

# Temple Primary School

Smedley Lane, Cheetham, Manchester, M8 8SA

**Inspection dates** 9–10 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress from starting points that are well below average. Pupils' achievement is good and is particularly strong in English, because of the successful focus on developing their speaking, reading and writing skills.
- Pupils' behaviour is excellent. Their very good conduct and manners are maintained both in lessons and around the school. They are happy, confident and very keen to learn.
- Teaching is good over time and some is outstanding. Teachers ensure that pupils gain not only good academic skills, but develop their spiritual, moral, social and cultural understanding equally well.
- Disabled pupils, those who have special educational needs and those who are supported by the pupil premium make progress equal to that of their peers.
- Leaders, managers and the governing body have a relentless and successful focus on providing the best possible opportunities for all pupils.
- Highly successful leaders and the very effective governing body continually review the school's performance and ensure that anything that could be better is quickly identified and acted upon. Consequently, the quality of teaching is improving and pupils' achievement is rising.

### It is not yet an outstanding school because

- Not all teaching is as good as the best yet.
- Pupils do not always have enough opportunities to practise their literacy and mathematical skills in a wide enough range of subjects and contexts.
- Teachers' marking does not always give pupils clear enough guidance on how to improve their work.

## Information about this inspection

- Inspectors observed 28 lessons and looked at pupils' workbooks in all years and across a range of subjects.
- Inspectors held discussions with pupils on all sites. They held meetings with members of staff responsible for the Early Years Foundation Stage, special educational needs, literacy and numeracy, the Chair of the Governing Body and members of the finance committee and spoke to a representative of the local authority.
- Inspectors took into account the 29 responses to the online questionnaire (Parent View).
- Inspectors took account of a wide range of documentation, including assessment data, minutes from meetings, policies, school action plans, management and leadership files and safeguarding documents.

## Inspection team

Rebecca Lawton, Lead inspector

Additional Inspector

Lyn Pender

Additional Inspector

Sheila O'Keeffe

Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school. Numbers on roll are nearly double the national average and rising.
- At the time of the inspection, the school was undergoing significant building work. The pupils were being taught at three separate sites: the older pupils at a local secondary school, a temporary 'village' of mobile classrooms for the Early Years Foundation Stage and the remaining classes in parts of the original building.
- The headteacher is currently supporting another school in the local authority for two and a half days each week.
- The proportion of pupils known to be eligible for the pupil premium is well above average. (The pupil premium is additional government funding for pupils known to be eligible for free school meals, children from service families and those that are looked after by the local authority).
- The proportion of pupils supported through school action is above average; the proportion supported at school action plus or with a statement of special educational needs is slightly below the national average.
- Almost all the pupils are from minority ethnic heritages, and speak English as an additional language. Of these, an above average proportion is at an early stage of learning English on entry to the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

### What does the school need to do to improve further?

- In order to raise pupils' achievement further, increase the proportion of outstanding teaching by:
  - always providing plenty of opportunities for pupils to use and apply their literacy and mathematical skills in a wider range of contexts
  - improving the consistency of feedback through marking so that pupils always have clear information on how to improve their work and have time to respond to the advice given.

