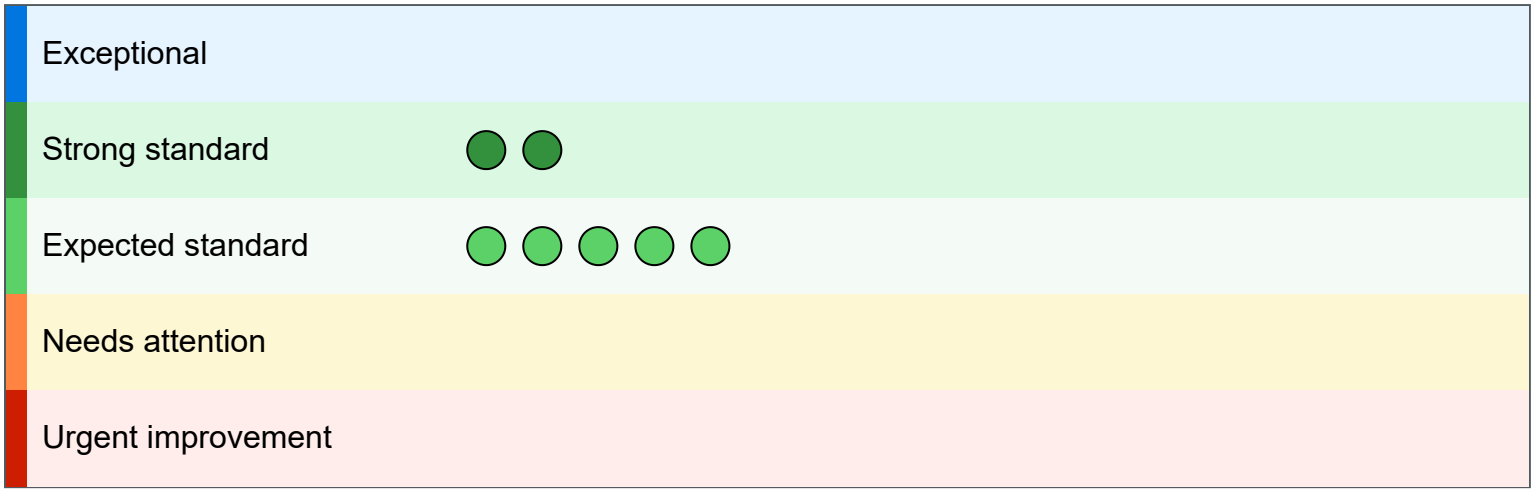
Pudsey Waterloo Primary

Address: Victoria Road, Pudsey, West Yorkshire, LS28 7SR

Unique reference number (URN): 145525

Inspection report: 29 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Early years

Strong standard

Leaders have established an ambitious and highly effective early years curriculum. It is well designed and sequenced from Nursery to Reception across the areas of learning. Leaders ensure that children learn to read using the school's phonics programme. Staff teach this programme consistently well. It ensures that children get off to a flying start in their learning.

Leaders use a detailed checking system to identify children's starting points. Leaders check children's knowledge and understanding in detail across the different areas of learning. This ensures that staff identify and deal with any gaps in children's learning swiftly and precisely. Leaders identify children who face barriers to their learning quickly. They implement personalised strategies to reduce these barriers effectively.

The early years environment is stimulating and engaging. There are consistently high-quality interactions between adults and children. Children enjoy learning through stories, rhymes and songs. They quickly become confident in using a broad vocabulary and they achieve consistently well from their respective starting points.

A well-planned programme of personal, social and emotional development supports children's wellbeing and welfare. Children behave politely and respectfully. They take turns and listen to others carefully. Most children are very well prepared for Year 1.

Personal development and wellbeing

Strong standard

Leaders have established an extensive personal development and wellbeing programme that meets the needs of all pupils highly effectively. The personal, social and health education (PSHE) programme is carefully adapted to the school's context. Leaders use a broad range of pupil voice and checks on learning to understand where pupils' knowledge is less well embedded. They analyse this thoroughly and adapt the curriculum swiftly and effectively where necessary. Consequently, pupils develop a deep and secure knowledge of the PSHE curriculum.

Pupils understand the importance of the fundamental British values. They learn about diversity and they value cultural differences. Pupils show integrity and respect towards others. They know how to keep themselves safe and healthy, both online and offline. Pupils understand the importance of healthy relationships and consent.

