



Templemoor Infant and Nursery School

Inspection Report

Unique Reference Number 106312
LEA Trafford
Inspection number 277529
Inspection dates 28 November 2005 to 29 November 2005
Reporting inspector Mrs Margot D'Arcy CfBT Lead Inspector

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

Type of school	Primary	School address	Nursery Close
School category	Community		off Temple Road
Age range of pupils	3 to 7		Sale, Cheshire M33 2EG
Gender of pupils	Mixed	Telephone number	0161 912 3666
Number on roll	185	Fax number	0161 912 3691
Appropriate authority	The governing body	Chair of governors	Ms N Baker
Date of previous inspection	11 October 1999	Headteacher	Mrs C Heap

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Introduction

Two additional inspectors carried out this inspection.

Description of the school

This large infant and nursery school is located in Sale, near Manchester. The school draws children from a wide range of areas in socio-economic terms, but over half are from areas that are broadly average in this sense. Most children are of white British heritage, with small numbers from minority ethnic, mostly Asian, groups. Six children are at an early stage of learning English. The percentage of children with learning difficulties and/or disabilities is lower than average. Whilst children's overall attainment on beginning school is mostly in line with what is expected for their age, there is a fairly wide spread, which includes a significant minority with above average standards. The school has gained the national Healthy School Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school, a judgement that is somewhat better than the school's own evaluation of 'good'. The school is highly effective in numerous areas and provides good value for money. The school recognises its strengths and is constantly striving to improve. Leadership and management are outstanding and underpin the exceptional work that is done in many areas. High quality teaching and learning experiences, beginning in the Foundation Stage and continuing throughout, challenge, interest and excite children, developing their academic and personal skills extremely well. In response the children become keen and successful learners attaining high standards by the time they leave the school. Children's personal standards are also very well developed. They show maturity and feel that they are involved in the school's work and have a good say in how it is run. The level of care, guidance and support for children is outstanding. Strong relationships exist with children's parents and the school works hard and successfully at involving them in their children's learning. Good improvements have occurred since the last inspection. Together with the school's continuous drive to better its provision and the very positive outcomes for children, it has outstanding capacity to improve further.

What the school should do to improve further

- The inspection judges that the school's current priorities are the right ones at this time to ensure further development.

Achievement and standards

Grade: 1

Children make outstanding progress. From a starting point that is broadly average, nursery and Reception children progress well. By the end of the Reception year standards are above average. Children's standards in personal, social and emotional development, especially their independence, are particularly good because this aspect is promoted continuously and very successfully by all staff in the Foundation Stage.

During Years 1 and 2, children meet challenging targets and by the end of Year 2, standards in reading, writing and mathematics are well above average. These high standards have been evident in the test results attained over a good many years. Children are confident readers, writers and mathematicians and also do very well in science. Standards in information and communication technology (ICT) are above those expected by the end of Year 2. Children use their good skills in this subject and those in speaking, listening, literacy and numeracy, very well to support their learning across the curriculum.

Though there may be some occasional variation from year to year, over time, boys and girls do equally well. Children with learning difficulties and/or disabilities progress very well towards the clear targets that are set for them. Children at an early stage of learning English make rapid progress in learning the language due to the continuous

and sensitive help that they receive from the school and outstanding specialist support teaching from the local authority. In lessons, their progress is not always as good as that of others due to their varying levels of understanding. The school closely monitors the attainment and progress of all groups and provides additional support and challenge where needed so that all children are able to reach their potential.

Personal development and well-being

Grade: 1

Children's very good attendance and the way that they throw themselves wholeheartedly into their work and play, clearly shows that they love their school. One Year 2 child articulated this very well saying 'We're very, very lucky to come to this school'. Children work hard, behave extremely well and get on with the staff and each other. They have very good social skills and a clear appreciation of right and wrong. The curriculum ensures that children gain a very good understanding of their own heritage and environment as well as the wider world. They are particularly enjoying learning some Russian vocabulary. The children say that they feel safe and well cared for. A few think that some children are 'a bit bossy' but they feel sure that there is no bullying. Children have gained a good understanding of how to eat healthily and keep fit. They feel their views are listened to and appreciate being involved in school improvements, such as their work in helping to design and create the 'bog garden'. Children's very good work habits and highly developed skills in literacy, numeracy and ICT are preparing them very well for the future. Children relish the very good opportunities they are given to take responsibility and contribute to the community, for example, through fun fund-raising initiatives. Older children take seriously their work in looking after younger ones at playtime and are enjoying being trained to organise playground games.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching is outstanding. Teachers have secure subject knowledge and make very good use of assessment information. This allows them to produce detailed planning that takes account of the learning needs of all children. They also modify their questions to children, and the work and level of support for them, extremely well so that all are challenged but able to achieve success. Teachers' thorough understanding of how young children learn is also very evident in the work that they provide. In the Foundation Stage, for example, staff expertise is very evident as they develop children's learning by working and playing alongside them in activities that they choose for themselves. In more structured activities, these young children rise to challenges as, for instance, when asked 'How many sides does a circle have?' Learning by 'doing' continues as children get older. In an outstanding ICT lesson that also promoted skills in mathematics, geography and literacy, children worked cooperatively programming

floor robots to take various routes on a large floor map, recording their instructions in words and symbols.

