



Temple Sutton Primary School

Inspection Report

Unique Reference Number 114793
LEA SOUTHEND-ON-SEA LEA
Inspection number 279450
Inspection dates 23 November 2005 to 24 November 2005
Reporting inspector Mr. Mike Sutton LI

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

Type of school	Primary	School address	Eastern Avenue
School category	Community		SS2 4BA
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01702468582
Number on roll	732	Fax number	01702601101
Appropriate authority	The governing body	Chair of governors	Mr. Alan Carey
Date of previous inspection	4 October 1999	Headteacher	Mr. Frank Gulley

Age group 3 to 11	Inspection dates 23 November 2005 - 24 November 2005	Inspection number 279450
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

Description of the school

Temple Sutton Primary school serves a residential suburb of Southend-on-Sea. The area contains mainly social housing and there are significant levels of deprivation. The school offers a wide range of social, educational and health services to support parents and children as well as the wider community. The number of children attending the school is around three times that of the average primary school. The proportion of children entitled to free school meals is higher than average although the proportion with learning difficulties and disabilities is similar to most schools. The number of children for whom English is an additional language is much lower than is usually found. There are relatively few children from minority ethnic backgrounds. When children start in the nursery, the range of skills and knowledge which they have is significantly lower than that typically seen at this age. This is particularly so in language and social skills. The school is a designated Full Service Extended School co-ordinating a range of local services for children and families and organises extended provision for adults, mainly in the evenings. In April 2006 the school will take on the role of a Children's Centre, bringing together under one roof, many of the existing services for parents and children as well as some additional ones. The school has just opened a base for a small number of children with particular learning disabilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The school judges itself as good but inspection evidence is that it is outstanding. The school is outstanding because it is so effective at helping children to overcome any barriers to learning, make good progress and reach standards which are higher than average. In addition the school ensures exceptionally high quality care and personal development, and is extremely well led and managed. It gives good value for money. There is close agreement between what the inspectors think and the school's own views of its performance. Children in the nursery get off to a really good start and make very good progress that continues in the Reception classes. They make good progress across the rest of the school. By the time children start Year 3, they are already about half a term ahead of children nationally and by the end of Year 6, standards overall are higher than average. Teaching is good and the teaching assistants provide excellent help to teachers and children. As a result, social and moral development and behaviour are outstanding. The work children do is interesting and the range of additional clubs and activities is exceptional. Leadership and management are outstanding. The headteacher has an inspirational vision for the development of the school and leads by example. Everyone is motivated to do their very best for the children in the school and team work is very strong. Governors contribute very well to the longer term developments of the school but they don't get a fully balanced view of the school's progress through its development plan. The school has made good progress since the last inspection and undoubtedly has the capacity to continue to improve. Within this picture of immense success there are, nevertheless, some areas which are less strong by comparison. The checking of children's progress is now securely in place but information needs to be used more precisely by school leaders when reviewing the progress of individuals, classes and year groups. Through the school development plan, the governors need a more coherent overview of the planning for improvement carried out by key subject leaders and more information about trends in standards. The resources for educating children about other cultures are thin on the ground.

What the school should do to improve further

- Make sure that the information it gathers on children's progress is used by subject leaders, senior managers and governors to keep a close eye on trends in standards and identify potential problems. - Improve the school development plan to focus more strongly on standards and include the main subject developments. - Improve resources to support pupils' learning about the multicultural nature of our society.

Achievement and standards

Grade: 2

The children who start in the nursery do not have many of the skills seen typically amongst children of this age. Their speaking, listening and social developments are weak. They do really well in the nursery and reception and, by the time they start Year 1, their knowledge and skills are much closer to what is expected for this age. By the

end of Year 2, children have continued to make good progress and reach above average standards in reading, writing and mathematics. By the end of Year 6, standards are above average in mathematics and science and average in English. Standards in Year 6 have been consistently well above average for several years but have slipped back a little in the last two years, particularly in English. Handwriting is weak amongst older children but much better for the younger ones because it is now being taught more effectively in each class. Standards in information and communication technology are good and the two new computer suites are used well. The good progress made and standards reached represent very significant achievements for many pupils. The great majority have caught up on all the lost ground and surged ahead. Boys in particular do very well. Those with learning needs and disabilities also make good progress. The same is true of the small number of children learning English as an additional language.

Personal development and well-being

Grade: 1

The children's personal development and well-being are outstanding and a great strength of the school. The additional services provided through the school have a major impact on the lives of many of the families, and their influence extends beyond the school gates into the local community. Behaviour is excellent, and children greatly enjoy school for the lessons, and for the outstanding range of lunchtime and after-school clubs. Their attendance is satisfactory. They receive high quality care at all times. The school provides many planned opportunities for children to develop their social and communication skills, which is why they make such good progress in these areas. Children's spiritual, moral and social development is outstanding. They have a thorough understanding of how to behave and are courteous, friendly and polite to visitors and to each other. The huge range of additional experiences which the school provides broadens their horizons and develops self-esteem and confidence. Cultural development is satisfactory overall. There are good opportunities for improving the children's knowledge and understanding of their own culture but learning about the richness and diversity of other cultures in Britain is limited. Resources in this area are weak. The children eat and drink healthily, and value the improved menus for school dinners. Two hours of physical education lessons each week coupled with the range of sports clubs and competitive fixtures provide an excellent basis for a healthy lifestyle. The Care Team which the school has developed in recent years is providing an immensely valuable service to staff, children and families. Individuals are helped to cope with emotional and behavioural difficulties, and teachers and classes are taught how to understand life from the viewpoint of others and how to help one another when problems arise. Excellent use is made of a wide range of outside agencies to ensure the right support wherever it is needed. This aspect of the school's work contributes enormously to the quality of behaviour and children's self-esteem and well-being. The school is strongly placed to fully take on its designated role as a Children's Centre. The children make an outstanding contribution to their community. Their views influence the work of the school through the two school councils. Their members are trained to run council business effectively and autonomously. The children are very active in raising money for charities, taking responsibilities within the school

