

# Temple Hill Community Primary School and Nursery

St Edmund's Road, Temple Hill, Dartford, DA1 5ND

**Inspection dates** 27–28 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

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

- In some classes, teachers' expectations of pupils, particularly the more able, are not high enough.
- Some teachers do not challenge and check pupils' understanding sufficiently.
- Teachers do not routinely follow up marking comments and ensure that pupils have acted on the advice.
- Not all teachers take advantage of opportunities to promote children's communication and language skills in the Early Years Foundation Stage.
- Too few pupils reach the age-related expectations in the Year 1 phonics (the sounds that letters make) check.
- Standards in writing by the end of Year 6 are not high enough. In Key Stage 2, the proportion of pupils making more than the expected progress is too low.
- Some middle leaders have yet to refine their skills in ensuring their colleagues consistently teach well and that pupils, including children in the Early Years Foundation Stage, make good progress.

### The school has the following strengths

- The executive headteacher provides strong leadership. He works closely with the head of school, governors and other colleagues in the federated school. Together, they are ensuring that there are recent improvements in teaching.
- Standards at the end of all Key Stages are rising.
- In Key Stage 2, disadvantaged pupils are making slightly better progress than their peers in reading and writing.
- Pupils' behaviour is good. Pupils have a positive attitude towards school. Their attendance has improved. They have a good understanding of how to keep themselves safe.
- Children settle quickly into the Early Years Foundation Stage.
- The school ensures that pupils are kept safe.

## Information about this inspection

- Inspectors observed pupils' learning in 23 lessons. The head of school, the deputy headteacher and assistant headteacher joined the inspectors for five of these visits. In addition, the head of school accompanied an inspector on a number of other shorter visits to lessons. The inspectors also spent time looking at pupils' books and listening to some pupils in Year 2 and Year 6 read.
- Meetings were held with members of the governing body, the executive headteacher, senior staff, groups of pupils and a local authority representative.
- Inspectors observed the school's work and looked at a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan.
- In making their judgements, inspectors took account of the 43 responses to the online parent questionnaire (Parent View), the school's recent survey of parents' views and 59 questionnaires returned by members of staff.

## Inspection team

David Wynford Jones, Lead inspector	Additional Inspector
Jan Edwards	Additional Inspector
Peter Lacey-Hastings	Additional Inspector

## Full report

### Information about this school

- The school is considerably larger in size than the average primary school.
- The large majority of the pupils are of White British heritage. The remaining pupils come from a number of minority ethnic backgrounds.
- Children in the Nursery attend on a part-time basis. In the Reception classes, they attend on full time.
- The proportion of pupils who speak English as an additional language (just over one in five) is slightly higher than average. A few are at the early stages of learning English.
- About a fifth of the pupils are deemed to be disabled or have special educational needs. This is broadly similar to the national average.
- Just under a half of all pupils are supported through the pupil premium; this proportion is well above average. Pupil premium is additional government funding for disadvantaged pupils who are known to be eligible for free school meals and those who are looked after.
- The proportion of pupils joining or leaving the school at other than the usual times is marginally higher than average.
- In 2014, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school offers breakfast and after-school clubs for the pupils.
- The school is in partnership with Oakfield Community Primary School. Together, they form the Galaxy Federation, which came into being in September 2013. Both schools share a governing body and are led and managed by the executive headteacher. Oakfield Community Primary School was not visited as part of this inspection.
- The day-to-day running of Temple Hill Community Primary School is undertaken by the head of school.
- Some middle leaders (assistant headteachers, year group coordinators and the special educational needs coordinator) have recently joined the school.

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

- Improve teaching so that it is consistently good or better by:
  - ensuring that all teachers have high expectations of what all pupils, especially the most able, can achieve, particularly in reading and writing.
  - making certain that all teachers consolidate pupils' understanding by checking that pupils always respond to written and verbal advice on how to improve their work.
- Accelerate pupils' progress in developing their writing skills by:
  - ensuring that the proportion of pupils reaching the expected levels in the Year 1 phonics checks is at least similar to the national average
  - ensuring that a greater proportion of more-able pupils make more than the expected progress in Key Stage 2.
- Refine the skills of middle leaders in undertaking rigorous checks on the quality of teaching and its impact on pupils' learning.

