

Waterloo Primary School

Crosby Road North, Waterloo, Liverpool, Merseyside L22 0LD

Inspection dates

16–17 November 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher provides strong leadership for the school. Ably supported by the deputy headteacher, other leaders and the committed staff team, she has been relentless in driving improvements. This improving school has the capacity to continue to move forward.
- The quality of teaching is now good. Teachers use good subject knowledge to provide activities that motivate pupils to do their best.
- Good and improving rates of progress made by pupils from, often low, starting points are leading to rising standards across the school in reading, writing and mathematics.
- Pupils who have special educational needs and/or disabilities, including those who attend the resourced provision, make at least good progress. This is because the support provided by teachers and support staff is carefully tailored to meet pupils' individual needs.
- Pupils' progress, including that of pupils who are new to the school, is rigorously checked in all subjects. Those who are not making the progress they should get help very quickly.
- Children make a successful start to school life in the early years because of good teaching.
- Teachers do not always follow the school's marking policy to ensure that pupils' work improves.
- This is a happy and caring school. Personal development, welfare and safety have a high priority and pupils, including the high number who join at other than the normal time, thrive and achieve well.
- Pupils work well in lessons and play harmoniously at playtimes.
- The vast majority of parents hold highly positive views of the school.
- Pupils' spiritual, moral, social and cultural development is promoted well. They benefit from a well-planned, varied curriculum that captures their interests and extends their horizons.
- Subject leaders are effective in their roles supporting all staff to develop their skills.
- Governors know the school well. They carefully check all aspects of the school's work and hold leaders to account well for its performance.
- Leaders are constantly seeking ways to make the school even better. However, some differences between the progress in writing and that of reading and mathematics remain, and the most able pupils are sometimes capable of doing even better in the foundation subjects.
- Despite leaders' firm focus on improving attendance, this aspect remains below average.

Full report

What does the school need to do to improve further?

- Further increase the progress of the most able pupils by consistently providing challenging work that consolidates and deepens pupils' knowledge, skills and understanding across the curriculum.
- Continue to overcome the gaps in pupils' understanding of spelling, grammar and punctuation to ensure that progress in writing is in line with that of reading and mathematics.
- Ensure that teachers enable pupils to improve their work by consistently following the school's marking policy.
- Continue to improve the attendance of pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, staff and governors are highly ambitious for the school. All share a determination to build further on the improvements brought about in the school's work since the previous inspection.
- Leaders ensure that the quality of teaching, learning and assessment is now good and constantly seek ongoing improvements. Well-targeted training helps staff fulfil their roles better. Teachers' performance is managed robustly. Leaders visit lessons, check on the quality of pupils' learning in their work and analyse information about achievement. Leaders make good use of assessment information in regular meetings with teachers and hold them to account for pupils' progress.
- Subject leaders have a good understanding of their areas of responsibility. They have a clear view of standards in the foundation subjects like history and information and communication technology (ICT). Checks to assess how well pupils are doing in each subject compared to the age expectations for each year group are in place. This allows leaders to track the progress of pupils in all subjects. However, opportunities to stretch the thinking of the most able pupils including in the foundation subjects are sometimes missed.
- School leaders make good use of the extra funding which the government provides to support the large numbers of disadvantaged pupils. As with all pupils, the school identifies the personal and learning needs of these pupils, including those of the most able. They plan accordingly so that pupils make good progress from their starting points and given their individual abilities in reading, writing and mathematics. A clear focus on improving the attendance of disadvantaged pupils who find it difficult to attend school regularly is evident.
- Pupils who have special educational needs and/or disabilities make at least good progress from their starting points. The funding provided by the government to meet the needs of these pupils is used effectively. Learning in lessons and pupils' additional support is monitored carefully by school leaders. Reviews with pupils, parents and professionals are based firmly around the needs of individuals in the resourced provision and in the mainstream classes.
- Primary sports funding is used well. As part of the school's work to encourage pupils to adopt a healthy and active lifestyle, pupils had the opportunity to meet a member of the British Olympic gymnastics team. Following this visit, school leaders increased the resources available for pupils to participate in games and activities on the playground during lunchtime. School records show that more pupils are participating in extra-curricular activities and inter-school sports competitions such as swimming. Teaching staff have strengthened their physical education teaching skills by working alongside the subject leader for this area of the curriculum.
- The curriculum is broad and relevant. It provides a good range of opportunities for pupils to learn about different cultures and understand global issues through its varied topic themes. Some themes have a science focus, such as that in Year 5 where pupils read the science-based story, 'George's secret key'. The curriculum is well enriched with a range of school clubs, trips out and visitors to the school that nurture pupils'

interests and develop their skills well.

