

# Templenewsam Halton Primary School

## Inspection report

---

<b>Unique Reference Number</b>	107941
<b>Local authority</b>	Leeds
<b>Inspection number</b>	377673
<b>Inspection dates</b>	5–6 March 2012
<b>Lead inspector</b>	Yvonne Mills-Clare

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	500
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Furness
<b>Headteacher</b>	Karen Patel
<b>Date of previous school inspection</b>	18 September 2008
<b>School address</b>	Pinfold Lane Halton Leeds LS15 7SY
<b>Telephone number</b>	0113 2930314
<b>Fax number</b>	0113 2930315
<b>Email address</b>	patelk12@leedslearning.net

---



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



© Crown copyright 2012

## Introduction

### Inspection team

Yvonne Mills-Clare  
Sue Eland  
Peter Allen

Additional inspector  
Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed the teaching of 18 teachers in 18 lessons or part-lessons. Two of these lessons were joint observations with the headteacher and deputy headteacher. In addition, meetings were held with pupils, members of the governing body and school staff, including senior and middle managers. Inspectors observed the school's work and looked at a number of documents, including the school improvement plan, safeguarding and child protection policies, attainment data and assessment information. They listened to pupils read and looked at pupils' work. Inspectors analysed 176 parental and carers' questionnaires and others completed by pupils and staff. Inspectors considered the on-line questionnaire (Parent View) when preparing for the inspection.

## Information about the school

This is a larger than average sized primary school. Most pupils are White British. There are increasing numbers of pupils from minority ethnic groups, although the overall figure is lower than the national average. Very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals, although rising, is below average. There are far fewer disabled pupils and those who have special educational needs than is found in schools nationally. The proportion of pupils with a statement of special educational needs is in line with national figures.

The school has received the Stephen Lawrence Level 1 award, Healthy School status, the Inclusion Charter Mark, Investors in People and Investors in Pupils and is formally recognised for exceptional delivery within the National School Sports Partnership. The school meets the government's current floor standard which sets the minimum expectations for attainment and progress. The school runs a morning breakfast club and an after-school care club. There is a children's centre on site which is subject to a separate inspection. Its latest report is available on the Ofsted website.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. Its success stems from warm and friendly relationships, pupils’ positive attitudes and a whole-school focus on pupils’ achievement and well-being. Overall good leadership and management ensure that pupils make increasingly good progress. The school is not outstanding because there are some inconsistencies within teaching. In addition, although monitoring and evaluation systems are used well to inform school improvement, outcomes are not always recorded formally and, therefore, do not provide the best basis for rigorously evaluating the impact of actions taken.
- Children enter the nursery with skills and knowledge that are below those typical for their age, and are even lower in literacy and mathematics. Pupils make good overall progress through the school, achieving particularly well in reception, and leave Year 6 with average attainment. Therefore, achievement across the school is good.
- Pupils learn well because most teaching is engaging and skilful. However, some aspects of practice are inconsistent, with pupils, at times, unclear about what they are learning. Occasionally, opportunities are missed to use marking and agreed criteria effectively to ensure all pupils are clear about how well they are doing and how they can improve.
- Parents and carers think highly of the school. Pupils’ behaviour is good and pupils are courteous to adults and each other. Incidents of any type of bullying and racial harassment are few and when they occur are documented and dealt with swiftly by the school. Pupils have a good understanding of how to keep themselves safe in various situations, including when using the internet.
- Strong leadership has ensured this harmonious community shares a common sense of purpose. Regular monitoring and effective coaching by senior leaders have resulted in a quality of teaching that is usually good and occasionally outstanding. Senior leaders and managers have an accurate view of the school’s strengths and weaknesses. A clear focus on pupils’ welfare and the

rigorous tracking of their progress are at the heart of the school's inclusive ethos and ensure effective performance management.

## What does the school need to do to improve further?

- Ensure all teaching matches the best in order to raise pupils' attainment and achievement by:
  - ensuring that pupils are clear about what they are expected to learn
  - providing clear criteria to enable pupils to know how they can improve their work
  - using marking consistently and effectively to inform pupils of how well they are doing and of what they need to do to improve.
- Develop the role of leaders in the school by ensuring that outcomes from monitoring undertaken by leaders are recorded formally to provide a strong basis for more rigorously evaluating the impact of actions taken.

