

Tribal Education  
1-4 Portland Square T 08456 40 40 40  
Bristol enquiries@ofsted.gov.uk  
BS2 8RR [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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Mrs Diane Lawry  
Headteacher  
Waite End Primary School  
Mill Road  
Waterlooville  
Hampshire  
PO7 7DB

Dear Mrs Lawry

Ofsted monitoring of schools with a notice to improve

Thank you for the help which you and your staff gave when I inspected your school on 23 March 2010 and for the information which you provided before and during my visit. Please also pass on my thanks to staff, pupils and governors for their time on what was a busy school day.

There has been significant staff turnover since the previous inspection in July 2009. This has included three teachers starting in September 2009 for the Years 2, 3 and 6 classes. At the beginning of March 2010, the Year 6 teacher left and was replaced with a temporary, full-time teacher. There are fewer pupils on roll.

As a result of the inspection on 1-2 July 2009, the school was asked to:

- raise standards so that, by the end of Years 2 and 6, pupils' attainment is broadly in line with the national averages in reading, writing, mathematics and science
- reduce the number of pupils who are persistent absentees
- ensure that all leaders and managers contribute equally well to helping the school to improve.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

Overall standards of attainment are still low across the school, but there are an increasing number of pupils who are at expected levels. In Year 6, the picture is more complex because of the significantly high proportion of pupils who have started and left during the school year. The school's data and pupils' work indicate



that the majority of pupils who have been with the school longer than a term are beginning to make expected progress, especially in reading and mathematics.

Assessment results for Year 2 pupils are broadly in line with those expected nationally for reading and mathematics. This information in conjunction with work seen in pupils' books indicates that the schools' positive impact on the younger children is being maintained.

The school is aware that standards of writing in both key stages remain a weakness. It is in the early stages of providing targeted support for those pupils at risk of underachieving.

The quality of teaching ranges from satisfactory to outstanding. In the good and better lessons, teachers plan activities which meet the needs of most pupils. Teaching assistants are well deployed, especially to support those pupils requiring additional help with their learning. There is a good level of pace, ensuring that pupils are being challenged at all times and have practical, interesting activities. In most lessons, there are clear learning objectives and teachers share success criteria with pupils. Pupils know and understand their targets and know what they have to do to improve.

Where lessons are less effective, teachers spend too much time explaining and introducing lessons to the whole class. As a result, pupils' progress and access to more individual or group learning are hindered. There are inconsistencies between classes in how plans are produced. Consequently, there are lessons where pupils with specific needs, for example those with special educational needs and/or disabilities and/or at an early stage of learning English, are not always met. Marking is generally conscientious and regular. There are many good examples of written feedback, use of praise and reminders of targets. Pupils' behaviour is good.

Since the last inspection, the school has worked hard at improving pupils' rates of attendance. A sustained and relentless approach has successfully resulted in very few numbers of pupils who are persistent absentees. Overall attendance has improved and is now broadly in line with the national average.

The headteacher is now ably supported by the leadership team. There is a range of middle managers who are able to monitor and evaluate the performance of pupils. There is a clear action plan for improvement which is appropriately focused on raising pupils' attainment and suitably contributed to by subject leaders.

The headteacher and senior leaders have a clear understanding about the quality of teaching and learning in all parts of the school. More leaders and managers are involved in the improvements and report to the governing body regularly. Programmes of support and intervention for underachieving pupils are becoming more effective, but there is still insufficient detail in the assessment of the needs of different groups of pupils in order to fully inform teachers' planning.



Governors are aware of the schools' strengths and weaknesses and dedicated to improving it further. They pay regular visits to the school and meet with senior leaders. It is clear that the school is challenged by the governing body, but this not always detailed in the minutes of meetings.

The local authority's action plan is effective and it supports the school in a targeted, timely and sensitive manner.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

John Seal

Her Majesty's Inspector