- Through assemblies and lessons, pupils learn about different issues such as diversity, equality and human rights. They also learn about the local and wider community, raise funds for different charities and learn about tolerance, democracy and the rule of law. Pupils' spiritual, moral, social and cultural development and their understanding of British values are strong. All of this helps the school prepare pupils well for life in modern Britain.
- A significant number of pupils join and leave the school at other than the normal time. A considerable number of new arrivals have additional learning needs, which sometimes arise from pupils' previously poor attendance records and earlier disruptions in their primary education. The school clearly focuses on identifying pupils at risk of falling behind and any gaps in learning of the pupils who arrive at other than the normal time. The school is highly inclusive and leaders are determined to ensure that all pupils attend regularly and make the best possible progress given their abilities and starting points.
- The very large majority of parents are highly positive about the staff and leadership of the school as well as the safe and caring environment it provides for their children. They think the school communicates well with them.
- The school benefits from strong partnerships within a local cluster of schools. They regularly access training, moderate pupils' assessments and share expertise.
- The local authority's involvement has been helpful to the school. School leaders have used the support well to bring about improvements in the quality of teaching, learning and assessment.

Governance of the school

- The governing body continues to be effective in supporting and challenging leaders to ensure that the school provides the best possible quality of education for pupils. Governors have an accurate understanding of the school's strengths and the areas where it can improve further.
- Governors have a clear understanding of pupils' progress, including that of different groups. They undertake a wide range of well-planned visits to the school to gain first-hand views of its work, and diligently review the performance reports provided by school leaders. Link governors meet regularly with subject and other leaders to check on specific aspects of the school's work and report back their findings in detail to the full governing body.
- Governors know about the quality of teaching. They ensure that any pay awards for teaching staff are linked to the progress made by pupils.
- The governing body manages the school's finances well. Governors ensure that senior leaders check the impact of additional funding that the school receives such as the pupil premium, primary sports funding and money for pupils who have special educational needs and/or disabilities.
- Governors regularly seek the views of pupils when they review the performance of the school or are considering any changes to aspects of school life.

Safeguarding

- The arrangements for safeguarding are effective. Governors regularly check that the school's procedures and systems to keep pupils safe are followed. All staff have received appropriate training in all the required aspects of safeguarding, including spotting signs of radicalisation.
- Leaders undertake regular risk assessments to minimise any potential risks or hazards that could harm pupils. The school provides a safe environment for pupils and staff. The school site is secure and procedures to check visitors are robust. All staff take the safety of pupils very seriously and are vigilant in keeping pupils safe.
- Any concerns about pupils' well-being are carefully recorded and reported to the appropriate agencies when required. Parents are appropriately notified of concerns. The needs of pupils whose circumstances might make them vulnerable are met well.

Quality of teaching, learning and assessment

Good

- Senior leaders' decisive action has led to improvements in the quality of teaching. Observations of learning and teaching and scrutiny of pupils' work throughout the school and across a range of subjects show that pupils now make at least consistently good progress from their starting points in most subjects including reading, writing and mathematics.
- Well-planned lessons carefully build on what pupils already know and can do. Teachers provide activities that capture pupils' imaginations well. Subjects are woven together into interesting topics that allow pupils to practise a range of skills and recall learning from previous lessons. Teachers skilfully question pupils to check understanding and clarify misconceptions. They provide clear explanations to move learning forward.
- Teachers encourage pupils to share their ideas with their peers as they work collaboratively. Pupils are encouraged to explain their thinking to increase their understanding, build their confidence and develop their vocabulary. Pupils regularly reach for a dictionary to find different words to make their writing more interesting.
- The school's focus on developing pupils' ability to reason and deepen their learning in mathematics is proving successful. Year 6, for example, were tackling long division problems. Skilful questioning and clear explanations provided by the class teacher and teaching assistant prompted much rich debate about the problems set for pupils of all abilities. There was a real 'learning buzz' in the room as pupils showed great resilience as they worked. The school's 'have a go' culture was evident.
- During daily English lessons, teachers develop pupils' writing and spelling, grammar and punctuation skills well. Teaching enables pupils to make good progress; however, in the older classes, there has not yet been enough time to completely overcome gaps caused by previous weaknesses in teaching within the school. In addition, many of the pupils who join the school at other than the usual time arrive with gaps in their learning. Senior leaders have deployed some of the pupil premium funding to provide targeted teaching for identified pupils each morning which is helping to close the gaps.

