

# Temple Mill Primary School

Cliffe Road, Rochester, ME2 3NL

**Inspection dates** 9–10 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Leaders, including governors, and managers have not done enough to improve the quality of teaching since the previous inspection.
- Pupils do not make enough progress from their starting points. They do not always reach the standards of which they are capable in reading, writing and mathematics either at the end of Key Stage 1 or Key Stage 2.
- Early years provision is inadequate because children make too little progress, especially the most able.
- Teachers do not give pupils enough guidance on how well they are doing and what they need to do next to improve their work.
- Links across subjects are not strong enough to give pupils useful opportunities to write at length or use mathematical skills.
- Leaders have not ensured teachers always have sufficient knowledge to identify gaps in pupils' understanding. Pupils who fall behind are not given enough help to catch up.
- Pupils' behaviour requires improvement. Too much learning time is lost because pupils take too long to settle.
- Leaders have not ensured that all measures to keep pupils safe are fully effective, particularly in the early years provision.
- Expectations of what pupils can achieve are not high enough in some classes. For example, pupils repeat work that they have previously completed successfully. Poor handwriting and spelling are not tackled and work set is often too easy, especially for the most able.
- The needs of different groups of pupils are not well met. Checks that leaders make have not been effective enough to identify this. Gaps are not closing well enough for pupils in receipt of additional funding.
- The curriculum does not effectively promote pupils' spiritual, moral, social and cultural development.

### The school has the following strengths

- The newly formed interim executive board has a good understanding of what the school needs to do to improve.
- Planning for improvement is much more robust than at the time of the last monitoring inspection.
- The local authority, along with the interim executive board, has introduced some recent measures which have begun to improve the teaching of reading.
- Pupils are kind and respectful, attend regularly and respond well to instructions when moving around the school.

## Information about this inspection

- Inspectors observed 10 lessons or parts of lessons, three of which were conducted jointly with senior leaders.
- The inspection team attended an assembly, listened to pupils reading and looked closely at pupils' work in lessons as well as work they had completed in their books.
- Inspectors held meetings with pupils, staff and the headteacher of another local school seconded to support the school. Inspectors also met with representatives from the local authority and the interim executive board.
- The 59 responses to the online survey, Parent View, were taken into account, as were the views of parents who met with the inspectors during the inspection. The inspection team also considered questionnaires completed by 22 members of staff.
- A range of documents were scrutinised, including those relating to safeguarding and child protection. Inspectors also took account of attendance figures, checks on pupils' academic performance, the school's evaluation of its own effectiveness, and the school's development plans.

## Inspection team

Jeanie Jovanova, Lead inspector

Additional inspector

Carol Vant

Additional inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- Temple Mill is an average-sized primary school. It shares its site with Temple Mill Children's Centre, which is inspected separately.
- The proportion of disabled pupils and those with special educational needs supported through school action is slightly higher than is usual nationally. The proportion supported through school action plus or with a statement of special educational need is double the national average.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for children in the care of the local authority and pupils known to be eligible for free school meals) is lower than the national average.
- Most pupils are of White British origin. One in 10 of the school population are from ethnic minority backgrounds, representing eight different groups. This is a much lower proportion than is usual nationally.
- Fewer than one in ten pupils speak English as an additional language, nearly half the national average. Some of those pupils are at the early stages of learning English.
- Early years provision is offered in the Nursery class part time and full time in the Reception class.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A new arrangement for governance was put in place in May 2014 when the local authority appointed an interim executive board.
- The current acting headteacher took on this role in January 2014. Her previous role of deputy headteacher has been taken up, in an acting capacity, by the assistant headteacher. There has also been a high number of staff changes in recent time. This has involved both teachers and support staff, and there has been long-term staff absence because of illness.
- Since September, the headteacher of St Mary's Island C of E (Aided) Primary School has been providing regular support to improve the quality of teaching.

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

- Improve teaching so that all groups of pupils achieve well by:
  - raising teachers' expectations of what pupils can achieve so that pupils are set work that is hard enough, particularly the most able
  - ensuring pupils are not set work that they have already completed successfully
  - making sure tasks capture pupils' interest so that they settle to work quickly and concentrate fully on their learning
  - ensuring pupils understand what they have done well in their work and how to improve further, both when referring to specific pieces of work, and in the longer term
  - creating stronger links across subjects to deepen pupils' understanding and give them opportunities to practise key skills such as writing and mathematics.
- Strengthen leadership at all levels so leaders are able to improve outcomes for pupils rapidly by:
  - ensuring all teachers have good subject knowledge in all areas
  - providing clear guidance to teachers as to expectations in handwriting, spelling and volume of work
  - ensuring any pupils in danger of falling behind are helped to catch up, particularly those who do not reach the required standard in phonics in Key Stage 1
  - checking information on the academic performance of different groups carefully and using it to provide what they need to close gaps in their learning