## Inspection judgements

### The achievement of pupils is good

- Children start school with skills and abilities well below those expected for their age. Many speak very little English and some have no English language skills at all.
- Children make good progress through the Early Years Foundation Stage and achieve well. The development of their early speaking, listening and language, personal and social skills is particularly strong and lays a firm foundation for their future learning.
- All pupils make good progress as they move through the school. There is a strong emphasis on developing their basic literacy and mathematical skills. Although pupils sometimes practise their literacy and mathematical skills in other subjects, these opportunities are not as extensive as they could be to help improve pupils' skills still further, for example by extending their language skills through discussion or drama.
- Standards of attainment in English and mathematics at the end of Year 6 are rising year-on-year and are slightly above average. This represents good achievement from pupils' starting points.
- The different groups of pupils make good progress and achieve well. Disabled pupils, those who have special educational needs and pupils who are at an early stage of learning to speak English make progress which is at least equal to that of their peers in school.
- If pupils need extra help, for example to improve their speaking, listening and reading skills, the school provides bespoke programmes of support in the specialist educational needs unit, as well as additional adults to support learning within the classroom. As a result, any pupils in danger of falling behind are quickly helped to catch up.
- Pupils supported by the pupil premium make similarly good progress. Additional adults are used well to support pupils with their specific needs. Personalised programmes to improve these pupils' learning are created and regularly updated to ensure they are making good progress, and are doing at least as well as pupils with similar needs locally and nationally.
- The school is strongly committed to ensuring equality of opportunity for all pupils and is successful in narrowing the gap between the performance of different groups, such as the gap between the achievement of girls and boys. Leaders correctly identified that this was an issue and took swift and very effective action to boost the performance of boys. As a result, boys outperformed girls for the first time in this year's statutory assessment tests.
- Pupils read often, and report that they enjoy reading both in school and at home. In the national check on their skills in phonics (the sounds that letters make), Year 1 pupils' scores are lower than the national average. Even though they have made good progress, these scores mirror their much lower than average English language skills on entry to school, because they have so much ground to make up. However, leaders are not complacent and provide well-targeted support for the pupils who do not pass, and the school's records show that many more are successful when they re-sit the test the following year.
- By the end of Year 6, pupils are well prepared for their next stage of education. Their writing and number skills are well developed and they are able to work independently on a wide range of tasks that challenge them to use their knowledge and skills to solve problems.

### The quality of teaching is good

- The quality of teaching is good and some is outstanding; it helps pupils to learn and achieve well during their time at school.
- Good relationships between pupils and all adults are a key feature of all lessons, and pupils are very enthusiastic about learning.
- In the best lessons, teachers build in regular time and support for pupils to reflect on their work, respond to the advice given by their teachers and make improvements, which enables them to make faster progress.

- Pupils' books show a good range of activities and tasks completed over the school year. Pupils were able to recall and discuss their interesting lessons and describe what they had learnt. However, the quality of written feedback to pupils is inconsistent. While teachers regularly mark pupils' work, they do not always provide them with enough precise information on how to improve their work or opportunities to act on the advice they give.
- Teachers manage to organise their classrooms well so that pupils can learn even in unusual locations and while the building work is underway. They adapt to contexts and use their good knowledge of the pupils and the subjects they teach to make the most out of all opportunities. For example, in a baking lesson on a very hot day, teachers discussed with the pupils why the butter was melting, incorporating science into the lesson. In another lesson, the teacher used the 'mobile classroom village' to set out a 'dinosaur hunt', taking the children outside to explore their environment. As a result, pupils enjoyed learning and made good progress.
- Disabled pupils and those who have special educational needs receive very good support to help them learn. Leaders ensure that additional time and suitable resources are provided to improve the achievement of any pupil who needs extra help to catch up in literacy and numeracy. Specialists and bilingual teaching assistants also support these pupils within the classroom. Pupils say they are very happy about the additional help they receive because they are able to participate in their lessons.
- In the Early Years Foundation Stage, adults provide interesting activities that stimulate and enthuse children so that they are eager to learn. Early speaking, listening and reading skills are taught particularly well. Adults encourage children to make choices for themselves, which helps children to develop the skills to work and learn on their own.
- Pupils' spiritual and moral awareness is developed well by teachers who encourage them to reflect upon their experiences and through high expectations of their behaviour. The opportunities for pupils to find out about different faiths and cultures to their own effectively foster their social and cultural development.
- Leaders are working with staff to move good teaching to outstanding so that all pupils can make outstanding progress, rather than the currently good progress, from their well below average starting points.

