

Temple Hill Community Primary School and Nursery

St Edmund's Road, Dartford, Kent, DA1 5ND

Inspection dates

28 February–1 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards are not yet high enough despite some recent rapid improvements in pupils' progress in both English and mathematics.
- While teaching has improved markedly, it is not yet consistently good or had sufficient time to result in good achievement.
- Targets set for pupils do not always show them what they must do to move to the next level in their learning.
- Some activities are not closely matched to pupils' abilities and understanding so that all pupils are appropriately challenged.
- Pupils do not always have sufficient time to act on teachers' written comments to improve their work.
- Leaders and managers have yet to develop the role of middle leaders and consistently assess the impact of additional approaches used to support pupils who need extra help.

The school has the following strengths

- The strong leadership of the new executive headteacher is promoting change and improvements. The school is demonstrating that it has the capacity to improve and actions taken are beginning to raise pupils' achievement across the school.
- Pupils' behaviour is good. They are considerate and supportive of each other. Relationships between teachers and pupils are positive. Pupils feel safe in school.
- Children in the Early Years Foundation Stage make good progress from their starting points. Adults make sure sessions are planned well to effectively engage children.
- Information and communication technology (ICT) is used effectively throughout the school to support pupils in their learning.
- Governors have ensured that the restructuring of the school leadership has led to rapid improvements in achievement.

Information about this inspection

- Inspectors observed 24 lessons, three of them jointly with senior leaders. In addition, inspectors listened to pupils read and scrutinised the work in their books.
- Inspectors met with pupils and talked about their work. Meetings were held with two members of the governing body and senior and middle leaders.
- Documentation covering safeguarding, the management of performance of staff, records of behaviour and safety, and attendance, and checks on pupils' attainment and progress were looked at.
- Inspectors took account of 21 responses from parents and carers in the online questionnaire (Parent View) and the school's own survey of parental views, as well as talking to parents and carers informally during the inspection. Questionnaires from staff were also considered.

Inspection team

Howard Jones, Lead inspector	Additional inspector
Noureddin Khassal	Additional inspector
Anthony Hayes	Additional inspector
Najoud Ensaff	Additional inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school.
- In the Early Years Foundation Stage, there are a Nursery and three Reception classes.
- The majority of pupils come from a White British background. Others are from a range of minority ethnic groups.
- The executive headteacher joined the school in September 2012 and a restructured senior leadership team which includes the post of head of school was established.
- The school works closely with another local school which is overseen by the executive headteacher. Plans are in the initial phase of moving toward creating a federated governing body.
- The proportion of pupils receiving support from the pupil premium funding, which is extra government support for pupils known to be eligible for free school meals, looked after children and those from service families, is high.
- The proportion of pupils supported at school action, school action plus or who have a statement of special educational needs is above average.
- The school has not met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not make alternative provision for any of its pupils.

What does the school need to do to improve further?

- Improve pupils' achievement in English and mathematics through making sure teaching is consistently good or better by:
 - developing target setting so that pupils understand what they need to do to move to the next level in their learning
 - making sure work is matched to pupils' abilities and understanding
 - giving pupils regular opportunities to respond to teachers' written comments.
- Strengthen the effectiveness of leaders and managers of the school by ensuring:
 - the responsibilities of middle leaders are developed to include a more prominent role in the monitoring and evaluation of the quality of teaching
 - checking the additional approaches used to support pupils who need extra help do not hinder their learning in other subjects.

Inspection judgements

The achievement of pupils

requires improvement

- Standards achieved by pupils have remained below national averages. At the end of Year 6 in 2012, pupils did not make the progress they should in English and mathematics. Pupils known to be entitled to free school meals did not make sufficient progress and, based on average point scores, were behind their peers in English by eight months and in mathematics by 12 months.
- Work is not always demanding enough. Achievement can be restricted because additional challenge is not sufficiently developed through activities that are closely matched to pupils' abilities and understanding. Consequently, opportunities to accelerate their learning even further are missed even though subjects are set for ability.
- Pupils are not always clear what they need to do to improve. While pupils understand how to be successful in their learning within lessons, targets set for them do not always show what they must do to move to the next level in their learning.
- Pupils across all year groups are making rapid progress since September 2012. This is because the actions taken by leaders have led to improvements in teaching which have resulted in accelerated progress in both English and mathematics.
- Gaps in pupils' understanding are closing quickly. An intensive focus on reading, writing and mathematics has ensured current progress in basic skills is strong. These improvements are being sustained across all year groups because checks on pupils' progress are rigorous. The school's assessment data and analysis of pupils' work indicate the current Year 6 pupils are on track to achieve higher standards than previous years.
- Children enter the Early Years Foundation Stage with skills below those expected for their age. Children leave Reception having made good progress. This is because the caring and stimulating environment has provided opportunities for them to explore their ideas and develop their language skills.
- Gaps are closing quickly for pupils supported by additional funds through the pupil premium. Daily small group teaching has led to some pupils making 12 months progress since September 2012. However, on occasions, because of timing, these additional approaches to support pupils who need extra help can hinder their learning in other subjects.
- The progress of disabled pupils and those with special educational needs has improved. Pupils benefit from extra help in order that they overcome barriers to learning so that they make progress equal to their peers. Parents and carers are increasingly involved in their child's learning.