- strengthening safeguarding practices as a matter of urgency, particularly in the early years provision
- developing a vibrant curriculum that offers greater opportunities to promote pupils' spiritual, moral, social and cultural development well.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

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## Inspection judgements

### The leadership and management are inadequate

- Leaders and managers have not been effective in improving the quality of teaching. They have not provided teachers with effective training to strengthen their subject knowledge or their classroom practice.
- The school does not make clear what it expects of pupils. Expectations are much too low. Leaders have not identified common errors and misspellings when monitoring how staff mark pupils' books. Poor spelling and handwriting are a common occurrence. Moreover, some pupils complete very little work and this often remains unchallenged.
- Leaders do not ensure that pupils in danger of falling behind are helped to catch up. Pupils who do not reach the expected standards in phonics are not helped successfully to bridge the gaps in their knowledge as they move on through Key Stage 2.
- Leaders and managers have not ensured that children and pupils are kept as safe as possible, particularly in the early years provision. While many important safeguarding requirements are met, procedures to respond to accidents in school and to supervise children well are not robust enough.
- The pupil premium funding is not used effectively to close gaps in learning because leaders and managers do not check the impact of measures paid for by the funding. As a result, there are wide gaps throughout the school between the attainment of eligible pupils and other groups.
- Leaders do not promote equality of opportunity effectively because gaps are too wide between the achievement of different groups both in school and when compared with similar pupils nationally. This is because leaders do not check information on academic performance carefully enough both internally and against national figures.
- Leaders have not secured parents' support. In the online survey over half of the parents who responded would not recommend the school to others.
- Middle leaders are not yet effective in their roles because they do not have enough opportunities to check the quality of teaching or to provide useful feedback to colleagues.
- The curriculum is not sufficiently well thought out. It does not promote pupils' spiritual, moral, social and cultural development well enough to ensure pupils are thoroughly prepared for life in modern Britain.
- The school gives parents advice relating to the range of secondary schools available and Year 6 pupils are given the opportunity to attend open days to help them make the right choice. The school fosters good relations within the school community. This can be seen in the mutual respect among pupils and between pupils and adults. Discrimination is not tolerated. Pupils corroborate this view and say that there is no discriminatory behaviour in school.
- The school is using the sports funding to encourage greater participation by pupils in clubs and inter-county tournaments. Pupils have access to more activities than previously and this is benefiting their physical well-being. Teachers' skills in teaching physical education are being enhanced by working alongside trained coaches. There is currently no one with overall responsibility for leading physical education throughout the school so the full impact of this work is not checked rigorously.
- The local authority has been instrumental in organising the change in governance, which has clearly benefitted the school. Support provided by a local headteacher is beginning to improve performance in some areas but it is too soon for there to be a significant overall impact. Recent training on effective teaching of reading has been well received, and teachers have changed their practice for the better.
- The school may not appoint newly qualified teachers.
- **The governance of the school:**
  - The interim executive board members have brought a clear focus to the school's improvement planning. They are fully aware that pupils do not make sufficient progress and standards are not high enough. They know that the key priority is to improve the quality of teaching and have organised appropriate support that is already bearing fruit. For example, the newly qualified teacher is paired up with an experienced teacher from a local effective school, and this is supporting her well in the early stages of her career. They know that the school now has a fit-for-purpose policy for matching teachers' pay to performance which will be used from this year onwards and that teachers have been set more demanding targets in an effort to accelerate progress. Governors understand the mechanism for challenging poor performance and are prepared to reward teachers who exceed the targets set for them.

**The behaviour and safety of pupils are inadequate****Behaviour**

- The behaviour of pupils requires improvement. Lessons are not always interesting or relevant and so pupils 'switch off' and become distracted. For example, one pupil carried on reading his book when the teacher was talking and another pair, in a different class, were playing a game during a mathematics lesson.
- Teachers do not always ensure that transitions between one lesson and another run smoothly and pupils do not always listen carefully when they are given instructions. This means valuable learning time is lost.
- Pupils have not been helped to fully understand all the ways in which bullying can manifest itself.
- Incidents are not analysed carefully so leaders do not know how effectively systems are promoting good behaviour.
- Pupils are mostly respectful and polite. They respond well to routines, for example, lining up sensibly at the end of playtime. Older pupils make sure that younger ones have someone to play with.
- Pupils from different backgrounds all get along well. They know that name calling is wrong and say that everyone is welcome in their school irrespective of background, faith or physical appearance. They feel confident in dealing with any minor disagreements and say that, consequently, situations rarely escalate.
- Attendance has improved and is in line with the national average for primary schools. There are effective measures in place to ensure pupils arrive on time in the morning.