Leaders engage with a wide range of external agencies and providers to complement and deepen the PSHE programme. This supports pupils to understand safeguarding risks at an age-appropriate level. For example, following training from a local charity, pastoral staff deliver sessions to pupils that support them to understand healthy relationships. Leaders also work with a local rugby club to educate pupils about the risks of gangs and anti-social behaviour.

Leaders have embedded a comprehensive system of pastoral support across the school. When pupils are occasionally upset or worried in school, they are confident in accessing 'The Rainbow Room', where skilled staff help them to feel happier and reassured. This

supports them in attending school well and being able to access learning across the curriculum.

Leaders have developed a wider curriculum that broadens pupils' cultural horizons and develops community awareness. All pupils benefit from this programme, which includes experiences, such as sleeping overnight at space camp, a debating competition, a Shakespeare performance and participating in a choir. Similarly, leaders have established a wide range of extra-curricular clubs, including chess club, LEGO club, cooking club and 'two-touch' football club. Pupils value this offer.

Expected standard

Achievement

Expected standard

Pupils generally achieve well across the curriculum and across year groups. Most pupils can recall important knowledge. This helps them to access new learning and to deepen their understanding over time. Pupils' attainment in national tests has been close to the national average in recent years. This is the case for all pupils, including disadvantaged pupils.

Most pupils are well prepared for their next steps in education. Pupils who face barriers to their learning, including pupils with special educational needs and/or disabilities, make appropriate progress through the curriculum from their respective starting points. Leaders support staff to identify pupils, who have gaps in their basic knowledge and skills. They put support in place so that these gaps close quickly.

Attendance and behaviour

Expected standard

Pupils understand the importance of high attendance. Most pupils attend school well, including pupils with special educational needs and/or disabilities. Overall, attendance and persistent absence have generally been close to the national average over time. Leaders check attendance closely to identify trends. They know the barriers to high attendance. Leaders recognise that a small number of disadvantaged pupils are absent from school too often. Where pupils' attendance falls below leaders' expectations, they identify and put strategies in place to support this, such as meeting with parents and carers. This helps many pupils to attend school more regularly.

Pupils typically behave well. They respond positively to the well-embedded rules and routines across the school. Lesson times are orderly and pupils show positive attitudes to learning. Pupils value the rewards system, which recognises positive behaviour and effort. Leaders analyse behaviour data to establish patterns. They ensure that staff deal with any very rare incidents of bullying, discriminatory behaviour or derogatory language quickly and effectively. Leaders have established a structured programme of activities that help social times to be purposeful. Pupils appreciate this. They engage with one another maturely and respectfully.

Curriculum and teaching

Expected standard

The curriculum is well sequenced across subjects and across year groups. Leaders check the quality of the curriculum carefully. This supports them to have an informed and accurate understanding of the quality of the curriculum and teaching across the school.

Staff teach the phonics programme effectively. This supports pupils to learn to read and to access the wider curriculum well from an early age. Leaders ensure that the mathematics curriculum gives pupils opportunities to apply their mathematical fluency to problem-solving activities. Where pupils have not secured the basic skills in reading, writing and mathematics, leaders ensure that pupils receive support to rehearse and secure this knowledge before moving on. Across all subjects, pupils use resources, such as knowledge organisers, to remind them of key concepts and vocabulary. This helps them to access learning successfully.

Leaders have established a set of teaching principles. These ensure that staff use consistent teaching approaches. Teachers typically use questioning well to identify and deal with pupils' misconceptions. They make largely effective adaptations to learning to meet the needs of pupils, including pupils who face barriers to their learning. Occasionally, activity choices are less effective in supporting pupils to access learning or make progress from their starting points.

Inclusion

Expected standard

Leaders create a welcoming culture in the school. They use effective systems to identify pupils' needs quickly and effectively. They work with a wide range of external agencies to establish the most appropriate ways to meet the needs of pupils, who face barriers to their learning. This includes pupils with special educational needs and/or disabilities (SEND), pupils who are disadvantaged and pupils who are known, or previously known, to social care. Leaders support staff to be able to meet these pupils' needs and reduce barriers through a well-considered professional learning programme.

Leaders ensure that individual plans for pupils with SEND identify bespoke, specific strategies to meet their needs. These typically help to reduce these pupils' barriers to their learning. Leaders regularly review the impact of these plans. They adapt strategies as necessary.

A small number of younger pupils access 'The Den' and some older pupils access 'The Hive' for part of each day. These are areas within the school that leaders have recently introduced to provide more personalised support for pupils with SEND. This provision helps pupils to access the curriculum and to be more successful in their learning.