- Pupils show good reading skills. They use their knowledge of phonics well to tackle unfamiliar words. They develop increasing comprehension and inference skills as they move up the school. Pupils enjoy the many opportunities provided for them to read different types of texts in school. Many also read for pleasure at home.
- The excellent relationships that exist throughout the school are a key factor in helping pupils learn well. Teaching assistants are well trained and make a valuable contribution to supporting the learning of pupils who have special educational needs and/or disabilities and those whose circumstances might make them vulnerable.
- Pupils in the resourced provision classes benefit hugely from learning sessions carefully tailored to meet their individual needs.
- In accordance with the school's assessment policy, teachers' marking offers praise and provides helpful 'next steps', but not all follow the school's marking policy closely.
- The presentation of work in pupils' books has improved significantly since the previous inspection. However, handwriting is not yet taught consistently across the school.
- Teaching is not yet outstanding because the level of challenge in some lessons, particularly for the most able, is not high enough to move learning on rapidly, and although progress is good, it could be even better.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school. They are friendly and polite and make visitors and new pupils very welcome.
- Pupils say they feel safe and well cared for. Responses to Parent View, comments from parents who spoke to inspectors and the school's most recent parent survey support this view. Pupils are taught to keep safe and manage risk. For example, they have a good understanding of the potential dangers of the internet and mobile phones.
- Anti-Bullying Week was taking place during the inspection. Pupils have a very good understanding of the different types of bullying and say that the adults in the school take any incidents very seriously. A group of pupils who are trained to act as anti-bullying ambassadors take their roles in helping their fellow pupils very seriously. An inspector observed the mature way that representatives of this group led an assembly during the inspection. Pupils of all ages know that, 'It's good to tell.' They say that bullying does not happen often and they trust the staff to deal with any issues quickly and fairly.
- There is a strong caring culture in the school. The school knows its pupils and their needs well. It promotes strong support for all pupils, including those who attend the resource provision and pupils whose circumstances might make them vulnerable.
- The popular breakfast club provides a nourishing, happy start to the day. Pupils of all ages play and relax happily together at the after-school club.

Behaviour

- The behaviour of pupils is good.
- Pupils think that behaviour has continued to improve since the previous inspection. Positive attitudes to learning are evident throughout the school and contribute well to the at least good progress made by all. Levels of concentration are good; pupils say that disruptions to learning are rare.
- Pupils play well together during playtimes and positive relationships exist between adults and pupils. Support staff and lunchtime supervisors encourage pupils to play games together using the resources provided for this purpose. Pupils like the way the playground is organised into zones that allow them to run and play games like football or find a quiet space to chat with their friends.
- Overall, pupils' attendance is low when compared to national averages. The impact of the attendance of some pupils who join the school at other than the usual time is noticeable. The attendance of pupils who start school in Reception is close to average and few are persistently absent. The attendance of pupils who have missed a lot of schooling before joining the school is still lower than average but shows significant improvement due to the concerted efforts of school leaders, staff and parents.

Outcomes for pupils

Good

- School leaders' strong focus on improving the quality of teaching, learning and assessment is proving successful. This has led to improved outcomes for pupils. Over time, the progress made by pupils has improved and the progress of current pupils from their different, but often lower than typical, starting points, is now good.
- In key stage 1, standards have improved since the previous inspection. At the end of Year 2, provisional 2016 results show that pupils reached broadly average standards in reading, writing and mathematics. This represents good progress from pupils' starting points.
- 2016 provisional results show that standards at the end of Year 6 are generally below average. However, many pupils arrive and leave the school, particularly during key stage 2, causing a disruption to their learning and skewing the school's attainment data. Over a fifth of the Year 6 cohort in 2016 joined the school in either Year 5 or Year 6, and around half of the pupils in the current key stage 2 classes did not start the school in Reception.
- Very detailed analysis of pupils' attainment and progress by school leaders shows that those pupils who have been at the school from Reception consistently reach standards at or above the national average by the end of Year 6. Those who arrive later make good progress from their starting points, particularly in reading and mathematics. Inspection evidence supports this view.
- Pupil premium funding is deployed effectively. Because of effective teaching and well-focused support for their personal and emotional needs, disadvantaged pupils achieve well. They make at least good progress from their starting points and given their individual abilities.

- Pupils who have special educational needs and/or disabilities, including the pupils who attend the specially resourced provision, do well and make at least good progress from their starting points. This is because pupils have carefully tailored programmes to match their individual needs.
- A consistent approach to the teaching of early reading skills has led to an increase in the proportion of pupils reaching the national standard in the end of Year 1 phonics check.
- The most able pupils, particularly those who started their school life in Reception, are making at least good and often better progress. However, consistently higher challenge is needed to enable the most able to make the best possible progress and deepen their learning in reading, writing and mathematics and the foundation subjects.
- The school takes very good care of pupils who are in the care of the local authority. Their personal, social and emotional needs are met well and these pupils make at least good and often rapid progress once they have settled into the school.

