



Temple Moor High School Science College

Inspection Report

Unique Reference Number 108064
Local Authority Leeds
Inspection number 288017
Inspection dates 11–12 October 2006
Reporting inspector James Kilner HMI

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

Type of school	Secondary	School address	Field End Grove
School category	Community		Selby Road, Leeds
Age range of pupils	11–18		West Yorkshire LS15 0PT
Gender of pupils	Mixed	Telephone number	0113 2645278
Number on roll (school)	1123	Fax number	0113 2609394
Number on roll (6th form)	171	Chair	Mr Anthony Sheppard
Appropriate authority	The governing body	Principal	Mr Richard Sheriff
Date of previous school inspection	8 October 2001		

Age group 11–18	Inspection dates 11–12 October 2006	Inspection number 288017
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Introduction

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

Description of the school

Temple Moor High School Science College is a larger than average school to the east of Leeds. It achieved specialist science status in September 2004. It has a number of national awards including Advanced Healthy School status and Investors in People. The attainment of students on entry is broadly in line with the national average. The number of students from minority ethnic communities is low, as is the number of students with learning difficulties and/or disabilities. The number of students known to be eligible for free school meals is lower than the average nationally.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Temple Moor High School Science College provides a satisfactory standard of education and has some significant strengths. These strengths are in the leadership structures focused on raising achievement and standards across the school and in the sixth form. Results in tests and examinations in 2006 represent improvement from underperformance in the past and the school is well placed to consolidate this rising trend. The dynamic leadership of the headteacher inspires and empowers all. Faculty leaders, linked to the work of the senior leadership team, fully understand what needs to be done to raise standards further.

Teaching is satisfactory overall with examples seen of good and outstanding practice. However, the quality of teaching is not consistent and information is not always used effectively to identify and track progress of all groups of students. This leads to variations in students' progress.

The curriculum is good and meets the identified needs of students and their community by, for example, the inclusion this year of an accredited option in horticulture. Students receive good levels of support and make good progress in their personal development. The acquisition of Advanced Healthy Schools status underpins the commitment to promote the well-being of all. Governors are effective in their work and use their understanding of strengths and weaknesses to fulfill their role of 'critical friend'. They play a unique part in working with families whose children are at risk of exclusion.

Science college status has had a significant impact on providing high quality resources and improving standards. It ensures strong links with feeder primary schools, the local business and enterprise community. As a result there are increased opportunities for work-placed learning and enrichment activities within the school. Through the provision of advanced skills teachers and enhanced information and communication technology (ICT), it has promoted improvements in core subjects.

Effective action has been taken to address the issues since the last inspection. The school gives good value for money and has a good capacity to improve.

Effectiveness and efficiency of the sixth form

Grade: 2

Post-16 provision is good. Students achieve well in response to the good teaching they receive. Standards are broadly average. Leadership and management are effective and ensure good value for money. Any weaknesses are identified by effective systems which monitor and evaluate performance: they are tackled successfully. The school's partnership with two other sixth form providers ensures a broad curriculum that meets students' needs and aspirations well. The curriculum is enriched by a wide range of activities in sport, the arts, music and voluntary activities. Students contribute to the well-being of their younger peers by acting as mentors. This provision helps to ensure students' good personal development. Students are given good academic and pastoral guidance preparatory to joining the sixth form, during their time there and before

leaving to pursue further studies or employment. Individual targets are used well to help students maintain their progress and to give accurate information about what they need to do to improve further. Students state that they find the support they receive is good and they enjoy their life in the sixth form. The large majority of students complete their courses successfully.

What the school should do to improve further

In order to raise standards the school should:

- make better use of the information about students in order to monitor the progress and performance of different groups
- improve the consistency and quality of teaching and learning.