## Inspection judgements

### The leadership and management

### require improvement

- Leadership and management require improvement because teaching is not consistently good. Some groups of pupils, for example more-able pupils in Key Stage 2, are not making as much progress as they should. Pupils' progress in developing their writing skills is too slow.
- The executive headteacher and head of school encourage middle leaders to develop their roles. They have generally contributed well to the evaluation of the school's performance and have accurately identified the school's strengths and any weaknesses. These are set out in the school development plan. They are aware, for instance, of the need to raise standards in writing and to provide greater challenge for the more-able pupils.
- Some middle leaders have yet, however, to refine their skills in helping their colleagues to consistently teach well and to check the impact of teaching on pupils' learning. Leadership in the Early Years Foundation Stage, for instance, is helping the children to gain in physical and emotional well-being but does not always ensure good progress in communication and early literacy and numeracy skills.
- The executive headteacher provides strong leadership. His expectations are high. The head of school co-ordinates the day-to-day work of the school well. Teaching is improving and standards at the end of each key stage are now rising steadily. Senior leaders are now rigorously monitoring standards and pupils' progress.
- Although the school has improved since the previous inspection, the improvements, particularly in the teaching and the rate of pupils' progress, have not been fully consolidated. Teaching is not consistently good or better and not all groups of pupils make good progress.
- The head of school closely analyses pupils' attainment and progress information, and now has regular meetings with teachers to review pupils' progress. The management of teachers' performance is effective and having a significant impact on teaching standards. Teachers are required to explain if any pupil is not making the expected rate of progress and what the teacher intends to do about it. As a result, pupils' progress is accelerating.
- Leaders appreciate the importance of equality of opportunity but have not been totally successful in its implementation. This is because some groups of pupils are not making as much progress as others.
- Pupils' spiritual, moral, social and cultural development is promoted well – for example, through educational visits and celebrating festivals from different countries and religions. In addition to sharing experiences with pupils from the many minority ethnic and cultural backgrounds, pupils' cultural development and creativity are enhanced through art and music. Pupils are gaining a good understanding of right and wrong and the importance of taking responsibility within the community. As a result, they are developing a good understanding of British values and are well prepared for life in modern Britain.
- Staff are working well together to implement the changes required by the revised National Curriculum. In all classes, there is an appropriate emphasis on developing the pupils' literacy and numeracy skills. Updated procedures for assessing and recording pupils' attainment and progress against new curricular requirements are in the process of being developed.
- The additional funding for disadvantaged pupils is being used well to narrow any gaps between eligible pupils' achievement and that of others, particularly in Key Stage 2. It is not yet as effective in Key Stage 1 but the progress of these pupils is accelerating as a result of recent improvements in teaching. Sports funding is used appropriately to promote competition, employ specialist sports staff and to train teachers. Activities are having the beneficial impact intended on pupils' physical fitness and well-being.
- The local authority has provided senior leaders and governors with reasonable support. For example, the local authority representative has discussed outcomes for pupils with the executive headteacher and also undertaken joint visits to classes with the head of school to check on pupils' learning.

### ■ The governance of the school:

- The governing body is developing well. Governors are clear about the school's strengths, the areas for development and the actions needed to bring about further improvements.
- Most of the more long-standing governors have been associated with this school since the school became part of the federation, some 15 months ago. More recent appointments, about half of the governing body, bring a range of outside expertise to further strengthen the governing body. Most have already attended induction courses to develop their understanding of their roles and responsibilities.
- Governors have a good understanding of data on attainment and progress. They are able to compare the school's results with national and local data. They use the information to set the school challenging targets and regularly check progress towards these.

