

Temple Moor High School Science College

Field End Grove, Selby Road, Leeds, LS15 0PT

Inspection dates 19-20 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Overall, students make good progress. The proportion of students gaining five or more GCSEs at grades A* to C, including English and mathematics, has risen steadily over the last three years and is now above average.
- Teaching is good because teachers have good subject knowledge. Teachers in most subjects support students' literacy skills well.
- Behaviour and safety are good. Attendance is above average. Fixed-term exclusions are very low because support for students at risk of exclusion is outstanding.
- Disabled students and those who have special educational needs make good progress because the support they receive helps them to become more independent.
- Senior leaders have made good improvements in achievement and behaviour since the last inspection. Leaders work well with other schools and organisations to give students a wide range of learning opportunities.
- The governing body holds senior leaders to account well for all aspects of the school's performance.
- Achievement in the sixth form is good.

It is not yet an outstanding school because

- Achievement in modern languages is not as high as in other subjects.
- More-able students do not always attain the higher grades that they could.
- A minority of teaching still requires improvement. Teachers' marking does not always give students enough information about what they need to do to improve. Opportunities to develop numeracy are sometimes missed.

Information about this inspection

- Inspectors observed 42 lessons, nine of which were observed jointly with senior leaders.
- Inspectors held meetings with senior and middle leaders, the Chair and other members of the governing body, groups of students, the headteacher from John Jamieson School and Technology College who is a national leader in education (NLE), and a representative from the local authority.
- Inspectors considered the views of the 48 parents who responded to the on-line questionnaire (Parent View). They analysed the results of the staff questionnaire to which 82 replies were received.
- Inspectors analysed the 2012 examination results and the published results for previous years. They looked at the school’s data on students’ progress, lesson plans, minutes of meetings and records relating to behaviour, safety and attendance. They also reviewed the school’s self-evaluation and improvement plans.
- On the second day of the inspection, the school ran a ‘Stop the Clock’ day when normal lessons were suspended and students worked in mixed-age groups on specific learning themes.

Inspection team

Lisa Fraser, Lead inspector	Additional Inspector
Janet Pruchniewicz	Additional Inspector
Lynne Selkirk	Additional Inspector
Robin Fugill	Additional Inspector
Clive Hurren	Additional Inspector

Full report

Information about this school

- The school is larger than most 11 to 18 secondary schools.
- The large majority of students are from White British backgrounds and the proportion of students who speak English as an additional language is below average.
- The proportion of students eligible for the pupil premium, which provides additional funding for children in the care of the local authority, from service families, and for students known to be eligible for free school meals, is above average.
- The proportion of disabled students and those who have special educational needs is above average. The proportion of students supported at school action plus or with a statement of special educational needs is below average.
- The school has a science specialism.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- Thirty-five students with profound physical and learning disabilities from John Jamieson School and Technology College are educated on the school site and participate in mainstream classes through the school's High Care Partnership.
- The school participates in a cooperative trust with 13 partners including primary schools, charitable organisations and Leeds City Council.
- The school works in partnership with Brigshaw High School to offer a broader range of subjects in the sixth form.
- Eighteen Key Stage 4 students attend off-site alternative provision which includes hair and beauty, construction and motor vehicle courses at Thomas Danby College, Leeds City College and Leeds College of Technology.

What does the school need to do to improve further?

- Improve the quality of teaching, particularly in some modern foreign languages, so that more of it is consistently good or better by:
 - making sure that teachers' marking identifies precisely what students need to do to improve their grades
 - providing opportunities in lessons for students to think for themselves and learn independently so that more students achieve the top grades
 - ensuring that students receive help to develop their numeracy skills across the range of subjects.
- Improve the effectiveness of leadership and management by:
 - sharing the good practice in teaching which exists in the school even more widely so that no teaching requires improvement
 - monitoring the progress of students supported by the pupil premium closely to make sure that the achievement gap between these students and their peers closes even further
 - implementing a whole-school approach to support the development of students' numeracy.

Inspection judgements

The achievement of pupils is good

- Students' skills in reading, writing and mathematics are broadly average for their age when they join the school. In recent years, the proportion of students gaining five GCSEs at grades A* to C, including English and mathematics, has risen steadily and is now significantly above average. Students' progress in BTEC subjects is also good.
- Students are entered early for GCSE examinations in mathematics at various points from Year 10 onwards; this enables most students across the ability range to fulfil their potential. In English and mathematics, students' progress is better than that expected nationally. Students' attainment in English literature is well above average.
- In geography, students achieve more A* and A grades than average. However, not enough students attain the top grades in other subjects.
- Good use of additional funding is closing the achievement gap between students supported by the pupil premium and other students, although eligible students are still over a grade behind their peers in both English and mathematics. Extra funding is used to provide computers for home study and one-to-one tuition or small-group teaching.
- Disabled students and those who have special educational needs make good progress because they are well supported by teaching assistants who help them to work independently.
- Spelling and reading ages for students in Year 7 are improving rapidly. This is because a higher-level teaching assistant, funded by the Year 7 catch-up premium for literacy and numeracy, provides extra support for students with weaker literacy skills. Plans are in place to provide similar support to develop students' numeracy.
- Senior leaders have taken action to improve poor achievement in some modern foreign languages by appointing new staff, allocating more time for the study of languages and establishing links to a school with specialist language status so that teachers can share ideas.
- Good partnership working with other schools and colleges enables a small number of Key Stage 4 students to make good progress on part-time off-site courses which meet their needs and interests. Students' off-site attendance and progress are monitored closely by the school.
- Students in danger of exclusion receive outstanding support from the school's off-site 'ELECT' centre. Students' learning in English, mathematics and science is balanced with time spent on work placements. As a result, these students make good academic progress and remain in education.
- In the sixth form, students make good progress, particularly at A2 level. Partnership working with a local school enables students to study a wide range of subjects with good success rates.