### **The behaviour and safety of pupils are outstanding**

- Pupils' behaviour around school is typically exemplary; they have very good manners and show respect for adults and for one another. In lessons, their behaviour is managed consistently well.
- Around the different sites, pupils show resilience in the difficult circumstances while building work is underway. Pupils' attitudes to learning are commendable and so learning time is not interrupted. Pupils are confident and happy and respond to all the challenges their teachers set them. They make strong friendships, work together and collaborate very well in lessons.
- Parents who responded to the online questionnaire Parent View expressed positive views about pupils' behaviour and safety. Staff and pupils' views were equally positive. Pupils reported that any incidents of misbehaviour were minor, and stated confidently that staff sorted them out quickly. The school's records confirm these are rare and tackled efficiently.
- Pupils stated that they feel safe on all sites. They demonstrate they are well informed about the different types of bullying and on how to keep themselves safe.
- Leaders have secured significant improvement in pupils' punctuality and attendance. Many improvements are the result of the very effective work of the family support worker and the learning mentor team, who have established and built on work with parents and the community. The help and support they offer to families and pupils reach far beyond the school walls.

**The leadership and management are outstanding**

- Leaders at all levels have a very clear view on how they want the school to improve further and have high expectations of what they want staff and pupils to achieve. Senior leaders drive improvements extremely well. The very effective governing body and staff work very well together and morale is high.
- The school is in the middle of significant change, and leaders have responded to the challenges this poses extremely well. The headteacher is currently supporting another school for half of the week; nevertheless, senior leaders are leading and managing the school extremely well in her absence.
- Rigorous lesson observations of the quality of teaching and learning lead to actions that teachers need to take to improve their skills. Suitable training is provided. Such actions and effective performance management arrangements are successfully increasing the proportion of teaching that is good or better.
- A very high number of staff are undertaking additional training and qualifications to help them improve their teaching skills and so benefit pupils' learning. Several staff are undertaking masters-level courses. Within the special educational needs department, staff are specialising in particular areas corresponding to the needs of pupils so that the school will have 'experts' for each area of need on site.
- Subject leaders, for example, of English and mathematics, have an excellent grasp of how teaching is helping pupils to improve, and are continually adapting and updating practice to ensure all pupils make the best possible progress. Strategies for monitoring and supporting teachers to improve their skills are very strong.
- Leaders have a very accurate view of how well the school is doing. They regularly and rigorously review its performance and so are clear about what needs to improve. Swift and effective action is taken; for example, recent successful strategies have improved the progress and achievement of boys.
- The school's systems for checking pupils' progress are very robust. However, leaders are not complacent and are constantly seeking to improve tracking procedures. Consequently, the system is being revised further to ensure that any pupil in danger of falling behind is identified even quicker, so that arrangements to help them catch up can be put in place even earlier. This demonstrates the school's commitment to ensuring equal opportunity for all pupils.
- The good curriculum is enriched well by interesting topics and the many exciting activities out of and after school; these engage both boys and girls equally well. This enhances pupils' spiritual, moral, social and cultural understanding particularly well. Opportunities to increase pupils' literacy and mathematical skills are good, but even more chances could be provided for pupils to use these skills in a wider range of contexts to increase their achievement still further.
- The local authority has historically only offered 'light-touch' support for the school, but has been more involved recently, while the headteacher has supported another local school as an executive headteacher.
- Safeguarding procedures meet requirements.
- **The governance of the school:**
  - Governors manage finance and staffing very well, particularly during this period of disruption. They are very ambitious for the school and regularly undertake training and qualifications to improve the skills base of the governing body.
  - Governors monitor the spending of the pupil premium funding carefully to ensure it has the best possible impact on pupils' achievement and the pastoral development of pupils.
  - Governors are extremely well informed about the school's performance. They are knowledgeable and robustly challenge senior leaders. They manage the performance of staff very well, and ensure success is clearly linked to any increase 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

<b>Unique reference number</b>	131202
<b>Local authority</b>	Manchester
<b>Inspection number</b>	412463

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	591
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bernard Core
<b>Headteacher</b>	Vicky Morton
<b>Date of previous school inspection</b>	29 June 2007
<b>Telephone number</b>	0161 2051932
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