Achievement and standards

Grade: 3

Grade for sixth form: 2

Students enter the school with broadly average levels of prior attainment. When they reach Year 11 they achieve results that are in line with the national average. From Years 7 to 9 students now make satisfactory progress. There has been some underachievement in previous years, particularly in science. The school revised the planning for science teaching and results improved in 2006. The school has also implemented a number of strategies to raise standards and improve achievement in Years 10 and 11, including the use of a wider range of vocational programmes. As a consequence, the rate of progress has improved and the 2006 examination results show that most students achieved the levels that might be expected of them. The school's science college status is beginning to have a good impact on standards. The numbers of students achieving GCSE A* to C grades rose significantly in science in 2006 as did results in mathematics. However, results in mathematics remain below expected levels. Achievement in GCSE English is good with a group of able students taking examinations early and moving on to more advanced studies. Students with learning difficulties and/or disabilities achieve as well as their peers. The school has recognised that it has not been achieving sufficiently well in the past, it has taken action and has turned this around so that achievement and standards are now broadly average.

Personal development and well-being

Grade: 2

Grade for sixth form: 2

'My son's confidence has grown and he enjoys school' is just one of the positive comments made by parents. Students have a good sense of moral issues and are developing into good young citizens as a result of the increased focus in lessons. External visitors are regular features and students take part in a vibrant range of school visits which support greater cultural awareness. For example, they visit sites of

significance abroad such as Auschwitz and the First World War battlefields. Opportunities to explore the richness and diversity of cultures as well as tackling racism permeate the curriculum and life of the school. It is for these reasons that students' spiritual, moral, social and cultural development is good.

Students stay healthier through an inventive range of healthy options at lunchtime and events such as the 'Health and Fitness Week'. They are encouraged to walk or cycle to school each day. Students are generally keen to learn and behave well in most lessons where teaching is interesting and activities engage them. They get on well with each other, are polite and friendly and fully understand the rules and sanctions if they misbehave. They feel safe from bullying and racial harassment. The school council works hard and helps shape the way forward for the school. A member of the council stated, 'You know that you are listened to.' They are self-assured enough to approach any adult if they have any problems or difficulties. Students exude confidence when they speak and they are very keen to take on a wide range of responsibilities such as ordering and selling 'Fair Trade' goods in the canteen or mentoring their peers. Students are given good support when they first join the school. Initial fears are quickly dispersed and they like the way that they 'get trusted more'. The school makes a good contribution to the community and is regarded highly by local businesses and partner schools especially for its work through its specialist status. The horticulture project greatly benefits the students and they develop early skills of initiative and enterprise.

Students make a good contribution to the wider community by taking part in many worthwhile fundraising events, such as supporting a township school in Durban and supporting an orphanage in Romania.

Quality of provision

Teaching and learning

Grade: 3

Grade for sixth form: 2

Teaching and learning are satisfactory overall and there is some that is good and some outstanding. This accords with the school's evaluation of the quality of teaching and learning and results in students making satisfactory progress overall. In most lessons, teachers plan carefully with clear objectives. This gives structure and purpose so that many students know where lessons are heading and understand what they must do to achieve well. The school has benefited from its specialist science status by the additional computer technology that is available, for instance, the provision of interactive whiteboards throughout the school. Where teaching is most effective there is good pace and students are engaged through effective questioning and changes in activities so they stay on task and make good progress. Here, assessment is used well, for example, students know their target grades, sometimes assess their own work and are involved in monitoring for themselves the progress they make. Teachers' use of information to track students' progress is an area of growing strength, but this is not yet consistent across the school. In the less effective teaching, planning does not take

account of the needs of different groups of students. Here the pace of learning can be too slow. Some immature behaviour is having an adverse effect on the progress of the rest of the class. In contrast to the more effective lessons, students are sometimes given too much direction and do not learn to be independent learners. Students with learning difficulties and/or disabilities are supported well in lessons. These students make progress in line with their peers and some make good progress.

Curriculum and other activities

Grade: 2

Grade for sixth form: 2

The curriculum is good and is promoting rising levels of achievement. There has been a clear focus on the core areas of English, mathematics and ICT. In addition, vocational subjects such as Health and Social Care are motivating and engaging key groups of students to achieve more highly. Further expansion of this provision is planned. There is a very successful programme of work-related learning which provides a good number of students with valuable training and extended work experience to complement work in school. This results in significantly improved attitudes, attendance and achievement for these students. There is good provision for higher attaining students. They are able to take key examinations in English early and can obtain an AS level in Year 11. There is an extension course available in statistics and provision of three separate sciences for the higher attaining students. Linguists can study up to three languages.