Collaborative work is a feature of many lessons, promoting good speaking, thinking and social skills. Children with learning difficulties and/or disabilities and those learning to speak English are fully included. As necessary, these groups receive additional and highly effective, specialist support. Other strong features of teaching include very good marking and feedback to children and imaginative use of resources, including interactive whiteboards. Support staff make a good contribution, particularly in the Foundation Stage.

Curriculum and other activities

Grade: 1

The school provides an outstanding curriculum that meets statutory requirements and the needs of all children. Basic skills are taught very effectively and reinforced continually in many subjects. Relevant links are made between subjects and there are very good opportunities for learning through play, practical work and investigation. One child explained 'I enjoy problem-solving even though it makes you think hard'. Excellent emphasis is given in all subjects to speaking and listening, with stimulating role-play areas, for example the Victorian House in Year 2 to support work in history.

The curriculum is very effective in promoting children's understanding of healthy lifestyles and of how to stay safe and be a good citizen, for example, through working towards the eco-friendly school award. Resources, such as books and musical instruments and stimulating displays, celebrate cultural diversity. The curriculum is enriched through exciting 'activity weeks' that have a specific focus, such as the environment; and through a very good range of visits and visitors. Additional activities at lunchtime and after school support learning in mathematics, sport and music.

Care, guidance and support

Grade: 1

Children are at the heart of all that is done and they are provided with outstanding care, guidance and support. Arrangements for child protection and for health and safety are rigorous. Adults know children very well and use this knowledge to continuously promote their personal and academic development. The children are involved in evaluating their own work and are given good advice on how to improve. They are well aware of their academic and behavioural targets. The school helps children settle very well. Parents are very happy with the care the school provides and the information they receive about their children's progress. Many took time to write appreciative comments, such as: 'a warm and friendly school - like an extended family' and 'my children come home enthusiastic about their learning and think of the school as their second home'.

Children with learning difficulties and/or disabilities and those learning English are supported very well, with the school working effectively with parents and outside

agencies to this end. Links with the junior school are strong and Year 2 children had very few concerns about the move. Supervision of children at all times is excellent.

Leadership and management

Grade: 1

The headteacher provides outstanding leadership. Her vision is clearly communicated and she inspires the trust and commitment of staff, governors, parents and children. All work together and see the school community as a 'family' providing support and challenge for all. The headteacher knows the school very well. Astute monitoring is linked very effectively to the process of self-evaluation. Staff and governors are fully involved and parents' and children's views are sought to complete the picture.

Children are treated as individuals and every effort is made to ensure that each achieves their potential. Children's care and welfare and their personal and academic achievement are all promoted extremely well. Whole school targets are challenging and based on a thorough analysis of the attainment of individuals and groups.

The deputy provides highly effective support for the headteacher and has led major initiatives, such as that to improve curriculum planning. All other staff conduct their management roles very well. Everyone knows that there is no room for complacency so priorities for improvement are tackled rigorously and successfully in an environment of mutual support and respect. This has enabled the school to build on the many strengths identified by the last inspection and act upon areas for improvement.

The governing body is extremely effective. It holds the school to account well as a 'critical friend' and plays a significant part in its development. A good example is the way governors influenced the format of the school's improvement plan to better support their monitoring and evaluation of the school's work. The school uses its accommodation and resources very well and manages finances effectively.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you all so much for your help and friendliness when we came to visit your school. You were so polite and chatty and gave us lots of information about the good things that happen in school. We really enjoyed our time there (even though we were being watched very carefully by Frodo who turned up everywhere), and would like to share with you what we found out.

- Mrs Heap is fantastic at running the school and never stops looking for new ways to make things better for you. She always has to be 'on her toes' though because the governors keep asking her difficult questions, just to check that you are getting the best there is.
- Your teachers are great too. They work really hard to plan interesting and fun lessons so that you enjoy learning and make good progress.
- Of course, you are all super. We were really impressed by your outstanding behaviour, how independent you all are and the way that you work so hard in lessons. All of these things are helping you all to achieve well and become responsible.
- The school knows and values each one of you very well and looks after you carefully, for example, by helping you learn how to be healthy, stay fit and keep safe.

While everyone wants to improve, we couldn't think of anything that Mrs Heap hadn't already thought of and begun work on. Well, Frodo wouldn't stay would he if he didn't think it was an outstanding school? Do you know, when he heard that word at the feedback to Mrs Heap and Mrs Brown he curled up and went straight to sleep, well satisfied that we'd got things right in his school!

We hope that you will continue to work hard and enjoy school.