## Main Report

### Achievement of pupils

Pupils are attentive in class and keen to do well. They particularly enjoy practical activities, such as discussing ideas with a talking partner and recording their sentences on video. Pupils' current work and the test results from 2011, together with the school's own data, show that attainment in English and mathematics at the end of Year 6 is average. The progress pupils make from their below average starting points is good. A notable success is that the proportion of pupils making expected levels of progress in English is above the national average, reflecting the upward trend in the school's performance. Parents and carers are understandably pleased with their children's progress. One parental view was typical of many, 'My son has come on leaps and bounds since he started this school.'

Children have a sound start in nursery. Pace of learning accelerates through reception and by the time pupils enter Year 1 their overall progress has been good, with the majority working comfortably within the Early Learning Goals. However, their skills in reading, writing and aspects of mathematics are still lower than in other areas. Disabled pupils and those with special educational needs make good progress because activities are matched to their needs and they receive effective support. Thorough tracking of the different groups and well-targeted support and interventions ensure there is little variation in the achievement of groups across the school, including those few pupils who speak English as an additional language and more-able pupils.

Pupils' attainment in reading by the end of Key Stage 1 and by the time they leave school in Year 6 is average. This is because the teaching of phonics is good and pupils have a good understanding of the sounds that letters make. They are able to read for purpose and meaning across the curriculum. Pupils have a good grasp of number, with challenging activities and practical lessons offering opportunities for

pupils to practise and consolidate their skills. The school focus on writing, including providing pupils with opportunities to write at length, means that progress in writing is accelerating and skills are improving. One group of Year 3 pupils thoroughly enjoyed demonstrating their learning to others through their speech bubbles and 'moving' speech marks.

### **Quality of teaching**

The overwhelming majority of parents and carers and most pupils agree that the quality of teaching is good. This is a view with which inspectors concur. Teachers' planning retains a clear focus on developing pupils' basic literacy and numeracy skills. Paired and group working opportunities, tasks that promote enjoyment and opportunities to reflect on their own and others' work, effectively promote pupils' spiritual, moral social and cultural development. As a result, behaviour is good and pupils have highly positive attitudes to learning. Warm and trusting relationships and effective use of praise mean pupils are happy to share their ideas. This was evident in a number of lessons. For example, in a Year 4 poetry lesson pupils were happily swapping ideas on alliteration and adjectives to put in their 'swag bag.'

Good teaching in most classes, with outstanding elements in some, has a number of strengths. There are strong, positive relationships between teachers and pupils. Teaching assistants provide effective support. The best lessons also focus on, and evaluate, learning outcomes to adapt future tasks so that pupils' skills and knowledge are built upon well. Pupils are encouraged to check their work against their 'steps to success' and extra steps are added to take account of pupils' abilities and what is needed to take learning forward. This was apparent in a literacy lesson where pupils were planning a discussion between two characters from Roald Dahl's 'Esio Trot'. In addition to the agreed criteria, one group had to include adverbs, another to include adjectives.

High expectations permeate the whole learning experience in the best lessons; this is evident in the care and pride pupils take in their handwriting and presentation in books. Pupils know what they are expected to learn and are given guidance on how to improve their work, through agreed criteria and meaningful marking. Consequently pupils begin tasks with gusto and self-belief. However, in the few less effective lessons these good features are not always evident. Here inconsistencies creep in and the quality of experiences the pupils receive can be variable. There is over-use of worksheets and pupils are not always clear about what they are expected to learn or how they can improve their work. Moreover, only the best marking provides sufficient guidance to inform pupils how they can move forward in their learning.

### **Behaviour and safety of pupils**

Pupils are well behaved and this contributes very positively to their learning and progress and to the very strong social and moral ethos of the school. Pupils like their school and their teachers and are polite and respectful. Attendance overall is above average. Pupils willingly participate in the tasks that they are given and are very supportive of each other when working in small groups. Most parents and carers agree that behaviour is typically good and that learning is not disrupted. Inspection

evidence indicates that pupils, including children in the Early Years Foundation Stage, are courteous and respectful and their behaviour in classrooms and around the school is good. Almost all parents and carers agree that the school keeps pupils safe.

