

Temple Herdewyke Primary School

Falkland Place, Temple Herdewyke, Southam, CV47 2UD

Inspection dates 12–13 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Teaching is good and the vast majority of pupils make good progress, achieving well. This includes pupils who are disabled or who have special educational needs. It also includes pupils for whom the school receives additional funding.
- Children settle well in the Early Years Foundation Stage and make good progress, because of consistently good teaching.
- Pupils' behaviour is good and supports their learning well. Out of lessons pupils are polite, friendly, play well together and know how to keep safe.
- School leaders have maintained their efforts to improve the quality of teaching and pupils' achievement with some success.
- The headteacher has continued to improve the links between subjects offered to pupils.
- The headteacher has, with senior staff and governors, an accurate picture of the school's quality of education.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching and, very occasionally, some teaching requires improvement.
- Although pupils achieve well, more-able pupils do not always make the best progress, for example in reading in Key Stage 1 and writing in Key Stage 2.

Information about this inspection

- The inspector observed teaching in all classes. He visited eight lessons.
- Meetings were held with governors, staff, pupils and a telephone conversation with a representative from the local authority.
- The inspector observed other work of the school, including assembly, plans for improvement, recent reviews of teaching and other provision, safeguarding information, attendance records and the school's information on pupils' attainment and progress.
- Account was taken of the 12 questionnaires completed by members of staff and the 21 responses from the online Parent View survey.

Inspection team

Gavin Jones, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school. It has provision for the Early Years Foundation Stage in a mixed Nursery and Reception class. There are 16 children who attend Nursery on a part-time basis.
- The vast majority of pupils are of White British heritage, with a much lower-than-average proportion of pupils from minority ethnic backgrounds. Very few speak English as an additional language.
- The proportion of disabled pupils or those who have special educational needs, supported by school action, is below average. The proportion supported at school action plus or with a statement of their special educational needs, is just above average.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for looked after children, pupils eligible for free school meals or children of service families, is above average at 51%.
- The proportion of pupils joining or leaving the school other than at the normal times is very high, as the children of service personnel move in and out of the school throughout the year.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The governing body manages the daily breakfast club.
- There have been three changes in the teaching staff since the previous inspection.
- Pupils are educated onsite. There is no, regular, alternative provision elsewhere.
- A visiting coordinator for special educational needs supports pupils at the school once a week.

What does the school need to do to improve further?

- Ensure that good teaching becomes outstanding and eliminate teaching that requires improvement by:
 - helping teachers understand the qualities of outstanding teaching
 - arranging for teachers to observe outstanding teaching either in their own school or within the local cluster of schools
 - making marking more effective in always showing pupils how to improve their work and encourage them to respond to teachers' advice.
- Accelerate the progress of the more-able pupils in reading at Key Stage 1 and writing at Key Stage 2 by:
 - making better use of guided reading lessons to promote the reading of more-able pupils
 - reviewing the progress pupils' make in lessons and question them regularly so that teachers can reshape learning, especially in writing
 - making further use of pupil-progress meetings to set more personal targets for more-able pupils in writing and reading.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well because of the good teaching they receive. By Year 6, pupils have made, at least, good progress and a small minority have made excellent progress.
- Children enter school with skills that are generally below those typical for their age and well below in communication, language, literacy, mathematical development and social development.
- Pupils performed well in the Year 1 national reading check on phonics (the links between letters and the sounds they make) but, in Year 2, only an average proportion achieved the higher Level 3 in the national tests. In guided reading in Key Stage 1, for example, more-able pupils do not apply different strategies to work out the meaning of sentences or apply their skills well enough to understand stories or the main points in more difficult texts.
- At Key Stage 2 in 2012, although the number of pupils in the year group was very small, fewer than expected achieved the higher Level 5 scores in writing, in spite of using a range of strategies to support their writing. Although Key Stage 2 pupils, especially the more able, choose words imaginatively, they do not always use them accurately. Although much spelling of simple words is accurate, this is not always the case with longer words. Sometimes sentences are not clearly structured into paragraphs.
- The pupils currently in Year 6 are now making similar good progress to that made in 2010 and 2011. Pupils' attainment is already above that of 2012 in reading and mathematics – but not so in writing. This is borne out in lessons and pupils' workbooks.
- Disabled pupils and those who have special educational needs, make similarly good progress to that of their classmates. Their learning needs are clearly established and progress checked by the visiting coordinator for special educational needs.
- Pupils from minority ethnic groups, including the very few for whom English is an additional language, also make good progress in their learning.
- The achievement of pupils known to be eligible for pupil premium and service premium is good overall. The premium money is used to support eligible pupils with additional time with teaching assistants and opportunities to attend clubs and outings so that they can mix with others in social settings. These strategies are helping new arrivals to settle quickly and successfully into the school.
- Pupils eligible for the additional funding attain similar standards to those of others in the school. For example, Year 6 pupils eligible for free school meals attain standards close to those of others in the school in English and mathematics. Where there are gaps between their attainment and that of others, these usually close quickly.
- Most pupils arriving at the school at times other than the usual are helped through the additional funding for the children of service personnel. Additional support from teaching assistants helps these pupils to catch up – when necessary – and make good progress.