- Governors set appropriate targets for teachers to improve their practice and manage staff performance well. They only reward teaching that ensures pupils' good achievement.
- Governors are keen to promote good relationships within the school and the local community, and never accept discrimination of any sort. They actively promote the exchange of ideas and joint working between the two federated schools.
- Governors make certain that procedures to keep pupils safe are followed and that the school meets the requirements for safeguarding.
- The school's finances are monitored systematically. Governors make sure the primary sports funding and pupil premium allocation are spent as intended. They monitor the overall impact appropriately but have not yet to put in place rigorous systems to drill down and to check that the different initiatives to support disadvantaged pupils and to enhance sports provision are having the desired impact and providing value for money.

## The behaviour and safety of pupils

are good

### Behaviour

- The behaviour of pupils is good. They behave well in lessons and around the school. They have a good attitude towards learning and enjoy their work from the Early Years Foundation Stage onwards. This has helped in raising standards at the end of each key stage.
- Nearly all teachers manage pupils' behaviour well and encourage them to share their ideas with each other and with the adults. This practice effectively promotes pupils' social skills, their ability to communicate clearly and to respect each other.
- Pupils are thoughtful, responsible and considerate of others. They are punctual and get on well together during lunchtimes, and play sensibly on the playground. Pupils show respect for the school environment. Displays and equipment are valued. There is no litter.
- Pupils' attendance has improved and is now similar to the national average for primary schools. Pupils know clearly what is expected of them in terms of good behaviour, and understand and comply with the school's strategies for dealing with incidents of inappropriate behaviour. The school's records show that the number of exclusions has been reduced significantly since the previous inspection.
- Staff and most parents responding to the questionnaire and the online Parent View survey think that behaviour in the school is good and that pupils are kept safe. Inspectors endorse these positive views.

### Safety

- The school's work to keep pupils safe and secure is good. Throughout the school, there is a strong emphasis on pupils' safety. Leaders make sure the building is secure, staff are checked for their suitability prior to appointment, and safety guidelines are followed. The school makes sure that pupils have a good understanding of the potential dangers when using the internet and what to do if they have any concerns.
- Pupils feel safe in school and understand different types of bullying, for example name-calling, homophobia, fighting, racist bullying, or religious intolerance. They say that such behaviour is rare in school. They say that if such an incident occurs, they know who to turn to and are confident that it would be dealt with fairly and swiftly by senior leaders.
- Pupils enjoy attending the breakfast and after-school clubs. They say it gives them a good opportunity to meet their friends in a relaxed situation.

## The quality of teaching

requires improvement

- Not all teachers promote pupils' reading and writing skills adequately. Some teachers in the Early Years Foundation Stage and in Key Stage 1 do not routinely consolidate children's understanding of phonics in other lessons and do not encourage them to write often enough. In Key Stage 2, the expectations of some pupils, particularly the more able, are not high enough, especially in developing their writing skills.
- In all classes, pupils' written work is marked regularly and they are given clear guidance on what to do to improve their work. However, most teachers do not routinely follow up the comments to ensure that pupils have acted on the advice, check pupils' understanding or challenge their thinking.
- Teaching in mathematics is more effective. Pupils are making better progress, especially in Key Stage 2. Teachers use a variety of strategies effectively to check on pupils' understanding and challenge their thinking. They revisit prior learning and ensure the pupils understand what is expected of them. This

approach is not as evident in the English lessons.

- Teaching assistants are usually deployed effectively in all subjects, to support pupils' learning during the individual and group activities.
- Pupils who speak English as an additional language are given appropriate support to enable them to feel included and make progress at expected levels. Teachers provide additional support for pupils who find learning difficult and ensure they make at least similar progress to their peers.
- Staff in the Early Years Foundation Stage work well together. They ensure that children settle quickly and learn in a safe environment.