Very few parents and carers have concerns about the school's effectiveness in tackling bullying. Different groups of pupils say they feel safe and that bullying rarely happens. Pupils are generally confident that any cases of bullying are dealt with seriously. School records show senior leaders and managers follow the school's anti-bullying policy to document and swiftly address issues to which they are alerted.

Pupils have a good knowledge of how to keep themselves safe in all aspects of their daily life. They talk knowledgeably about 'Stranger Danger', fire safety and cycling proficiency, as a result of visitors to school. Older pupils know what they should do to keep themselves safe when working on personal computers at home. The school is very good in pursuing the interests of pupils whose circumstances make them potentially vulnerable through good partnerships with parents and carers and outside agencies and its own good 'in-house' support provided by the learning mentor and other staff. The well-attended breakfast club provides a warm and nourishing start for the pupils and ensures they are ready to learn.

## **Leadership and management**

The headteacher, with good support from the deputy headteacher and other senior staff, has established a clear vision for improvement and has the respect and support of the staff, parents and carers. The determined leadership, effective school development planning and focussed professional development have enabled the school to bring about good improvements. Key leaders and managers provide staff with expert guidance through whole-school training and helpful curriculum guidance. The close monitoring of the work of the school means that senior leaders and managers know the school well. However, outcomes of monitoring and evaluation are often shared through discussions that do not always provide a formal basis for rigorously evaluating the impact of actions taken to improve performance.

Due to the good quality information they receive and opportunities to participate in first-hand monitoring, members of the governing body provide well-informed challenge and support. Effective partnerships are used to enhance almost every aspect of school life. Strong partnerships with the local high and primary schools mean pupils benefit from art, drama and science teaching, while plentiful extra-curricular and extended provision ensure that pupils are motivated, safe, supported and keen to engage in learning. All requirements for safeguarding and risk assessments are met and almost all parents and carers who returned questionnaires believe the school cares very well for their children.

The school is a harmonious community in which pupils gain a good understanding of different ways of life in this country and elsewhere which they respect and value. The broad and balanced curriculum provides an interesting range of first hand experiences for pupils, programmes to promote their emotional well-being and the much enjoyed residential trips promoting teamwork and confidence. These promote not only the good development of academic key skills, but also ensure that pupils' spiritual, moral, social and cultural development is also supported effectively.

Robust systems to check on pupils' progress mean there is little variation in the achievement of different groups, and, as there are very few instances of harassment, the school's provision for promoting equality and tackling discrimination is clearly successful. Accurate self-evaluation and leaders' strong focus on improving pupils' achievement and promoting their well-being, demonstrates its good capacity for sustained improvement.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

---

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



7 March 2012

Dear Pupils,

**Inspection of Templenewsam Halton Primary School, Leeds, LS15 7SY**

What a delightful time my colleagues and I had when we visited your school! Thank you for being so friendly and willing to share your work and your views about school. We consider your school to be a good school. These are the main things we found out during the inspection.

You enjoy your learning; you are willing to work hard and keen to do your best. This means you make good progress over time. You are happy to come to school and so your attendance is above average. Your teachers are good at making your learning fun. You enjoy being involved in your learning and working with others.

You know how the school expects you to behave and believe most pupils behave well most of the time. You are considerate and polite so behaviour in classes and around the school is good on a day-to-day basis. It is good to hear that you feel so safe and think bullying rarely happens. You generally believe the school deals well with any issues you raise.

Even though we believe your school is a good school, part of our job is to see what your school could do better. We have asked all the staff, leaders and governing body to help you reach higher levels in your work and make even faster progress. We have asked that all your teachers make it clear to you what you are expected to learn. Some of you know what your teacher is looking for in your work, when they share the 'steps to success' with you. We would like all of you to have this kind of information to help you in your lessons. We found that marking does not always tell you how to improve your work so we have asked your teachers to make sure you always get good advice. We know that the leaders in your school often discuss how well the changes they are making to improve the school are working. We have asked them to write down their findings so they have a record to help them measure the improvement that has been made.

It was a pleasure to meet you. Good luck in the future!

Yours sincerely

Yvonne Mills-Clare  
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).