The quality of teaching is good

- The quality of teaching is good because of its impact on students' attainment and progress.
- Teachers have good subject knowledge and high expectations. Teachers' good use of questioning helps students improve their ideas and understanding.
- Students develop a range of communication and social skills because they are regularly given the opportunity to work together in pairs or small groups. In English, students are frequently asked to assess the quality of their own or other students' work. As a result, they make strong progress because they understand the standard expected.
- In the best lessons, teachers plan work that inspires students and enables them to work well independently. For instance, in a Year 10 textiles lesson, students were totally absorbed in their task of making handbags influenced by the designs of Coco Chanel. Skilful questioning by the teacher helped students to assess and evaluate their work so that they made outstanding progress.

- Teachers in most subjects give students good support to improve their basic reading and writing skills because developing students' literacy has been a high priority for the school. For example, all staff have received training in using phonics. However, more support is required to help students develop language which is appropriate for different subjects.
- Students do not yet have much opportunity to practise their numeracy skills across the range of subjects.
- In a minority of lessons, teaching requires improvement because lessons are too dominated by the teacher and students do not always have the chance to find things out for themselves. Marking is not always sufficiently detailed and students do not always get enough advice on what they need to do to improve their work.
- In the sixth form, teaching is good, particularly in information and communication technology.

The behaviour and safety of pupils are good

- Attendance is above average because students enjoy coming to school. A recently appointed mentor has encouraged improvements in the attendance of students supported by the pupil premium. Attendance in the sixth form is also good.
- Older students speak positively about the improvements in behaviour since the completion of the new school buildings. Around the school, students behave in a mature and responsible manner, so that break times are orderly.
- Fixed-term exclusions are very low because the school monitors students effectively and there is a good range of strategies which addresses any instances of poor behaviour. The school's revised behaviour code ensures that students' learning is not interrupted in the classroom and a clear discipline framework encourages good behaviour in the school's 'ELECT' centre.
- The vast majority of students say they are well looked after and feel safe at school, and parents agree. Older students say the links with a local special school have developed a more caring and tolerant school community.
- During the inspection, a very small number of students approached inspectors to voice concerns about bullying. Inspectors looked into these concerns carefully and concluded that senior leaders take bullying very seriously and the school deals effectively with the few instances of bullying which do arise. School leaders develop students' understanding of the harmful effects of bullying and harassment in thoughtful assemblies. However, new student anti-bullying mentors say they need more direction and guidance in order to support their peers effectively.
- Students are given many opportunities to develop their leadership skills by getting involved in school life. For instance, sixth formers recently organised and led workshops focusing on healthy lifestyles for groups of Year 11 students. Some students work with canteen staff to design menus for successful internationally themed food days.

The leadership and management are good

- Leadership and management are good because achievement has improved steadily and is now above average.
- Senior leaders have successfully tackled issues identified in the previous inspection report. The school is in a strong position to improve even further because senior leaders have the full support of virtually all members of staff.
- Self-evaluation is accurate and clearly identifies strengths and weaknesses, leading in turn to well focused plans for improvement. Leaders at all levels work together on these improvement plans so that everyone feels they have a role to play in the school's success.
- Senior leaders scrutinise all aspects of teachers' performance including lesson observations,

students' work and data about students' progress before teachers are granted a pay rise. Any teachers who are not performing well are supported intensively to improve their skills.

- Training for staff is well focused on both individual and whole-school needs. Several teachers, known as leaders of learning, support other colleagues to develop their skills both within the school and in other schools across the city.
- External consultants and the headteacher from the nearby John Jamieson School and Technology College give senior leaders good support and advice. They help to check that the school's judgements on its performance are accurate.
- The local authority provides light-touch support for this good and improving school.
- Partnerships and work with other schools significantly enhance the curriculum, especially in the sixth form. At Key Stage 4, there is a good mix of academic and vocational subjects. There is strong support for students' development of literacy skills at Key Stage 3.
- Students' spiritual, moral, social and cultural development is a strength because of the range of opportunities organised during and at the end of the school day. External speakers make a strong contribution to 'Stop the Clock' days. For instance, a workshop delivered by West Yorkshire Fire Service on the dangers of speeding delivered powerful messages to sixth form students. Over 600 students are involved in learning after school, including in school productions and team sports.
- Students regularly fundraise for charities including Children in Need and Operation Christmas Child. Comenius partnerships and student exchanges with schools in other countries help students to understand cultures which are different to their own.
- **The governance of the school:**
 - The governing body is fully committed to the success of the school and provides school leaders with a good balance of support and challenge. Governors understand about the quality of teaching; they are fully involved in managing the performance of staff and making sure that pay rises are linked to students' performance. Governors know how the pupil premium is being spent and are clear about how well eligible students are doing. Governors undertake regular training, most recently in child protection. They ensure all requirements regarding safeguarding are met.

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	108064
Local authority	Leeds
Inspection number	400962

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,234
Of which, number on roll in sixth form	190
Appropriate authority	The governing body
Chair	Roy Norton
Headteacher	Martin Fleetwood
Date of previous school inspection	23 September 2009
Telephone number	0113 336 8200
Fax number	0113 260 9394
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