Early years provision

Good

- Leadership of the early years is good. Since taking up her post, following the previous inspection, the leader of the early years has established a well-organised and purposeful learning environment to support and encourage children's learning and development.
- Classroom routines are well established and maintained by staff and understood and followed by the children. Teachers and teaching assistants work as a strong team to ensure that children are kept safe and secure. Welfare arrangements are met and safeguarding is effective.
- Most children start Reception with skills, knowledge and understanding below those typical for their age. An above-average proportion of children start school with special educational needs and/or disabilities. Improvements in the quality of teaching, learning and assessment since the previous inspection are ensuring that all groups of children, including the disadvantaged, make at least good progress from their starting points. The proportion reaching a good level of development is now in line with the national average and children are better prepared for Year 1.
- All staff have a good understanding of the needs of the children in the Reception classes. The curriculum is engaging and well planned. Adults regularly check how well children are doing and adjust learning activities to take account of children's interests and what they need to do to improve.
- Children's phonic skills are developed well. Adults use good subject knowledge to provide a range of resources and activities to enable children to develop early reading skills well. Phonic skills are built on by adults as children play. They skilfully check understanding and address any misconceptions as they arise.
- Children play and learn happily together. For example, a group of children learning in the outdoor area chose to sit together in the exciting 'nest' that staff had created out of leaves and tree branches. The children chose to put on the masks that the staff had provided and started to retell the story of the 'Owl baby'. They listened carefully to each other, took turns and prompted each other as they recounted the story that their

teacher had shared with them earlier. A member of staff observed the children's interaction, carefully making notes of their achievements as children shared their ideas.

- The vast majority of parents hold highly positive views about the school. They feel well informed and able to contribute to their child's education.

School details

Unique reference number	104870
Local authority	Sefton
Inspection number	10019787

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	387
Appropriate authority	The governing body
Chair	Maria Moss
Headteacher	Ruth Baldwin
Telephone number	0151 9284274
Website	www.waterlooprimaryschool.co.uk
Email address	admin.waterloo@schools.sefton.gov.uk
Date of previous inspection	13–14 November 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is larger than the average-sized primary school. The number on roll is rising. An above-average proportion of boys attend the school.
- The Reception classes provide full-time early years provision. Children join the school from a wide number of early years settings.
- Most pupils are of White British heritage.
- The proportion of pupils who have special educational needs and/or disabilities is high. The proportion of pupils with a statement of special educational needs or an education, health and care plan is much higher than average.

- The school houses a 30-place specially resourced provision for pupils who have special educational needs. Currently, this provision is providing education for 27, Reception to Year 6, pupils with autistic spectrum disorder.
- The proportion of disadvantaged pupils is high.
- The number of pupils who are in the care of the local authority is much higher than average.
- A significant number of pupils join and leave the school at other than the normal time; usually in the key stage 2.
- Since the previous inspection, the school has experienced significant staffing changes. Eight teachers have left the school and a similar number have been appointed. The leadership team has been reorganised and some subject leaders are new to their roles. The early years has a new leader and team of teachers and support staff.
- The governing body provides breakfast and after-school clubs for pupils who attend the school.
- The school is part of the CAPITAL Network, a local cluster of schools.
- The school met the government's floor standards in 2016. These are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment over time. They observed learning in classes, including a number jointly with the headteacher, and when pupils learned in small groups.
- The inspectors looked at examples of pupils' work and talked to them about their work. They listened to pupils read and observed the teaching of reading skills. Inspectors talked to pupils about the books they have enjoyed and those that they are currently reading. Inspectors took note of displays around the school and the learning taking place outdoors.
- Inspectors talked with pupils informally as pupils played at breaktimes, visited the dining hall at lunchtime and observed pupils' behaviour as they moved around school. They met formally with three groups of pupils.
- An inspector met with the chair of the governing body and five other governors.
- Inspectors met with a representative of the local authority and with members of school staff.
- Inspectors spoke to a number of parents at the start of the school day. They took account of 18 responses to Parent View and the school's most recent surveys of pupils' and parents' views. Forty-seven returns to the staff questionnaire completed during the inspection were considered.
- Inspectors examined a range of documents, including information about pupils' progress, school improvement and external views of the school. Inspectors reviewed the contents of the school's website and scrutinised records relating to behaviour, attendance and safeguarding completed by school staff.

Inspection team

Lyn Pender, lead inspector	Ofsted Inspector
Kevin Ward	Ofsted Inspector
Michelle Beard	Ofsted Inspector

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