

Temple Mill Primary School

Inspection report

Unique Reference Number	132267
Local Authority	Medway
Inspection number	360425
Inspection dates	24–25 November 2010
Reporting inspector	Lindsey Diamond

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair	Stephen Peachel
Headteacher	Jane Bright
Date of previous school inspection	2 October 2007
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Introduction

This inspection was carried out by three additional inspectors. Eleven lessons were observed, which were taught by eight teachers. Meetings were held with two governors, including the Chair of the Governing Body, a local authority representative, senior and middle managers, and various groups of learners. The team observed the school's work, and looked at the school's data on attainment, learning and progress for all year groups. The school improvement plan, self-evaluation documentation and lesson plans were also scrutinised. The inspection team analysed 47 questionnaires completed by parents and carers, as well as talking informally to groups of them. Additionally, 92 questionnaires, completed by pupils in Years 3 to 6, were analysed, along with 6 completed by staff. The school's safeguarding procedures were investigated and evaluated.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The development of the pace of learning in lessons, especially in Years 5 and 6, and the impact on pupils' attainment.
- How well the curriculum is matched to the learning needs of pupils.
- The role of assessment in supporting pupils' learning throughout the whole school.
- The impact of leaders and managers at all levels, especially middle leaders, on driving improvements across the school.

Information about the school

Temple Mill is an average-sized primary school. The proportion of pupils with special educational needs and/or disabilities is higher than found nationally, as is the proportion of pupils with statements of special educational needs, which includes those with learning, behavioural and emotional needs. The proportion of pupils who are eligible for free school meals is in line with the national average. Most pupils are from a White British background.

Early Years Foundation Stage children are taught in morning and afternoon Nursery classes and one Reception class. Children join from a range of pre-school settings and some encounter Reception as their first experience of formal education. There is a children's centre on site that is managed by the headteacher. This was not inspected.

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

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Temple Mill is a satisfactory school. It has some good features, but the school acknowledges that there are areas that need to be improved. Although attainment for pupils leaving the school has been low over the past few years, the school is taking robust steps to enhance the pace of learning and progress. This has resulted in pupils in most year groups, especially lower down the school, working in line with the national expectations for their ages. The key strengths of the school are as follows.

- The school's ethos is friendly and welcoming, relationships are good and pupils make good gains in their personal development. ♦
- The outcomes for children in the Early Years Foundation Stage are good.
- Care, guidance and support are strong, so that pupils behave well and are sensible and enthusiastic learners.
- The quality of teaching is generally good and is the major reason why most pupils make good progress.
- Links between subjects are beginning to make learning more relevant and interesting.

The developing systems for evaluating the strengths and weaknesses of the school are playing their part in improving its performance, and middle managers are being trained to support this process, although some are new to their roles. The school has worked hard to redress the areas for improvement identified during the last inspection, although some weaknesses in matching work to pupils' needs still exist. The current key weaknesses of the school are as follows.

- Progress is not yet consistent across the curriculum or between year groups, with slower progress made by boys, the most able, and pupils in Years 5 and 6.
- Despite many strengths in the teaching, teachers do not consistently use assessment information to adapt the curriculum and to match tasks closely enough to the learning needs of pupils. They do not always focus their planning sufficiently on the outcomes for learners or ensure pupils are fully aware of their targets.
- There are not clear systems to hold teachers sufficiently to account and to ensure that senior staff are fully aware of strengths and areas for development in subjects and/or year groups, and their capacity to actively promote high quality learning is therefore limited.

Pupils' behaviour is good. This is reflected in the classrooms, as pupils move around the school, during assembly and at play and lunchtimes. On the very few occasions when it

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was seen to be less than positive, it was in lessons where teaching was not as stimulating and pupils were seen to go off task.

Senior staff and governors have begun to develop a process designed to improve the school's self-evaluation. Alongside this they are working to embed a vision based on clear and shared values, whilst improving attainment, learning and progress. While they recognise that aspects of self-evaluation need strengthening, such as lesson observations and the sharing of good practice, leaders have identified and remedied many weaknesses. This has led to improving attainment levels and demonstrates the school's satisfactory capacity to improve and to fulfill its emerging vision for the future.