**Safety**

- The school's work to keep pupils safe and secure is inadequate. Procedures for ensuring pupils are as safe as possible are not robust. Pupils are not always supervised well enough, particularly in the Early Years. Incidents and accidents are not dealt with swiftly by all members of staff.
- The school does not work effectively to ensure that pupils with particular behavioural needs are supported to improve their behaviour. Consequently, the rate of exclusions is too high and show little sign of decreasing.
- Pupils do not have a heightened awareness of how to stay safe when using the internet. While most parents agree that their children feel safe at school, there are a number who have concerns about the way individual incidents are dealt with. Inspectors found these concerns to be justified as incidents are not always dealt with effectively.
- The school's procedures for identifying and reporting any serious concerns are robust. The Home–School Support Worker liaises well with a range of other agencies to share relevant information to help keep the most vulnerable pupils safe..

**The quality of teaching is inadequate**

- Teachers do not set pupils work that is hard enough to help them learn steadily and regularly in either writing or mathematics lessons. Teachers' expectations of what pupils, including the most able, can achieve are too low. Pupils of all abilities are not suitably challenged and therefore do not make the progress of which they are capable. Learning time is lost because pupils repeat work that they are already confident in.
- Teachers are not clear about what pupils do well. Work in books is often marked with indiscriminate congratulatory comments such as 'well done' or 'lovely work', even when it is of a very low standard. Basic errors often go unnoticed.
- Regular guidance is not given to pupils about what they need to do to improve. There are very few comments in either mathematics or English books that indicate to pupils how to make their work better next time. Pupils do not have a clear idea of what they need to do in the longer term to become more successful learners and make more rapid progress.
- Teachers do not have good enough subject knowledge to anticipate where pupils might struggle or to design effective activities for pupils to practise new skills. In mathematics, for example, pupils were supposed to be learning about decimals but the problem they had been set relied more on them using their already well-established knowledge of rounding up.
- The lack of secure subject knowledge also leads to slow progress in some lessons because teachers are unclear in their explanations. Pupils lose interest, stop listening and then do not know what to do.
- There are too few opportunities for pupils to practise their writing and mathematical skills in other subjects, which limits the progress they make.

- There has been some very recent improvement in the teaching of reading following a successful training session with an adviser from the local authority.

### The achievement of pupils

is inadequate

- Pupils do not make enough progress from their starting points. Consequently, they do not always reach national standards in reading, writing and mathematics at the end of Key Stage 1.
- By the end of Key Stage 2, pupils are not well prepared for moving on to secondary school because far too few reach the standards expected for their age. The proportion reaching the highest standards is also far too low given their starting points.
- Disabled pupils and those with special educational needs do not make enough progress because leaders do not check whether their needs are appropriately met.
- Pupils eligible for the pupil premium do not achieve well. The school does not spend the funding effectively so gaps between their attainment and that of other groups in school, and with pupils nationally, are not closing. In tests at the end of Key Stage 2 in 2013, gaps in school were four and a half terms wide in mathematics, five terms in reading and five and a half terms in writing. As standards in the school are low overall, this means that, the gaps are even wider compared to pupils nationally. These significant differences in achievement are a cause for concern.
- The most able pupils do not achieve well enough. Across the school, far too few are helped to reach the highest levels of which they are capable because work set is too easy for them.
- Pupils who speak English as an additional language make equally poor progress because their language needs are not catered for appropriately.
- The achievement of pupils from different ethnic groups is variable. This is because information about the achievement of different groups is not carefully checked, comparisons are not made with national figures and expectations are too low.
- The majority of parents who expressed their views through the online questionnaire felt that their children were not making enough progress. These views were supported by the findings of the inspection team.

### The early years provision

is inadequate

- Teaching in the early years is inadequate and children do not make enough progress. Teachers do not take into account what children can already do in order to plan what they need to learn next. Activities do not always engage children's interest for long enough, especially in the Reception class.
- Children generally join the school with skills that are typical of three- and four-year-olds. Most leave the early years provision reasonably prepared to start Year 1. This represents typical progress for many children but the progress made by the most able is too slow and they do not achieve well enough.
- Children are not kept safe enough in the early years provision. Leaders have not made sure that procedures for dealing with accidents are clearly conveyed to all staff, particularly where there have been a number changes in teaching staff.
- Children generally behave well, although they can get a little over-excited when it is time to go outside. The level of supervision outside is not always sufficient and this poses a potential safety risk.
- The leadership of the early years is inadequate. Children's achievement is not checked carefully enough to make sure that all are making the best progress they can.
- Provision in Nursery is more effective than in Reception. In the Nursery children settle quickly and begin to develop self-confidence and social skills well.

## 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>	132267
<b>Local authority</b>	Medway
<b>Inspection number</b>	449094

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>	213
<b>Appropriate authority</b>	Interim executive board
<b>Chair</b>	Paul Morris
<b>Headteacher</b>	Kaye Francis (acting)
<b>Date of previous school inspection</b>	7–8 November 2012
<b>Telephone number</b>	01634 727668
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