### The achievement of pupils

### requires improvement

- Too few pupils reach the age-related expectations in the end of Year 1 phonics checks. In the 2013 and 2014 checks, the proportion of pupils reaching the expected standard was below the national average. In 2014, the gap between the school's results and the national average widened.
- In Key Stage 1, the standards reached by disadvantaged pupils in reading, writing and mathematics are not as good as their classmates. However, they are now making progress in line with other pupils as a result of more effective teaching. In Key Stages 1 and 2, not enough pupils, particularly those who are more able, are making more than the expected rate of progress in developing their writing skills.
- Pupils are starting to make better progress in mathematics because there is a whole-school approach to developing pupils' numeracy skills and ensuring that pupils understand mathematical terminology. They are given many opportunities to undertake mathematical calculations and solve problems.
- From their various starting points, over time, not enough children make expected or better progress in the Early Years Foundation Stage. In 2014, however, the proportion of pupils reaching expected levels of development was marginally above the national results. This is a significant improvement on the 2013 outcomes.
- School assessment records, confirmed by inspectors' scrutiny of pupils' work, indicate that the upward trend at the end of Year 2 and Year 6 will continue and that all groups of pupils are on track to reach higher standards in reading, writing and mathematics than those achieved in 2014. The work in the Year 6 pupils' books suggests that most are on track to reach the nationally expected levels by the end of the year.
- The more-able pupils, in some cases, have not made better than expected progress because some teachers' expectations are not high enough. Older, more-able readers can read with expression and good pace but do not read as widely as they should. When writing, they understand the advantages of turning to a thesaurus and dictionary to extend their vocabulary, but these are seldom immediately available. In mathematics lessons, they use mathematical terminology correctly to explain their thinking. On occasion, however, some teachers do not extend the pupils' thinking by asking follow-up questions often enough.
- Disabled pupils and those who have special educational needs make broadly similar progress to that of their classmates; in some classes, it is better. In these classes, teachers and teaching assistants frequently check on the progress of each individual and provide help when needed to enable them to make progress. Pupils who speak English as an additional language make similar progress to their peers.
- In 2014, Year 6 disadvantaged pupils eligible for pupil premium funding made broadly average progress. They reached roughly similar standards to those of their classmates in reading and writing but were about six months behind in mathematics. Compared to all pupils nationally, disadvantaged pupils were about two terms behind in mathematics and reading, and nearly a year behind in writing. The 2014 Year 6 data show, however, that the gap in attainment between disadvantaged pupils and their classmates has narrowed consistently over the last three years.
- Pupils have a good understanding of how sporting activities contribute to healthy living. The appropriate use of the primary school sports funding has ensured that pupils enjoy the activities and have greater opportunities to take part in competitions.

### The early years provision

### requires improvement

- Leadership and management of the Early Years Foundation Stage requires improvement because teaching is not yet good enough to ensure that children from all starting points, including the more able, make good progress in developing their skills in communication, language and in early reading, writing and mathematics.
- Some teachers' expectations of what children can achieve are not always high enough and activities are

not always sufficiently challenging. Teachers and teaching assistants do not always take advantage of opportunities to develop the children's speaking and listening skills or to consolidate their knowledge of phonics. The potential of the outdoor areas to promote children's literacy and numeracy skills has not been maximised.

- There is a good emphasis on developing the children's social skills and ensuring they are happy in school. Teachers and other adults act as positive role models and effectively promote the children's health, safety and well-being, including their spiritual, moral, social and cultural development. Procedures for keeping children safe are well established. Regular checks are undertaken to make certain that equipment is safe.
- Relationships with adults are good. Nursery-aged children settle quickly and enjoy the various activities in the spacious classrooms and outdoor areas. Their attainment on entry to the Nursery varies widely. Their achievement in the Nursery is not high enough and requires improvement.
- Nearly all of the children who attend the Nursery move into the Reception class. Children's skills on entry to the Reception class are very varied. The skills of the majority are marginally below those typical for their age, especially in communication, language and literacy.

## 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>	118571
<b>Local authority</b>	Kent
<b>Inspection number</b>	453018

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>	597
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mandi Hunt
<b>Headteacher</b>	Garry Ratcliffe
<b>Date of previous school inspection</b>	28 February 2013
<b>Telephone number</b>	01322 224600
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