What does the school need to do to improve further?

- Raise the quality and consistency of teaching further and improve pupils' rates of progress for specific groups of learners, especially boys, the most able, and those in Years 5 and 6, by:
 - making better use of assessment as a tool to guide planning for learning so that it is more reliably matched to pupils' abilities
 - ensuring that planning clearly focuses on pupils' learning and outcomes, rather than simply the activities pupils undertake
 - developing pupils' awareness of their targets and next learning steps
 - enhancing teachers' expectations for higher achievers
 - ensuring that the curriculum is specifically adapted to cater for the learning needs of individuals and groups of pupils.
- Create a system throughout the school in which leaders at all levels, including teachers who are leaders of learning, have a clear view of their roles and responsibilities in enhancing attainment, learning and progress by:
 - making better use of performance management as a tool to support learning.
- Sharpen the monitoring of teaching and learning in order to create a more accurate view of areas for improvement and so enhance the self-evaluation process by:
 - developing peer monitoring in order to share best practice
 - creating a coherent and regular programme of classroom observation by senior leaders.

Outcomes for individuals and groups of pupils

3

There has been a pattern over the last three years of pupils leaving Year 6 with learning outcomes significantly below national expectations. However, robust systems have now been put in place to enhance learning and progress throughout the school. These have had a positive impact on all learners, although some groups have had more ground to make up than others and are still behind their peers. Pupils with special educational needs and/or disabilities make good progress. Pupils are prepared satisfactorily for the next stage of their education and for working life, with transition arrangements for Year 6 supporting the pupils well in their move to secondary education. Pupils' behaviour and above-average attendance underpin the school's drive to continue to improve attainment.

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In discussions, pupils reported that they feel very safe at school and they showed a good understanding of risk. Pupils also have a good understanding of different aspects of their health, including, for older pupils, an appropriate grasp of the dangers of drinking, smoking and taking drugs. Pupils have a good awareness of right and wrong and how to get on with others, but their spiritual and cultural development is less advanced. Pupils value their school community and are willing to take on roles of responsibility, for example as school counsellors and peer mediators. However, their role in the local community is more limited.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The good teaching firmly underpins the good and improving progress that pupils make, and some exceptional practice was observed, especially lower down the school. In the best lessons, teachers use questioning very effectively as a tool to support learning. However, there were very few other assessment strategies seen, except in Early Years Foundation Stage. As a result, opportunities for keeping records of pupils' learning were missed and, therefore, key information for planning next learning steps was lost. Pupils work in warm and friendly classroom environments that enable them to enjoy their learning. Most pupils receive the right level of challenge that promotes their learning well, and they are engaged with their tasks. In some of the lessons observed, especially higher up the school, insufficient attention was paid to matching work to pupils' needs. This was

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also evident in lesson planning. Some groups of pupils, primarily the most able, were insufficiently challenged in their learning, meaning that they could not always achieve all that they were capable of doing.

Since the previous inspection, the school has made efforts to enhance the curriculum and give pupils greater opportunity to make choices in their learning. This is yet to become fully embedded across the school, which continues to restrict the pace of learning. Where cross-curricular planning is strongest, there are clear links between subjects, enabling learners to apply skills more freely across the curriculum. Visits and visitors are used to support the curriculum and both an author and a poet have recently visited the school. The provision in information and communication technology (ICT) is good, with the school now able to provide wireless connections for laptop computers used by whole classes. These are used to support learning across the curriculum.

The school staff know their pupils well and the care and support for them are good. Staff are very alert to the needs of potentially vulnerable pupils and ensure that they are well catered for. Pupils with special educational needs are particularly well cared for, with support specifically targeted to their needs.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has a clear vision for the school's improvement and is fully supported by the senior team. Much has been achieved, but it is recognised that there is still much to do. Any significant underachievement by pupils has been picked up by the school, and plans are in place to support all groups of learners. However, improvement strategies have not yet had time to fully embed and impact positively on learning for all pupils. Although not all groups of pupils yet make good progress, the school is attempting to promote equality for all and there is no evidence of racial or other forms of discrimination.

