

Inspection of Temple Sutton Primary School

Eastern Avenue, Southend-on-Sea, Essex SS2 4BA

Inspection dates: 10 and 11 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils at Temple Sutton are happy and feel safe in school. They learn in a warm, caring and calm environment. They establish highly respectful relationships with each other. Pupils' behaviour is good and relationships in the school are very positive.

Pupils have opportunities to take responsibility. They talk with pride about the process of becoming part of the school or eco council. They enjoy making plans to improve the school further. Pupils value the support that they receive from playground buddies. These pupils help them if they feel lonely or worried.

Large numbers of pupils join and leave the school mid-year. These pupils make strong gains in their learning from when they join the school. They learn well because leaders are ambitious for them. Pupils respond by engaging in their learning and working hard.

Bullying is rare. If it does happen pupils know that staff deal with it quickly. Pupils know that there are many adults who they can go to if they need support.

Pupils behave well because adults have high expectations of their behaviour. They listen to their teachers and are keen to learn. They respond well to the consistent routines that teachers put in place.

What does the school do well and what does it need to do better?

Leaders have developed clear curriculum plans in most subjects. Most plans set out the knowledge that pupils need at every stage to help them make progress and learn well. Teachers use these plans to teach sequences of lessons that build pupils' knowledge over time. Teachers keep careful checks on what pupils know and can do. Expectations of what pupils need to learn are clear. In a few subjects, leaders' approach is less thorough. In these subjects, teachers do not have enough information to teach and assess important knowledge in the right order. Some lessons can contain too much information or not enough. Leaders recognise that their curriculum plans need further development. They are working to improve each subject systematically

Teachers have good subject knowledge and explain things clearly to pupils. There are regular routines and expectations that support pupils to learn. Pupils become confident learners. When plans are clear about the knowledge pupils need to remember, teachers check carefully that pupils can recall it. This helps pupils to learn new content and consolidate their previous learning.

Reading is taught well. Pupils are now making better progress than previously through the early reading curriculum. Staff use the same consistent approaches to teach pupils to read, beginning in Reception. This is built on effectively in Year 1 and Year 2. Teachers are quick to spot when pupils are falling behind in their reading. Leaders provide further support to help pupils catch up. The books that pupils read

match the sounds that they are learning. This helps pupils become confident and fluent readers. Older pupils enjoy reading and taking time to choose books from the library. They talk knowledgeably about their favourite books and authors.

In Reception, adults routinely plan purposeful activities that help children learn important knowledge across the curriculum. In a few subjects, important knowledge that children should learn is not laid out as clearly. In these curriculum areas, children are less secure in what they remember. Overall, however, children gain the knowledge and skills needed that make them ready for Year 1.

Pupils with special educational needs and/or disabilities (SEND) receive high-quality support. Leaders identify pupils' needs early and provide appropriate plans and help. The autism resource base (ARB) is a strength of the school. Pupils with SEND enjoy learning the same curriculum as their friends. They receive targeted support to help them with their individual needs as necessary. As a result, pupils with SEND make strong gains in their learning.

Pupils behave well. Lessons are not interrupted by poor behaviour. Pupils want to do well and have positive attitudes to learning.

Pupils live up to leaders' aims for them to be brave, respectful, understanding, resilient, responsible and ambitious members of the community. Pupils listen carefully to the values that staff teach and model for them. They are responsible, active citizens.

The trust and governors support and challenge leaders to improve the school. Staff and leaders value working with other schools and the local authority to share ideas about what works well to further improve the school. Teachers are proud to work at the school. They feel supported by leaders to teach effectively and manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide regular training for staff so that they know how to keep pupils safe. Staff know pupils and their families well. The school has a significant number of pupils in need of help and support. Leaders act quickly when pupils need help. They have a range of services and expert staff who can support children and families who need it.

Leaders carry out all necessary checks before employing staff in order to ensure that they are safe to work with pupils.

The curriculum helps pupils learn how to keep themselves safe. Pupils know how to stay safe when working online and how to have healthy and happy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not clearly identified the important knowledge, including vocabulary, that pupils need to learn and when. Teachers then do not have information on what pupils need to know or which aspects of learning to assess. As a result, pupils do not learn or remember what leaders intend them to learn. Leaders should ensure that in all subjects, they identify the important knowledge pupils need to learn and when it should be taught, including in the early years.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144694
Local authority	Southend-on-Sea
Inspection number	10255145
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	645
Appropriate authority	Board of trustees
Chair of trust	Ben Spinks
Headteacher	Ola Laniyan
Website	www.templesutton.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school has become an academy since its previous inspection and is now part of the Learning in Harmony Trust.
- There is an on-site ARB. Pupils, including pupils from Temple Sutton, are placed here by the local authority.
- Larger numbers of pupils than is average leave and join the school during the year.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a graded (section 5) inspection under the same Act.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation.

- Inspectors carried out deep dives in early reading, mathematics, science, history, geography and art. For each deep dive, inspectors considered the design of the curriculum, spoke with subject leaders, visited lessons, scrutinised pupils' books and listened to children reading. They also spoke with teachers and pupils.
- Inspectors spoke with leaders of other subjects in the curriculum.
- Inspectors spoke with the chief executive officer of the Learning in Harmony Trust, the Chair of the board of trustees and executive leaders.
- To evaluate the effectiveness of safeguarding, meetings were held with the designated safeguarding lead, teachers and pupils. Inspectors also reviewed records, policies and documents relating to safeguarding.
- Inspectors spoke with leaders with responsibility for SEND and early years.
- To gather pupils' views, inspectors spoke with pupils, including at breaktimes and lunchtime.
- No pupils undertook the Ofsted's pupil survey.
- Inspectors reviewed the 54 responses and 32 free-text comments submitted to Ofsted Parent View, Ofsted's online questionnaire for parents and carers.
- The inspectors took account of 47 responses to Ofsted's staff survey.

Inspection team

Debbie Rogan, lead inspector	Ofsted Inspector
Simon Harbrow	Ofsted Inspector
Susan Sutton	Ofsted Inspector
Nicola Shadbolt	Ofsted Inspector

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