There is good planned provision for enterprise education and a systematic programme for personal, social, health and environmental education and citizenship. Science college status has had a good impact upon the curriculum, with whole-school enrichment activities such as 'Science Week' where students were engaged in a whole range of science based activities. For example, students had the opportunity to design a carbon dioxide propelled car. Science college status has assisted in forging good links with local industries and has resulted in a broadened curriculum in science and mathematics.

Care, guidance and support

Grade: 2

Grade for sixth form: 2

The care, guidance and support provided for students are good. There are sturdy arrangements in place to ensure students' well-being and for child protection. Students feel safe and free from bullying and other types of harassment. Systems to support all students have been strengthened with more rigorous monitoring and intervention to tackle underachievement as early as possible. There is a coherent programme of careers and options guidance and there are good induction arrangements for new students.

Students with learning difficulties and/or disabilities are increasingly well supported. There is a coherent programme called SKiLZ to support students with basic learning skills and special support evenings have been arranged for their parents. Monitoring

of progress shows rising levels of achievement amongst those with learning difficulties and/or disabilities. This is particularly so in Years 7 to 9 and increasingly in the upper school where good curriculum provision is engaging learners and tackling issues of poorer attitudes and attendance amongst some students.

Leadership and management

Grade: 2

Grade for sixth form: 2

Leadership and management of the school are good. The headteacher supported ably by the senior and extended leadership teams provide focus on raising standards, improving learning and further enriching the curriculum to meet students' needs. This is assisting students to maximise their progress and increase their understanding of the wider world. Delegation of responsibilities has empowered the faculty leaders in encouraging initiative and autonomy. The senior leadership team has good capacity to move the school forward.

The school has effective procedures in place to review the performance of faculties and to support their planning for improvement. These reviews inform the senior leadership team when identifying whole-school priorities for improvement. This process results in an appropriately detailed improvement plan, where the school has correctly identified key priorities to build upon the improvements already achieved. They also recognise there is more to be done in terms of improving some elements of teaching and information about students' progress, which is not always used as effectively as it might be to monitor rates of progress.

Governors rigorously check how well the school is doing and regularly meet with faculty leaders to discuss developments. Individual members are fully involved in the life of the school and bring a wide range of expertise. Governors fulfill their statutory responsibilities and make a good contribution in moving the school forward by working in close harmony with the school's leadership teams.

A small group of parents felt communication was inconsistent. This is to be addressed at the next 'Parents' Voice' meeting. Additionally some parents had concerns about students' behaviour. This was not borne out by the inspection.

Achieving specialist school status has brought benefits both in terms of increased staffing and resources, particularly in the use of interactive whiteboards used extensively to support teaching and learning. Resources are deployed effectively and good value for money is achieved.

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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?	3	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	3	2
The standards ¹ reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	3	2
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	2	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome when we inspected your school. We enjoyed our discussions with you and here are a few of the things we thought were really good about your school and some things we felt it could do a little bit better.

A lot of your parents told us how much they appreciated the work of the school. Some felt that they did not always have enough information about what was happening at school. There is a 'Parents' Voice' meeting coming up when they can find out the information they need.

These are the main findings from our inspection:

- your behaviour is usually good and you enjoy your time in school
- you are enthusiastic and appreciate the interesting activities on offer in and out of the classroom. You are particularly good at taking on responsibilities
- we saw some examples of good and even outstanding lessons and you are very well cared for
- since you became a specialist science college there are many more exciting and worthwhile opportunities for you all to succeed. One of you even said to us 'Science is everything here!'

There are two things that we feel would make it even better:

- for the school to look more closely at how well you are making progress so that you achieve even higher standards and
- allow all of you to enjoy those examples of good lessons we saw on our visit.

Your headteacher and everyone in school has one aim; to help you to reach your full potential in life. You have a very important role to play in achieving this.

Thank you for helping us with the inspection of your school. We wish you every success for the future.