

Inspection of Waterside Primary School

Ashford Crescent, Hythe, Southampton, Hampshire SO45 6ET

Inspection dates: 12 and 13 November 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils enjoy coming to school. They feel safe and well cared for by staff who take their time to get to know each pupil well. As a result, pupils are confident to talk to and interact with each other and with adults. Pupils consider bullying to be very rare. They know that if they had any concerns or worries, these would be dealt with quickly.

Behaviour is positive. Pupils of all ages know what is expected of their conduct and treat one another with kindness. They enjoy each other's company, such as when they share their lunch before going out to play. Pupil play leaders help to make sure that playtime is positive and active. In class, pupils rise to their teachers' high expectations. They learn well through the school's well-designed curriculum and are keen to build their knowledge and contribute their ideas.

Pupils consider their regular singing assemblies to be a highlight. They know assembly routines well, and these enable all pupils to join in. Rousing and well-rehearsed renditions of pupil-chosen songs are sung with gusto. Parents and carers are regularly invited to watch, and pupils enjoy performing in front of each other and their families.

What does the school do well and what does it need to do better?

Leaders, including governors, have a strong vision for education at this school and its place at the heart of the community. They have high ambition for every pupil. Pupils recognise this and feel valued. The school has a detailed understanding of its pupils and families. Parents are highly positive about the broad education that the school offers their children. They appreciate how happy their children are at school.

The school's curriculum identifies precisely what pupils should learn, and when they need to learn it. Pupils have positive attitudes to their learning and are keen to join in. In lessons, checks are made to identify what pupils do and do not know. However, sometimes, this information is not used well enough. As a result, some pupils' misconceptions are not addressed. Additionally, in places, pupils do not have opportunities to practise applying and deepening their knowledge. The school is aware of this and has new plans in place to continue to improve the checking and deepening of pupils' knowledge.

Pupils with special educational needs and/or disabilities (SEND) are known very well by staff. As a result, their needs are identified and understood. Adaptations to help pupils learn are usually appropriate. Pupils with SEND learn with their peers. They achieve well at the end of key stage 2. However, in places, systems to check that pupils with SEND benefit as much as possible from their lessons are not used well enough. The school is continuing to strengthen this checking process.

Reading is prioritised across the school. Pupils study a wide range of texts and enjoy their daily reading time. The school's Year 6 reading ambassadors are active in promoting reading. They are proud to work with staff to help select texts that will inspire others. Pupils, who are in the earlier stages of learning to read, are helped by knowledgeable

staff. Phonics teaching is precise. Children in early years enjoy learning sounds in well-structured sessions. They continue to practise what they have learned within free play and with adults. Pupils who need extra support in learning to read are quickly identified and helped to catch up. Detailed staff training means that this extra help is consistent and impactful.

Early years is a strength of the school. Children benefit from the school's detailed knowledge of child development. Close relationships with families help staff to know children well and to develop their interests. As a result, teacher-led and free-play activities help children learn and physically develop. Children's communication is a consistent focus. Rich conversations with adults and careful use of vocabulary develop children's self-expression. Careful checking by staff helps to identify any areas of learning where children need additional help and leads to targeted support.

Pupils' wider education is closely matched to their needs. Learning in the woodland is a particular highlight for pupils, as are the wide range of clubs and trips that pupils have access to. Pupils are encouraged to be ambitious and tenacious. They are courteous and consider treating each other with respect to be a hallmark of the school. Pupils are taught about relationships. They particularly value learning about how to stay safe and physically and mentally healthy.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is variation in how well assessment is used to identify gaps in pupils' knowledge. As a result, the school does not always know how secure individual pupil's learning is, or precisely what they can remember. The school should continue to strengthen its approach to checking and closing gaps in knowledge and ensure that pupils are given regular opportunities to apply and deepen their knowledge and skills.
- Currently, systems to check the effectiveness of the support provided for pupils with SEND are not routinely in place. As a result, this support is not always precisely targeted to the needs of each pupil. The school must continue to ensure that provision for pupils with SEND is regularly checked for its impact to ensure that it is effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115899
Local authority	Hampshire
Inspection number	10341364
School category	Community school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	The governing body
Chair of governing body	Lisa Taylor
Headteacher	Emma Moakes
Website	www.waterside.hants.sch.uk
Dates of previous inspection	8 and 9 May 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection of the school since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, inclusion lead, curriculum leaders and other staff.

- The inspectors met with the chair of governors and other members of the governing body and a representative of the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, music and history. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning, and looked at samples of pupils' work. The inspectors listened to a sample of pupils read. Inspectors also viewed a range of pupils' work from other foundation subjects.
- The inspectors examined a range of documentation provided by the school, including leaders' self-evaluation and improvement plans.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the responses to Ofsted Parent View. They also took into consideration the responses to the confidential staff and pupil surveys.

Inspection team

Ed Mather, lead inspector

His Majesty's Inspector

Carla Laney

Ofsted Inspector

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