

Temple Sowerby CofE Primary School

Temple Sowerby, Penrith, Cumbria, CA10 1RZ

Inspection dates 11–12 June 2014

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.

- Pupils achieve well and make good progress from their starting points in the Early Years Foundation Stage.
- The experience children have in the Reception class gives them a good start to their education.
- Teaching is consistently good with some outstanding which provides a solid base for learning. Teachers use questioning well to encourage pupils to work things out for themselves and talk about what they are learning.
- Teaching assistants provide good support for pupils of all abilities.
- The range of subjects and activities offered to pupils is exciting and as a result, pupils enjoy their learning.
- Pupils say they feel safe in school as a result of good relationships.
- Pupils have good attitudes to learning, concentrate well in lessons and take a pride in their work.
- Attendance is average. The school works closely with parents to improve attendance.
- Pupils behave well during lessons, around the school and outdoors. They are polite and courteous as well as keen and willing to support and help each other.
- Governors play a full role supporting and checking the school's work closely.
- The headteacher and governors work closely together ensuring that improvements in teaching and achievement are always a focus.

It is not yet an outstanding school because

- Teachers do not always ensure marking helps pupils understand what they need to do to improve. They do not always plan work that challenges pupils, especially the most able.
- The regular teaching of phonics (letters and the sounds they make) is not fully developed throughout the whole school.
- The skills pupils learn in mathematics are not developed through problem-solving activities in different subjects.
- The school's system for checking pupils' progress is not clear enough nor do all subject leaders use this information rigorously enough.

Information about this inspection

- The inspector observed four teachers and visited eight lessons.
- Discussions were held with the headteacher, staff, pupils, parents, governors and a representative of the local authority.
- The inspector observed break time and talked regularly with pupils as they moved around school.
- The inspector scrutinised pupils' work and listened to pupils read.
- A range of the school's documentation was observed including plans for improvement, safeguarding arrangements, a record of the school's observation of teaching and systems for tracking pupils' progress.
- The inspector took account of responses of the school's most recent questionnaire for parents alongside 45 responses from the on-line questionnaire (Parent View) and letters from parents.
- Inspectors analysed 10 questionnaires completed by staff.

Inspection team

Sue Sharkey, Lead inspector

Additional Inspector

Full report

Information about this school

- Temple Sowerby CE Primary School is considerably smaller than the average-sized primary school.
- All pupils are of White British heritage.
- The proportion of pupils supported through school action is higher than the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average.
- The proportion of pupils supported by the pupil premium is well below the national average. (The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.)
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics.
- Pupils are taught in three mixed-age classes: Reception with Year 1; Year 2 with Year 3; and Years 4 and 5 with Year 6. The number in each year group is sometimes less than five.

What does the school need to do to improve further?

- Improve the quality of teaching:
 - ensuring that there is consistency across the school in the way teachers mark pupils' work so that pupils know how to improve their work
 - making sure that the work teachers set always provides the right level of challenge for pupils, particularly the most able
 - developing the teaching of phonics throughout the school in order to improve writing further
 - ensuring that pupils have more opportunities to develop their mathematical skills through problem-solving activities across different subjects.
- Strengthen leadership and management by ensuring that there is a clear system for checking the progress pupils make and this is checked by all leaders.

Inspection judgements

The achievement of pupils is good

- Children join the school in the Early Years Foundation Stage with individual skills and experiences that can vary considerably from year to year. Overall they are often below what is typical for their age. Pupils enjoy a wide range of exciting activities both in the classroom and outdoors.
- Children enjoyed being challenged when they had to identify patterns that were symmetrical. They were keen to share ideas with each other when talking about whether a butterfly's wings were symmetrical or not. On another occasion children worked individually or in small groups practising letter shapes in paint. Regular and absorbing activities like these result in the children making good progress and being ready for Year 1.
- Good progress continues through Key Stages 1 and 2. The number of pupils in each year group can be very small. As a result, standards at the end of Year 6 can vary considerably from year to year but are often average, with reading above average. Predicted targets for 2014 indicate reading and writing to be above average and the work seen during the inspection confirmed this.
- Over time pupils have done less well in writing than they have in reading but predicted Year 6 targets for 2014 indicate that standards in writing should rise. Recent teacher assessment at the end of Year 2 shows that writing in Key Stage 1 continues to improve year-on-year. However, the teaching of phonics is not yet developed fully throughout the school and pupils have too few opportunities to develop their writing skills during the phonics sessions.
- The school uses its pupil premium funding well to help those eligible to make good progress and reach standards similar to other pupils.
- Disabled pupils and those who have special educational needs make good progress. Their needs are recognised at an early stage and pupils are supported effectively either in very small groups or individually by teachers or teaching assistants who are well trained to deliver specific support relevant to each pupil's needs.
- By the end of Year 6 in 2013, 100% of pupils made expected progress in reading, writing and mathematics. The most able pupils make good progress. For example, the predicted Year 6 targets for 2014 indicate the proportion of pupils achieving Level 5 to be above average in reading and writing while Year 2 teacher assessment shows that the proportion of pupils achieving Level 3 is well above average in reading. Even so, an occasional lack of challenge restricts the most able from making outstanding progress.
- Although the proportion of pupils who achieved the Level 5 in mathematics in 2012 was above average this dipped in 2013 but targets for 2014 indicate a higher proportion of pupils should achieve Level 5 in Year 6. 2014 Year 2 teacher assessments show the percentage of pupils who achieved Level 3 in mathematics is above average. Although pupils carry out problem solving in mathematics they do not routinely have enough opportunities to develop their mathematical skills continually through solving problem in other subjects.
- Pupils say they enjoy reading and often read at home as well as at school. As pupils gain in confidence they tackle unfamiliar words happily. By the end of Year 2 pupils are beginning to use punctuation effectively to read with expression. As pupils move through Key Stage 2 they are effectively encouraged to deepen their pleasure of reading.

