

Temple Hill Community Primary School and Nursery

Inspection report

Unique Reference Number	118571
Local Authority	Kent
Inspection number	358388
Inspection dates	30–31 March 2011
Reporting inspector	Robert Ellis HMI

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	533
Appropriate authority	Interim executive board
Chair	John Studley
Headteacher	Yvonne Hunter
Date of previous school inspection	2 December 2009
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Introduction

This inspection was carried by one of Her Majestys Inspectors and three additional inspectors. They visited 20 lessons, observed 20 teachers, and held meetings with groups of pupils, staff, members of the interim executive board and a local authority representative. Inspectors looked at the development plan, curriculum plans, tracking data showing pupils progress, teachers lesson plans, pupils work, displays around the school and the outside learning areas. The team analysed 117 questionnaires returned by parents and carers as well as responses in completed pupil questionnaires.

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

- The extent to which pupils progress has accelerated since the last inspection, particularly of those who have average or below average prior attainment.
- How effectively assessment is used to ensure that pupils of all ages are suitably challenged and supported.
- The extent to which the curriculum ensures that children in Nursery and Reception are sufficiently engaged and challenged by open-ended activities.
- How effectively the school promotes pupils knowledge and understanding of different faiths and cultures.

Information about the school

Temple Hill is a large primary school with a nursery. Most pupils are White British and the proportion who speak English as an additional language is broadly average. Around one in three pupils are known to be eligible for free school meals. Although the proportion of pupils who have a statement of special educational needs is broadly average, the proportion who have learning difficulties and/or disabilities is high. The majority of these pupils have moderate learning difficulties or speech and language difficulties.

When the school was inspected in December 2009, it was deemed to require a notice to improve. Significant improvement was required in relation to pupils attainment and progress in English, mathematics and science. In September 2010, an interim executive board was appointed to replace the governing body.

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

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Good progress has been made since the previous inspection. The school meets the needs of its pupils and the outcomes of the actions taken demonstrate a good capacity for further improvement.

- The school is led well and the interim executive board provides a good balance of challenge and support.
- Appropriate systems and procedures are in place to ensure that those responsible for leading and managing the school have a clear picture of its strengths and areas for development.
- Pupils levels of attainment are rising and their progress is accelerating.
- Effective systems and procedures are in place to track pupils progress and provide support for those who are falling behind or who need extra help.
- Pupils are cared for very well and they receive good guidance and support. They enjoy school and their behaviour is good.
- The school knows its community well and makes a good contribution to promoting community cohesion.
- Pupils feel safe and the schools arrangements to ensure their safety are effective.
- There are good partnership arrangements to support pupils learning and development.
- The quality of teaching is satisfactory and it is improving because of the training and support that are provided for teachers. However, the monitoring of teaching does not take sufficient account of the progress of different groups of pupils.
- The use of assessment to support learning is not fully embedded and teaching does not always take full account of the precise needs of different groups of pupils. Pupils do not have sufficient opportunities to evaluate their own progress and become independent.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Build on improvements in teaching in order to raise pupils levels of attainment and accelerate their progress by:
 - embedding the use of assessment information to ensure that all groups of pupils are consistently and realistically challenged to make good progress
 - enabling pupils to be more effectively involved in evaluating their own progress and develop greater independence.
- Ensure that the monitoring and evaluation of teaching and learning have a sufficient focus on the outcomes for different groups of pupils to inform the schools self-evaluation and improvement planning.

Outcomes for individuals and groups of pupils

3

Children join the school with levels of skills, knowledge and understanding that are generally below average. They then make satisfactory progress so that by the time they reach Year 6 their levels of attainment are mostly similar to those of other children of their age. Because of previous underperformance, some pupils have gaps in their knowledge and understanding, which means that few are working at levels that are above average. In lessons, pupils showed that they enjoy learning and they made satisfactory, sometimes good, progress.

Pupils said that they feel very safe, and their parents and carers agreed. They are confident that there is always someone to turn to if they have problems and that the adults in school will deal with any issues fairly and appropriately. Pupils look after their school and each other, and their behaviour in lessons and around the school is good. They know what is required to stay safe and healthy, and they participate enthusiastically in a range of good physical activities. There are good opportunities for pupils to contribute to the school and the wider community, and they are increasingly involved in making decisions about their learning. For example, pupils work with their teachers to plan themes as part of the creative curriculum.

Most pupils attend well but a significant minority have not responded to the good work that the school is doing to support and challenge pupils who have poor attendance. Consequently, overall attendance is only satisfactory.

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

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	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

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?

Teaching has improved since the last inspection and it is now satisfactory overall, with some examples of good practice. Appropriate assessment systems are in place but assessment information is not used consistently well across all classes and pupils are not sufficiently involved in evaluating their own progress. Most lessons are planned well to take account of the different needs and prior learning of pupils. However, occasionally, the needs of some groups of pupils are not met fully enough to enable them to fulfil their potential.

The curriculum matches the needs and aspirations of most children. Links are made between different areas of learning and the use of visits, visitors and a broad range of well-attended clubs and activities, including choir, horticulture and sports, enrich the curriculum. Pupils particularly enjoy the specialist coaching in sports that is provided during the school day.

