

Inspection of a good school: Temple Moor High School

Field End Grove, Selby Road, Leeds, West Yorkshire LS15 0PT

Inspection dates: 1 and 2 March 2023

Outcome

Temple Moor High School continues to be a good school.

What is it like to attend this school?

Pupils at Temple Moor High School feel safe. They are happy to attend school. Relationships between staff and pupils are strong. Pupils say bullying rarely happens. If it does happen, pupils are confident that it is dealt with by staff.

Leaders have high expectations of pupils' behaviour. Staff use the school's behaviour system consistently. Pupils behave well because of this.

Leaders have a clear vision for the school. They understand the school's strengths and areas for improvement. Leaders are ambitious for what all pupils can achieve, including those with special educational needs and/or disabilities (SEND). As a result, pupils achieve well at this school.

Pupils benefit from a range of extra-curricular activities as part of the extended school day. These range from sport, to chess, to debate club. However, the wider development of pupils needs to be a sharper focus for leaders. Some pupils have a limited understanding of world religions and the protected characteristics.

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

Leaders have developed an ambitious curriculum, including for pupils with SEND. In most subjects, leaders have identified the important knowledge they want pupils to know and remember. Leaders make sure that new content connects to what pupils already know. In most areas of the curriculum, teachers use assessment well to check on what pupils have learned. However, in a small number of subjects, curriculum planning is not as well developed. Leaders still need to identify the most important knowledge that pupils need to know and remember in these areas of the curriculum.

Pupils with SEND are supported well. Teachers are given clear guidance on how to meet pupils' needs. Pupils follow the same curriculum, and teachers adapt their teaching to meet the needs of pupils. The school works in partnership with John Jamieson School so that pupils with complex needs can access parts of their curriculum at Temple Moor High School.

The culture of reading is developing across the school. Changes to the school day mean that younger pupils read more often. Leaders have ensured that pupils who need help with reading receive the support they need. In all subjects, the vocabulary that pupils need to know has been identified. This means that pupils, including students in the sixth form, can use technical language in discussions or when reading texts as part of the curriculum.

Teachers use the behaviour system consistently. This means that pupils are clear on how they are expected to behave. Most pupils meet the high expectations that leaders have of them. Those pupils who are at risk of permanent exclusion or display the most challenging behaviour are well supported in the school's 'Elect' provision.

The curriculum for pupils' personal development is carefully planned from Years 7 to 13. Leaders have ensured that pupils learn important knowledge about how to stay safe in the local area. Pupils understand the importance of tolerance and respect. However, the curriculum does not ensure that all pupils have a strong enough knowledge of world religions or the protected characteristics. As a result, a minority of pupils use discriminatory language without understanding why it is wrong.

The number of pupils studying in the sixth form is increasing. The range of subjects offered is becoming broader and more diverse. Students are taught well and enjoy their time in the sixth form. Students in the sixth form are well supported by a strong pastoral team. The personal development curriculum continues from Year 11 into the sixth form. Students learn about healthy relationships and staying safe. They are prepared well for adulthood. Staff work with students to explore potential future careers and, according to students' interests, apply for university courses or jobs.

Leaders have an accurate view of the school's strengths and weaknesses. They have produced detailed action plans to address the areas they want to improve. Those responsible for governance have strong oversight of the quality of education that pupils receive. Trustees bring a variety of skills and talents to the role. They, along with governors, are ensuring that leaders are held fully to account for pupils' learning experiences at the school.

Staff are extremely supportive of the leadership of the school. They are proud to work here. They told inspectors that leaders carefully consider their workload and well-being. They said that they feel valued and supported in their role.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are knowledgeable about the risks that some pupils may face outside of school. Pupils are taught how to stay safe through the personal development curriculum, form time and assemblies.

Leaders provide staff with high-quality safeguarding training. Leaders have developed clear systems for reporting any concerns staff may have. They ensure that timely actions are put into place to help and support pupils and their families, when required. Leaders work in close partnership with external agencies to ensure that vulnerable pupils receive the support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum does not identify the most important knowledge that pupils need to know and remember. This means that pupils do not build a consistent depth of knowledge across all areas of the curriculum. Leaders need to ensure that they specify the most important knowledge they want pupils to know and remember across all areas of the curriculum.
- Some pupils do not have a secure knowledge of world religions or how certain characteristics are protected by law. This means that these pupils are not as well prepared for life in modern Britain as their peers. Leaders need to ensure that the personal development curriculum addresses any gaps in pupils' knowledge so that pupils are prepared well for life after school.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged Temple Moor High School Science College to be good in March 2013.

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	146247
Local authority	Leeds
Inspection number	10255795
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,315
Of which, number on roll in the sixth form	105
Appropriate authority	Board of trustees
Chair of trust	Chris Tulley
Principal	Matthew West
Website	www.tmhs.co.uk
Date of previous inspection	30 March 2017

Information about this school

- Since the previous inspection, the school has joined the Red Kite Learning Trust.
- A small number of pupils attend alternative provision at three registered providers and part time at two unregistered providers.
- The school operates its own on-site alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- This is 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 this into account in their evaluation of the school.
- During the inspection, inspectors met with the principal and chief executive officer. They also met with other senior and middle leaders, including those responsible for safeguarding, personal development, careers and behaviour. Inspectors met with members of the local governing body and trustees.
- Inspectors carried out deep dives in these subjects: English, history, physical education and design and technology. For each deep dive, inspectors met with subject leaders, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also looked at curriculum plans in languages, science and geography.
- Members of the inspection team also met with the special educational needs coordinator. They looked at a range of documentation regarding the support pupils with SEND receive. Inspectors looked at the quality of the provision for pupils with SEND in lessons.
- Inspectors met with the designated safeguarding lead. They checked records of actions taken by leaders to keep pupils safe. Inspectors scrutinised the single central record of recruitment checks.
- A wide range of pupils and staff talked with inspectors, formally and informally, about the safeguarding culture in school over the course of the inspection.
- Inspectors scrutinised a range of documentation, including minutes from governing body meetings and the school's self-evaluation and improvement plans.
- Inspectors looked at a range of information regarding behaviour. They spoke to pupils who had been subject to sanctions. Inspectors observed the behaviour of pupils at social times.
- The views of parents, pupils and staff who responded to Ofsted's surveys were considered.

Inspection team

Stuart Voyce, lead inspector

His Majesty's Inspector

Chris Fletcher

Ofsted Inspector

Kate Morris

His Majesty's Inspector

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