Leaders have developed a well-considered strategy for the use of additional funding. This identifies actions to reduce the barriers to disadvantaged pupils' learning. Staff understand this and they generally implement it effectively.

Leadership and governance **Expected standard**

Leaders use comprehensive systems of quality assurance to give them an accurate understanding of the school's strengths and areas for development. Leaders prioritise appropriate actions to further develop the school's provision in the best interests of pupils.

Leaders are outward looking. They work with a wide range of other schools and external providers to establish a high-quality, evidence-based programme of professional development. This supports staff to build their expertise and confidence. Staff at all levels benefit from a network of professional expertise across the trust. They appreciate the way in which this allows them to share experiences and identify best practice in their respective roles.

Trustees and governors know the school well. They offer constructive support and challenge in holding leaders to account. They fulfil all of their statutory duties effectively.

There is a real sense of community across the school. Staff feel well supported by leaders in managing their workload and wellbeing. They enjoy working at the school. Parents and carers are proud to send their children to the school. They value the regular communication and positive messages that they receive about their children. They speak passionately about the way in which Pudsey Waterloo Primary supports their children to become confident, respectful and independent young people.

What it's like to be a pupil at this school

Pupils are proud to attend Pudsey Waterloo Primary. They are happy and safe. Most pupils attend well. There are lots of smiles as pupils arrive at school. These reflect the warm, positive relationships that pupils have with staff. Pupils value the way in which staff are available to help if they are worried or upset. Pupils enjoy the company of their friends. They behave with care and kindness towards one another. Older pupils are positive role models to younger pupils. There are very few instances of bullying. Pupils are confident that staff would deal with it quickly if it did happen.

Classrooms are calm environments, where pupils enjoy learning. Pupils respond enthusiastically during lessons. They like the way that teachers bring lessons to life by, for example, linking their learning to the local area. Pupils are positive about the regular opportunities to use the library and to read at school. Many pupils read for pleasure. Pupils generally achieve well across the curriculum. Pupils who face barriers to their learning benefit from the way that teachers break tasks down so that they can succeed.

Pupils enjoy a wide range of broader enrichment experiences at the school. These include a significant number of extra-curricular clubs and trips. Leaders encourage as many pupils as possible to engage in these opportunities. Many pupils take up leadership roles. These include school councillors, eco-councillors, reading ambassadors, reading buddies and play detectives. Pupils feel privileged to be in these roles and they enjoy the responsibility that comes with them. They speak with confidence and pride about how school leaders act upon

their suggestions. For example, leaders recently agreed to pupils' request for a skateboarding club, a karate club and a school rock band.

Next steps

- Leaders should ensure that staff choose activities and adaptations that meet the needs of all pupils effectively to support them to achieve consistently well across the curriculum.
- Leaders should further develop and embed their work to reduce the barriers to regular attendance to ensure that attendance is high for all pupils, including those who are disadvantaged.

About this inspection

This school is part of Owlcotes Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lesley West, and overseen by a board of trustees, chaired by Judith Norfolk.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on Tuesday 29 and Wednesday 30 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the head of school, the executive headteacher, the CEO, leaders from the school and from the trust, members of teaching and non-teaching staff and several groups of pupils during the inspection. An inspector spoke with members of the board of trustees and the local governing body.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Head of School: Dan White

Lead inspector:
Tim Johnson, His Majesty's Inspector

Team inspectors:
Judy Shaw, Ofsted Inspector
Simon Swift, Ofsted Inspector
Karen Smith, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

416
Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

499
Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

21.56%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

2.64%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

17.79%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	62%	Close to average
2023/24 (final)	71%	61%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	68%	75%	Below
2023/24 (final)	84%	74%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	70%	72%	Close to average
2023/24 (final)	75%	72%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	87%	74%	Above
2023/24 (final)	84%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	47%	Close to average
2023/24 (final)	62%	46%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	63%	Below
2023/24 (final)	85%	62%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	59%	Close to average
2023/24 (final)	62%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	61%	Close to average
2023/24 (final)	69%	59%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	62%	67%	-6 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	85%	80%	5 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	78%	-8 pp
2023/24 (final)	62%	78%	-16 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	81%	-11 pp
2023/24 (final)	69%	79%	-10 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	5.8%	5.1%	Close to average
2024/25 (3 term)	5.1%	5.2%	Close to average
2023/24 (3 term)	4.7%	5.5%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	17.4%	14.4%	Close to average
2024/25 (3 term)	13.2%	13.0%	Close to average

Year	This school	National average	Compared with national average
2023/24 (3 term)	11.8%	14.6%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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