Evidence of the quality of care, guidance and support can be seen in the good personal and social development of pupils. The school provides a welcoming and stimulating environment where all pupils are valued regardless of their background or ability. There are notable examples of where effective partnerships with a wide range of agencies have helped pupils and their parents and carers overcome personal difficulties and significant barriers to childrens learning. Pupils get good advice and guidance so that they can make

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informed choices about their futures. There are good transition arrangements that ensure that pupils are prepared well to move on to their next class or on to secondary school.

These are the grades for the quality of provision

The quality of teaching	3
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 senior leadership team has an ambitious vision for the school and is focused on improvement. Self-evaluation and clear priorities for improvement are based on the systematic monitoring of the work of the school and the evaluation of performance data. Middle leaders are supported effectively and are developing their roles and responsibilities while staff at all levels are taking responsibility for improving achievement. The monitoring of teaching and learning identifies strengths and areas for development but judgements about the quality of teaching do not give sufficient weight to the outcomes for different groups of pupils and are consequently over-generous.

The interim executive board is ensuring that statutory duties are met and it is holding the school to account for tackling weaknesses and rapidly improving outcomes for pupils. Procedures for safeguarding pupils are rigorous and effective.

The school has accurate information on the academic and personal development of individual pupils and takes action to promote equality and tackle discrimination. Consequently, the gaps between different groups are beginning to close. There are effective links with health and social care professionals and with other schools. These links make a good contribution to pupils learning and development. A good example is the arrangement for groups of pupils to attend the local academy to work on design and technology projects.

The school is a cohesive community and it is increasingly reaching out to the local community and beyond. For example, links are established with a school in Ghana and pupils are encouraged to take an interest in community foreign languages; the language for this term is Tamil.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of the school's engagement with parents and carers	2
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

The Nursery provides a welcoming environment and children are happy and enjoy learning. Children make satisfactory progress in their learning and personal development and an increasing proportion are on track to start Reception with the knowledge, skills and understanding expected for their ages. In Reception, outcomes are improving steadily and the provision is satisfactory and improving. The outside areas for learning now provide a rich resource to support childrens learning and development. Children are cared for well and good support is provided for those who are identified as having additional learning or emotional needs. There is a good mix of adult-led and child-initiated activities, many of which are open-ended. Children sustain interest in what they do and their experiences and reactions are systematically recorded. Adults work closely together to plan activities and review childrens leaning. Monitoring ensures that leaders and managers have identified areas for development and there are clear plans to build on recent improvements. Links with parents and carers are particularly strong and productive.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

The vast majority of parents and carers who responded to the inspection questionnaire, or who spoke to inspectors, were very positive about their childrens experiences at the school. A typical comment was: I am pleased with my daughters education. She enjoys school immensely and feels part of a valued community. A minority of parents and carers felt that their children do not receive the precise support that they need. Inspectors found during this inspection that the school was doing all that could reasonably be expected and that delays sometimes resulted from a lack of specialist provision in the area, which was beyond the schools control.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Temple Hill Community Primary School and Nursery 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 117 completed questionnaires by the end of the on-site inspection. In total, there are 533 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	56	48	41	4	3	0	0
The school keeps my child safe	67	57	46	39	4	3	0	0
My school informs me about my child's progress	60	51	53	45	4	3	0	0
My child is making enough progress at this school	47	40	60	51	8	7	1	1
The teaching is good at this school	53	45	58	50	4	3	0	0
The school helps me to support my child's learning	50	43	59	50	4	3	0	0
The school helps my child to have a healthy lifestyle	56	48	56	48	3	3	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)	43	37	61	52	6	5	0	0
The school meets my child's particular needs	50	43	58	50	3	3	3	3
The school deals effectively with unacceptable behaviour	37	32	59	50	13	11	5	4
The school takes account of my suggestions and concerns	39	33	65	56	4	3	3	3
The school is led and managed effectively	43	37	63	54	3	3	5	4
Overall, I am happy with my child's experience at this school	50	43	61	52	5	4	1	1

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



1 April 2011

Dear Pupils

**Inspection of Temple Hill Community Primary School and Nursery, Dartford
DA1 5ND**

Thank you for making us feel so welcome and for helping us with the inspection. I would particularly like to thank those of you who took time to talk to us about your school or who completed our inspection questionnaire. I am pleased to be able to tell you that the school has improved since the last inspection and it no longer needs a notice to improve.

Most of you told us that you feel very safe and extremely well cared for. We saw that you get on well together. We were pleased to see that you enjoy learning and look after each other. You told us that you particularly enjoy working with the sports coaches. Most of you have good attendance and the school is working very hard to help the small number of you who do not attend regularly.

These are the key things that we would like your school to do to improve further.

- Make sure that the work and activities that teachers give you are always set at just the right level, and get you more involved in working out how well you are doing so that you can be more independent.
- Make sure that the adults who are responsible for your school check on all the different groups in class to see how well you are doing and use the information to plan further improvements.

I am sure that all of you will want to play your part by coming to school regularly, working hard and helping to make Temple Hill an even better place.

Yours sincerely

Robert Ellis

Her Majestys Inspector

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