The quality of teaching is good

- Strong relationships between pupils and adults have a positive effect on pupils' engagement in lessons. As a result, they have a positive and constructive attitude to learning.
- Throughout lessons pupils' work is checked regularly and teachers ask effective questions to challenge their thinking as well as check that pupils understand their work. Pupils are quick to respond to questions as well as rising to a challenge.
- During a Year 2 and 3 mathematics lesson, pupils were checking numerical information and

recording this in groups of five. The methods pupils were using were checked regularly and pupils were challenged to find alternative ways of counting before creating a bar chart. The teaching typified how closely teachers check progress and understanding in lessons.

- Classrooms are warm and inviting with many good examples of pupils' work that celebrate their achievements. There are also good examples around the classroom to support pupils with their learning.
- Pupils' English, mathematics and topic books are marked regularly and comments made to help pupils know how to improve their work but this is not consistent across the school.
- Pupils are keen to talk about and share the targets they have achieved as well as those they are aiming for next. They are well recorded in pupils' books as a reminder of their successes as well as directing pupils to what they will be learning next.
- Pupils' communication skills are well developed because during lessons they have opportunities to talk about their ideas helping them to learn and use new vocabulary. Pupils are regularly happy to share ideas with each other and work successfully in pairs where they talk sensibly, often coming to firm decisions.
- Lessons are planned carefully but there are occasions, however, when work is not challenging enough for pupils, especially for the most able pupils.
- Information and communication technology is used well to support pupils' learning throughout lessons both by pupils and adults. During a Year 4, 5 and 6 English lesson when pupils were writing a resolution for their story they made good use of thesauruses to find alternative words alongside electronic dictionaries. The teacher's appropriate use of the interactive whiteboard helped and extended pupils' thinking.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils agree as do a large majority of parents who completed Parent View. All parents who spoke with the inspector during the inspection commented very positively about the education that their children receive.
- Pupils enjoy learning, concentrate well and try to do their best. They are ready to work and are organised moving swiftly from one activity to the next when needed during lessons. Pupils are proud of their work and this is obvious in books where work is neat and well presented.
- Pupils have plenty of space to play at playtimes and there are areas where pupils can be physically active as well as spaces where pupils can be quiet if they prefer. Pupils socialise well with each other working and playing together effectively.
- The school's work to keep pupils safe and secure is good. Pupils say they can turn to any adult in school if they have a problem or they can also trust their friends to help them. They say there is bullying but it is rare and are aware of different kinds of bullying such as physical or cyber-bullying.
- Pupils volunteer to represent their year group on the school council. They talk eagerly about the funds raised to help improve their school as well the school they have a strong link with in Tanzania.
- Attendance is average. The school works closely with parents to continue to improve attendance and pupils value the certificates they receive for 100% attendance.

The leadership and management are good

- The headteacher and staff work closely together as a cohesive team and are focused continually on improving the school.
- Leadership of the management of teaching is effective. As well as having a class teaching commitment and leading a subject the headteacher also monitors teaching regularly. Lessons are also observed by other subject leaders and over time this has also been carried out by the local authority.
- The headteacher and teachers work closely together to check the performance of pupils

regularly following termly assessments. However, the system for recording this information is not clear enough to enable subject leaders to monitor the progress of pupils rigorously.

- Effective systems are in place to manage teachers' performance, which is linked to decisions about salary and staff training. Good quality training has had a positive impact on pupils' writing.
- The local authority has a good relationship with the school and currently provides a light touch service. It supports the governing body through frequently attending their meetings.
- Staff are committed to their work and are valued fully. Staff questionnaires reflect high morale and a strong team spirit.
- The school lies at the heart of the community which brings many skills into the school as well as strongly supporting a wide range of its activities.
- Equal opportunity is well promoted and discrimination tackled so that no pupil is prevented from enjoying a wide range of learning opportunities. The curriculum is enriched by a wide variety of interesting visits each year. Residential visits give pupils opportunities to try out different outdoor activities, while visits to York or London help pupils experience different cultures. Working closely with other schools mean pupils can develop social skills while they enjoy, for example, Street Dance or African drumming. Strong links with other schools and the use of visitors to the school supports pupils' social, moral, spiritual and cultural development well.
- The additional funding for sports is used effectively to develop the expertise of staff and to give additional opportunities for pupils to be involved in a wider range of sports activities. The impact of the staff training was evident when Years 4, 5 and 6 pupils practised their tennis skills with enthusiasm.

■ **The governance of the school:**

- The governing body has an accurate view of the school's strengths and its areas for development. This is gained through visits, meetings, analysing data and receiving detailed reports from the headteacher. Governors spend time in classes talking with pupils as well as staff but this system is not yet embedded fully. They check diligently the school budget including the use of the pupil premium funding and the primary school sports fund to ensure that the benefit to pupils is positive. Governors have a good understanding of the management of teachers' performance and use this information when making decisions on teacher's salaries. Governors make sure that they keep up to date with training to improve their effectiveness. The governing body ensures that the school's arrangements for safeguarding meet statutory requirements.

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	112266
Local authority	Cumbria
Inspection number	439560

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	46
Appropriate authority	The governing body
Chair	Trevor Cossins
Headteacher	Barbara Key
Date of previous school inspection	3 July 2009
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