The school has made a successful start to the broadening of responsibilities, including the analysis of whole-school data by the leadership team. This has supported their understanding of strengths and areas for development in teaching. Teachers themselves have had less experience, and therefore have less of an understanding, of how the analysis of data can support them in moving learning on. The governing body has undergone significant changes in membership over the last year, but is now well organised into committees with clearly defined strategic roles, although it is currently too early to measure the impact of these changes. As a result, it is becoming more aware of school issues and providing a higher level of challenge as well as support. The arrangements for safeguarding are good. All procedures and policies are fully in place and systems are

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effective. The school has made good links with partner agencies in order to support pupils. It also makes good use of community figures, for example a retired police officer who regularly visits the school. Pupils have a good understanding of themselves as citizens in the school community, although the school's efforts to promote community cohesion are no more than satisfactory because pupils' understanding is less well defined in local, national and global contexts.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. The vast majority of children enter the school with skills below those levels expected for their age, with many having weak communication, language and literacy skills. They have historically made at least satisfactory progress in the Early Years Foundation Stage, but more recent evidence shows that progress in many areas of learning is now at least good, leading to most pupils leaving Reception well prepared for Year 1 and beyond. During the inspection, some outstanding practice was seen, for example in the wide range of learning opportunities offered around the Hansel and Gretel story. Children settle well into Nursery and most transfer into Reception. They are confident and aware of school routines. Children are provided with a wide range of exciting and engaging activities in both the indoor and outdoor environments, and were seen to enjoy, especially, the opportunity to bring their bicycles and helmets into school as part of National Road Safety Week. This was very effective as a tool to support both children's physical development and their understanding of bicycle safety. However, although assessment takes place, and is well recorded, it does not always focus on the very specific learning needs of individuals. The early years team is working hard to develop links with parents and carers and fully involve them in their children's learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Informal discussions with parents and carers in the playground, and feedback through the questionnaire, show that they are generally supportive of the school. A small minority of parents and carers raised poor behaviour as a concern, but no evidence of this was seen during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Temple Mill Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 229 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	64	16	34	0	0	1	2
The school keeps my child safe	29	62	14	30	2	4	2	4
My school informs me about my child's progress	18	38	24	51	5	11	0	0
My child is making enough progress at this school	19	40	19	40	5	11	4	9
The teaching is good at this school	17	36	25	53	5	11	0	0
The school helps me to support my child's learning	21	45	21	45	3	6	0	0
The school helps my child to have a healthy lifestyle	14	30	30	64	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	36	23	49	1	2	3	6
The school meets my child's particular needs	15	32	26	55	2	4	3	6
The school deals effectively with unacceptable behaviour	18	38	16	34	7	15	5	11
The school takes account of my suggestions and concerns	18	38	20	43	7	15	0	0
The school is led and managed effectively	14	30	22	47	7	15	2	4
Overall, I am happy with my child's experience at this school	20	43	22	47	5	11	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



26 November 2010

Dear Pupils

Inspection of Temple Mill Primary School, Strood ME2 3NL

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers and observing the lessons, assembly, lunch times and play times. You and your parents and carers told us that most of you enjoy school. We found that your school is satisfactory, and that things are improving.

These are the things we found that your school does especially well.

- You get off to a good start in Nursery and Reception.
- Once you join Year 1, most of you make good progress, especially from Year 1 to Year 4.
- Most of you enjoy learning, and you come to school regularly and on time.
- Your behaviour is good and you are sensible. ♦
- Your governors, headteacher and senior managers have a clear view of how they want the school to improve.
- Staff work well together.

We have asked your staff and governors to work on three key areas that will make your school even better. First, we have said that it is very important that the pace of your learning speeds up so that all of you are fully ready for secondary school by the time that you leave Year 6. Second, we have asked staff to improve aspects of your teaching, for example by assessing your learning as it is happening and then using this information carefully to plan your next learning steps. Finally, we have asked that the school's leaders monitor your progress and visit your classrooms more often so that they can support your teachers in helping you.

You can help with these improvements by asking questions in learning time and making sure that your teacher knows if work is too easy or too hard. Well done for coming to school so regularly. Please keep this up so that you have the very best opportunities to progress.

Yours sincerely

Lindsey Diamond

Lead inspector

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