The quality of teaching

requires improvement

- The quality of teaching over time has been inconsistent. As a result, pupils' attainment and progress have not been good enough in both English and mathematics as they move through the school. As a result, pupils' achievement over time requires improvement.
- Some inconsistencies in the quality of teaching remain. Weaker teaching is sometimes seen in subjects taught in ability sets, where teachers do not assess pupils' progress frequently enough during the lesson and miss opportunities to appropriately match tasks to the full range of pupils' understanding so they might be even more successful in their learning.
- Marking has improved across the school. Written feedback to pupils is helpful in showing them how to successfully revisit work they found difficult. However, the impact of this marking is sometimes reduced because pupils are not consistently given opportunities to act on this advice.
- Teachers routinely share with pupils what they need to do to be successful by the end of the lesson. Consequently, pupils can confidently talk about their learning and use subject vocabulary well. However, although pupils have learning targets, these are often too generalised for them

to understand what they need to do to move to the next level in their learning.

- Teaching has improved markedly since the appointment of the executive headteacher. Teachers now have high expectations and are given good information so that regular checks are made on pupils' progress. Consequently, pupils are now making rapid progress. Inspection evidence indicates this more effective teaching is being sustained.
- Teaching in Reception is particularly effective because adults provide appropriate levels of support. Children have good opportunities to use and apply their language, literacy and numeracy skills. For example, following an outside session, children were encouraged to talk about their learning through the display of digital images taken of their activities. This added an immediacy and personal relevance that served to develop their confidence in communication.
- Other adults provide pupils with skilled additional support. Therefore, less-able pupils, disabled pupils and those who need extra help now make progress equal to their peers. The school's provision of sports coaches is effective in inspiring pupils who say they enjoy physical education and have increased confidence to participate in team games.
- Pupils say the best part about their school is the teachers who make learning fun. Parents and carers agree.

The behaviour and safety of pupils are good

- Pupils behave well both in class and around the school. They are friendly and are happy to talk to adults. Pupils remain engaged with their work over sustained periods of time and communicate their ideas confidently to their teachers. However, pupils are not always supported to reflect on how they can improve the quality of their work so that learning can be exemplary. Children in the Early Years Foundation Stage play well together. They are attentive and movement between activities is calm and purposeful.
- Pupils relate well to each other. They follow the strong role models set for them by adults and show respect for others. Within small groups, they communicate with each other in a mature manner to discuss their learning. Written work in their exercise books shows they take pride in their work.
- Pupils say they feel very safe in school. Their teachers and other adults are always willing to listen to them and act on any concerns they may have. Pupils report that there is very little bullying of any kind and that incidents of unkind behaviour are rare. They are accepting of differences among each other and racist behaviour does not occur. Pupils who have challenging behaviours are successfully helped to handle them more positively.
- A good range of activities helps pupils to be aware of risks and how to minimise these. Pupils have a clear understanding of e-safety and the potential for cyber-bullying.
- Attendance is in line with the national average. A range of successful initiatives put in place by school leaders is improving on this so that parents and carers are now more involved.

The leadership and management require improvement

- The role of middle leaders is not yet well developed. The need to extend these leaders' roles to check the quality of teaching and its impact upon pupils' progress has been recognised and senior leaders have clear plans in place to develop their skills to promote higher standards.
- Leaders are demonstrating the capacity to improve. The executive headteacher has taken well-judged actions to use school funding to make improvements since the last inspection. Consequently, the quality of teaching is improving markedly and this has led to rapid progress across all year groups for all pupils. However, the impact of additional approaches used to support pupils who need extra help need to be consistently checked to make sure these do not

hinder their learning in other subjects.

- The executive headteacher, head of school and the restructured senior leadership team work well together. They have a clear understanding of the school's strengths and weaknesses, and know what they need to do to move the school forward. They hold regular briefing meetings with all staff which has helped to share values and high expectations.
- Teaching is monitored and has led to an accurate view on its quality. There are systems in place to manage the performance of teachers and decisions about salary progression are linked to pupils' achievement. Useful links with a local school have supported further training for teachers and this is effective in developing good practice. The local authority has supported the school appropriately.
- Disabled pupils and those who need extra help have equal opportunities to be as successful as other pupils. The school is now effective in engaging parents and carers in sharing in their child's learning. The extra funding the school receives through the pupil premium has been used especially well to support pupils at risk of not doing well and, because of this, they now make progress similar to their peers.
- A redesign of the subjects that pupils study serves to engage their interest. For example, a theme based around the origins of chocolate clearly sparked pupils' imagination, as did forensic investigations during a science week. Pupils are eager to talk about the opportunities they have had to follow their learning beyond the classroom, too. Other enrichment experiences include the performing arts and gardening. The use of information and communication technology is a strength, for example the use of electronic tablets to support the application of skills.
- The school promotes the spiritual, moral, social and cultural development well, both through activities planned for this purpose along with aspects across the whole school. Through these, pupils develop a keen sense of respect because discrimination is not tolerated.

■ **The governance of the school:**

The governing body is supportive and committed to the school. Governors are now well informed about the school's performance and have a clear understanding of how this compares to other schools. They keep a check on the school's effectiveness, and observe specialist provision and report back to the governing body. They are keen to hold the school leaders to account and are working proactively to make their challenge systematic. Governors have a good understanding of the school's finances, and know how the pupil premium funding is targeted and keep checks on its impact on pupils' progress. Governors review how teachers are responding to their targets and link this to decisions about pay and promotion. Governors have ensured they participate in appropriate training. All legal requirements are met including those linked with the safeguarding of pupils.

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	118571
Local authority	Kent
Inspection number	405787

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	516
Appropriate authority	The governing body
Chair	John Studley
Executive headteacher	Garry Ratcliffe
Date of previous school inspection	30 March 2011
Telephone number	01322 224600
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