The quality of teaching is good

- Teaching is good overall because it enables pupils to make good progress and achieve well. Observation of teaching and learning, the impact on achievement and the school's own evidence from checking teaching and learning all confirm good teaching over time.
- Lessons have a purposeful feel, with little need for constant reminders about behaviour. Good relationships among pupils and with adults support this well.
- In most lessons, careful planning and preparation give learning a clear aim, with interesting activities to maintain pupils' interests. In nearly all cases, these activities are adapted to suit the learning needs of pupils of all abilities.
- In some lessons, however, teachers do not question widely enough to ensure that all groups are making sufficient progress as the lesson proceeds, so that they might change both teaching and learning to improve progress, if necessary. This applies particularly to the progress of more-able pupils in Key Stage 1 in guided reading sessions and in Key Stage 2 writing, when work is, occasionally, not readily adapted to help these pupils make more rapid progress.
- Support staff are effective, especially when they are given specific tasks or when they work with small groups early on in lessons. Staff are particularly helpful to those eligible for the pupil premium, including late arrivals to the school whose standards are quickly assessed so that extra help is directed at the right level for each individual.
- Teachers carefully collect the information they have on how well pupils are doing, including when they meet with senior leaders to discuss pupils' progress. These meetings focus on what help might be given to certain pupils to accelerate their progress. However, findings from these review meetings do not always result in the more-able pupils understanding what their personal targets are so that they can contribute to their own improvement.
- Marking is generally good. However, pupils do not show regularly enough that they have read their teachers' comments, understand them and are acting upon them to improve. Teachers do not always follow up rigorously enough pupils' responses to marked work.
- There is some excellent teaching in the school. For example, in a mathematics lesson in upper Key Stage 2, the teacher set a range of demanding tasks for all abilities. Her questions were carefully worded to check progress during the lesson and there was a high expectation for pupils to explain what they were learning. Pupils were highly motivated and keen to share their learning with each other. However, the best practice in teaching and learning is not shared frequently enough across the staff.

The behaviour and safety of pupils are good

- Pupils behave well in lessons. They are keen and well motivated to learn and are happy to share their learning with classmates and visitors.
- Some parents feel that behaviour is not good and not dealt with by the school. The inspection found this is not the case either in lessons, or in assembly, lunchtime or at play.
- There are many opportunities for pupils to extend their spiritual, moral, social and cultural awareness. Assemblies often relate to festivals of different cultures or religions. Music and art from different countries are seen. Pupils raise money regularly for a range of charities and pupils

from different cultures get on well together at the school sharing their different backgrounds.

- Pupils say they feel safe and, although they have a clear understanding of the various forms of bullying, they say themselves that any bullying is very rare.
- The provision of a well-ordered and caring breakfast club does much to support the start of the school day for around a dozen pupils.
- Pupils take on a range of responsibilities, for example, simply collecting and returning registers or taking an active role in the school council.
- Pupils' enjoyment of school is further seen in their above-average attendance.

The leadership and management are good.

- The strong management of setting targets for teachers, and of checking on the quality of teaching through classroom observations, has helped maintain the good level of teaching and, in some cases, supported improvements to an outstanding level.
- The headteacher gives strong leadership to the staff team, who show a shared sense of commitment to continued improvement. However, teachers have not had sufficient opportunities to discuss what outstanding teaching looks like, or observe excellent teaching in their own school or in the schools in the local area.
- Priorities for development arise from the school's accurate examination of all its activities. This is then supported well by a clearly documented action plan for improvement.
- Although teachers who have oversight of various subjects do not have time away from their own classroom duties to visit others' classes, they check pupils' work in other classes, look at teachers' planning of learning and check the quality of pupils' work in their own subject areas.
- A good system for tracking the progress pupils' make is used effectively by class teachers to help group pupils and, usually, provide work for them in line with their abilities. School leaders use the information to keep an overview on pupils' progress across the school so action can be taken if weaknesses appear.
- The range of subjects offered to pupils is broad and has become increasingly more interesting, following a move to link subjects more closely together. Exciting topics, like the '*Dragon's Egg*' or the '*Intrepid Explorer*', catch the pupils' imagination and make learning fun.
- Safeguarding procedures are secure. Checks on staff are made, as are health and safety checks. Child protection systems are good and training is up to date.
- Teachers, who are good role models to pupils in the respect and care they show them, promote equality of opportunity well and any form of discrimination is not tolerated.
- The local authority has for some time supported the school with a 'light touch' because it recognises that the school is doing well. Advice from the authority is provided when required. For example, support and advice were given to assist improvements in the Early Years

Foundation Stage, now a strong aspect of the school's work.

- The school has tried to involve parents in the life of the school. They are invited to assemblies, open afternoons and information evenings. They have regular newsletters and are sent home details of what topics are being studied each term.

- **The governance of the school:**
 - The governing body knows what is happening in the school and is aware of pupils' progress and the quality of teaching. It has accomplished this partly through governors' evidence days when governors observed teaching and learning at first hand, talked with leaders about pupils' progress and discussed action plans for improvement. The governing body has also looked to its own training needs, undertaken training and is now in a better position to understand information, including data on progress and attainment, it is given. It knows about the way the school checks on the quality of teaching and approves how targets are set for teachers linked to the progress pupils make, which might justify increases in salary.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125613
Local authority	Warwickshire
Inspection number	403578

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The governing body
Chair	Bill Pearson
Headteacher	Margaret Godfrey
Date of previous school inspection	7 February 2008
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