and in improving the school's environment. The children have good key skills and work effectively in groups. They use their initiative and are thoughtful. They are well placed for their future social and economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers manage the children very well so that no time is wasted. Children commented that 'One of the best things about school is the teachers, they will always help you'. Teachers work very well together to plan interesting lessons with many practical activities. Children clearly enjoy these lessons and make good progress. Where teaching is good or better, high expectations are combined with a good work rate and opportunities for children to apply their skills practically. For example, Year 3 children really understood how to make two quarters from a half when they carefully cut their apples and oranges into equal portions. Many went further to explore and understand eighths! Teachers regularly review how well children have understood work and how much progress they are making. This information is used well within year teams to plan work and to adjust the groupings of pupils. It is used less effectively to check progress of individuals and groups of children as they move through the school. Children with learning difficulties and disabilities are fully included and learn well because they have the right sort of work and support. Support assistants are deployed effectively and play a very important part in the good progress children make. They know what work has been planned and how to provide exactly the right help. Those working with specific individuals are sensitive to their needs and give the right balance of encouragement, direction and reassurance. Teachers always mark children's work, but not always in a way to help them improve.. For example, standards of presentation of work for the oldest children are not nearly as good as for the youngest. Some poor habits have become engrained and the older children need much clearer direction to improve this aspect of their work.

Curriculum and other activities

Grade: 2

The school provides a good range of work which is adapted well to cater for the needs of all children. The grouping of the older children in English, mathematics and science helps them all make good progress. Very good opportunities are provided for children to learn how to be safe and lead a healthy life-style. The outstanding range of out of lesson activities, including two residential visits, promotes children's fitness and helps them learn how to work in teams. The clubs have an extraordinarily high take-up rate with a staggering 386 of the 400 children in Years 2 -6 taking part in at least one activity each week. In many activities children achieve high standards and the school is very successful in competitive sports competitions. Temple Sutton continues to feature near the top of national Under 11 chess championships.

Care, guidance and support

Grade: 1

The care, guidance and support for children are outstanding and the impact on children's personal development is exceptional. Parents and carers are immensely pleased with this aspect of the school's provision. The school provides an oasis of calm and consistency. Arrangements for settling children into the nursery are outstanding. For those who arrive at other times, there is immediate support and friendship. The children say they feel safe in school and know that someone will always help them when they face difficulties, worries and concerns. Any incidents of bullying or racism are dealt with quickly and effectively. Children with learning difficulties and disabilities are cared for by the whole school community. The school works very efficiently with a wide range of outside agencies to make sure children and their families get the right type of support. This has a huge impact of maintaining confidence amongst the parents and continuity of education for their children in times of personal difficulty. The school has rigorous procedures for ensuring the safety of all its children. Staff know their children very well and soon pick up any concerns. Child protection procedures are very clear and known by all staff.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher has precise, long-term aims for the school to enable it to continue to serve children, families and the local community to the full. This vision is shared by the school's staff. Initiatives are grasped and projects seen through to the point where other leaders can take over and continue developments. For example the child care team is now well established and provides an excellent service to individual children, families and classes. The broad range of opportunities which the school now offers to the wider community, in its role as a Full Service Extended School, is having a very positive impact on the confidence and personal development of many young people in the area. The school consults widely with parents, children and staff. It listens and acts upon the views expressed, and constantly seeks to do even better. The same careful attention is given to the professional development of all staff. Support for new or inexperienced teachers is extremely good. Subject leadership is good. Through regular review the school knows where it is strong and where it should do better. It is tackling the weakness in handwriting and this is now much improved for the younger children. It has improved measures to check on children's progress. School leaders know they must use the information gathered to focus more sharply on maintaining and improving upon the current good standards. Governors play their part very well. They support the school in its longer term aspirations and provide a moderating influence to ensure goals are achievable and affordable. Finances are watched carefully and recent budget difficulties are being systematically resolved. The governors have a good general overview of the school but need more detailed information about standards and trends. For example the school improvement plan provides a clear strategic pathway to improvement in

wider services, but says relatively little about how standards will be evaluated, maintained and improved within key subjects.

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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	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	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	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	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?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	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	2	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	2	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 for the help you gave to all the inspectors when we visited your school recently. We really appreciated your friendliness and politeness and the way you helped look after us. We would now like to tell you what we think about your school. We think Temple Sutton is a very good school indeed. It does everything well and many things exceptionally well. From what you told us, and from what we could see, we know that you really enjoy coming to the school and we were astonished at just how many of you take part in the clubs and activities at lunchtime and after school. We think you are doing well in your lessons too. Your teachers and those that help them in the classroom make your lessons interesting and fun. You enjoy learning and we can see that by the time you leave the school you are doing better than many children in other schools. We were also very pleased to see how much help and advice you get in other ways. From what you told us, you know whom to turn to if you have a problem or are worried about something. Teachers and other people in the school take time to listen and find ways to help you or your family if that's what is needed. We thought your behaviour was excellent and that the school is helping you to grow into mature responsible citizens. The work of your school councils is really good and you are learning how to make things happen in a community. Everyone wants to do still better and we have asked your teachers to do a few things. We think you need a bit more advice on how to improve your work. Some of you in the older age classes can help your teachers by making your work tidier and handwriting neater. We have also asked the school to look at providing more books to help you understand how all sorts of other people live their lives in this country. Again, thank you for helping make our visit so enjoyable. Keep working hard and good luck for the future.