quality of provision in the Early Years Foundation Stage. Typical comments report that: 'Children love school. They have a great sense of pride in their achievements and value being able to influence decisions in school through the school council.'

A small minority of parents and carers expressed concerns about behaviour, bullying and playground accidents. The inspectors could find no evidence to substantiate these views. There were also a small number of concerns about the quality of leadership and management and the limited progress of some pupils. The inspection found that the progress of some pupils can be improved and this is reflected in the section of this report entitled 'What the school needs to do to improve further'. The inspection team is also aware that, until recently, the school has been operating without a full management team. A new leadership and management team is now in place there is already some evidence of improvement to standards and progress in school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pudsey Waterloo Primary 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 410 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	65	22	32	0	0	2	3
The school keeps my child safe	45	66	21	31	0	0	0	0
The school informs me about my child's progress	32	47	31	46	5	7	0	0
My child is making enough progress at this school	38	56	23	34	3	4	0	0
The teaching is good at this school	42	62	22	32	0	0	0	0
The school helps me to support my child's learning	33	49	29	43	2	3	0	0
The school helps my child to have a healthy lifestyle	34	50	32	47	1	1	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	37	34	50	1	1	0	0
The school meets my child's particular needs	38	56	23	34	3	4	2	3
The school deals effectively with unacceptable behaviour	31	46	27	40	5	7	1	1
The school takes account of my suggestions and concerns	32	47	28	41	4	6	1	1
The school is led and managed effectively	26	38	34	50	1	1	5	7
Overall, I am happy with my child's experience at this school	44	65	19	28	1	1	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.



14 December 2009

Dear Pupils

Inspection of Pudsey Waterloo Primary, Pudsey, LS28 7SR

I would like to thank you for making my colleagues and me so welcome when we came to inspect your school. You were all very helpful and polite and displayed a lot of enthusiasm for your work. We were very impressed by the many excellent displays that make your school a very colourful and exciting place to work in. We would particularly like to thank the pupils who gave up some of their time to talk to us about their work.

Your headteacher, the governors and the staff all work hard to improve your school. You attend a satisfactory school that has some good features. By the end of Year 6 standards are average and your progress is satisfactory in English and science. It is not quite as good in mathematics, although it is improving. However, we think that you could make even better progress in these subjects, especially as children in the Nursery and Reception classes make such good progress.

The inspectors agree with your responses to the inspection questionnaires that reported that almost all of you feel well looked after, safe and happy in school. Teachers involve you in a lot of interesting activities and visits. Your behaviour is good and you take very good care of each other so that you can all enjoy school. Most of you attend school regularly and arrive on time. You know how to stay healthy and make the most of all the activities the school provides during and after school.

One of the reasons for our visit was to see how your school can improve. We have asked your school leaders to:

- raise standards throughout the school
- improve their ability to improve the quality of teaching and learning in your school.

You can help to improve your school by working hard to achieve your targets.

Very best wishes for the future

Yours sincerely

Carmen Markham

Lead inspector

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