



# Temple Hill Community Primary and Nursery School

## Inspection Report

**Unique Reference Number** 118571  
**Local Authority** Kent  
**Inspection number** 291173  
**Inspection dates** 8–9 November 2006  
**Reporting inspector** Nigel Pett

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

<b>Type of school</b>	Primary	<b>School address</b>	St Edmund's Road
<b>School category</b>	Community		Temple Hill
<b>Age range of pupils</b>	3–11		Dartford DA1 5ND
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01322 224600
<b>Number on roll (school)</b>	501	<b>Fax number</b>	01322 274144
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Pat Jiggins
		<b>Headteacher</b>	W Watson
<b>Date of previous school inspection</b>	14 October 2002		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a very large school. Many pupils are from socially and economically disadvantaged families that are supported by various national initiatives. The school is working towards providing extended provision. The proportion of pupils eligible for free school meals is above average, as is the percentage of pupils with learning difficulties and disabilities. The large majority of pupils are of White British heritage.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with outstanding qualities working in very challenging social conditions. It has made good improvement since the last inspection whilst maintaining the very effective way in which it helps all of its pupils to grow and mature personally as well as in their work. This is because the school is outstandingly led and managed by the headteacher who gives clear educational direction, well supported by the senior leadership team, other staff and the pupils themselves. This gives the school a very good learning atmosphere in which pupils thrive personally and thoroughly enjoy their education. Pupils' personal development and well-being are outstanding because they respond very well to the high expectations they are set. Pupils are happy and develop their confidence and self-esteem well. They are friendly and polite and relationships are very good. The school's positive and caring ethos helps them to develop the skills they need for their future lives. Their spiritual, moral, social and cultural development are good and they learn to lead healthy and active lifestyles.

Many pupils enter the school with weak communication, personal and social skills. Children in the Nursery and Reception class make very good progress. The way that the school helps pupils to grow personally ensures that they achieve well in their work. The broadly average standards achieved by Year 6 pupils speak volumes about how well pupils achieve and make progress, particularly in English. Recent test results show that standards in mathematics are below average but there is some good work taking place to make mathematical learning more interesting. Pupils are helped to learn well because the teaching is good, with some of it outstanding. Lessons are generally well planned so that pupils are given work which they enjoy and which encourages them to work hard. The school knows that it can do even better in this area. The curriculum is outstanding overall, with very good enrichment activities which are much enjoyed by the pupils and extend their learning very well. The support care and guidance are good. The way that pupils are helped with personal problems is outstanding but there is still scope to drive up standards and achievement through the better use of marking and target setting. This school has good capacity to further improve its effectiveness and to raise standards and achievement.

### What the school should do to improve further

- Raise standards and achievement in mathematics for pupils in Years 3 to 6.
- Improve learning by raising the quality of teaching in a minority of classes, especially through better use of marking and assessment.

## Achievement and standards

### Grade: 2

From low starting points on entry, the pupils achieve well and reach broadly average standards by the time they leave. The school does well to address the learning needs of all of its pupils and standards are higher than they were at the last inspection. Children make very good progress through the Foundation Stage, especially in language

and social skills, although they do not reach the expected goals for learning by the end of the Reception Year. In Years 1 and 2 the pupils make good progress and reach average standards in national assessments. The results in national tests at the end of 2005 for pupils in Year 6 were broadly average. In 2006, the results were much better in English but slipped in mathematics. The targets set by the school were very challenging and were not quite met. The school recognises that standards in mathematics can be improved still further and the very good approaches now being used are stretching pupils to make better progress. The most able pupils achieve well and the school is working successfully to close the gap between the achievement of boys and girls. The significant number of pupils with learning difficulties and disabilities make very good progress because of the exceptional provision that is made for them.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are significant strengths of which the school is justifiably proud. Pupils greatly enjoy school, gain in confidence and develop very positive attitudes. Many pupils talk very confidently about how school is helping them to develop. Their behaviour is good, they are polite, courteous and show a good level of concern for each other. Relationships between pupils and with staff are good. Attendance is satisfactory and has improved. Older pupils are very eager to take on opportunities, such as lunchtime club leaders for younger pupils and as house captains. Pupils take their responsibilities as members of the school council seriously and make a good contribution to discussions about school life. They make an effective contribution to the wider community through activities that include charity fundraising and involvement in local projects. Pupils have a good understanding of how to lead healthy and active lifestyles. They know how to be safe and they seek advice from adults confidently. Their spiritual, social, moral and cultural development is good. They respect different beliefs and traditions, collaborate well and know what makes a good citizen. Pupils are proud of their achievements and are developing both good social skills and good basic skills to support their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching in the Foundation Stage gives the children a purposeful and stimulating environment in which they thrive and make very good progress from their low starting points. In Years 1 to 6, constructive planning ensures that pupils are generally given work that is well matched to help all groups to make good progress. This is supported by the way that pupils' progress is tracked. Pupils benefit greatly from some outstanding teaching which motivates and inspires them to work very hard and to respond to the challenges their teachers set. These lessons involve and engage the pupils in their learning and maintain an energetic pace with a variety of interesting

and enjoyable activities. For example, pupils in Year 6 showed their good understanding of Shakespearean characters through excellent role play. Teachers often make imaginative use of resources, for example interactive whiteboards, where the visual support stimulates the pupils' learning. Teaching assistants skilfully help pupils to improve their work, so that those who find learning difficult are fully included. It is only when the work is not well designed that the quality of teaching becomes no better than satisfactory and pupils' progress slows. On these occasions there are also some shortcomings in the teachers' marking and assessment.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is imaginatively planned and innovative and pupils enjoy a wide variety of experiences that bring their learning to life and enrich their personal development. The Foundation Stage curriculum is very well planned and provides a valuable grounding for children's later work. The strong emphasis on writing across Years 1 to 6 ensures pupils' written work is improving rapidly. Very good links make full use of the local and wider community through, for example, residential visits, a local library, museums and other cluster schools. Pupils participate in many sporting activities and enjoy a very good variety of clubs and activities which help to build up their confidence and self-esteem. The pupils' understanding of how to stay safe and healthy is very well promoted through the curriculum. Good strategies are being developed to encourage pupils to think more for themselves and to stimulate their curiosity through problem-solving activities.

## **Care, guidance and support**

### **Grade: 2**

Pupils have confidence in the staff, can express their concerns and any worries they have are dealt with quickly. The behaviour code is generally well applied by staff. Procedures for ensuring pupils' safety are good, including wide ranging programmes to ensure that they are aware of the dangers in the wider community. Effective tracking ensures that most pupils are aware of their personal and academic development targets. Whilst there is some good marking and good guidance to support the pupils' improvement, it is not always consistent enough. However, pupils feel that they are generally well supported in working to achieve their targets. There is very good provision for pupils with learning difficulties and disabilities and effective support for pupils prior to transition to secondary school. There are good links with many parents, who feel that their children are very well supported.

## **Leadership and management**

### **Grade: 1**

The school is led and managed highly effectively. Its own judgement that the leadership and management are good with significant strengths is too modest. The headteacher gives very clear educational direction and is very well supported by the senior leadership

team and coordinators. All staff share the headteacher's vision and feel fully involved in the leadership and management of the school. Many pupils also display a sense of responsibility for their school, and enjoy being involved in decision making. The monitoring and evaluation of teaching and learning, and all other areas of the school's work, are regular, rigorous and shared, ensuring that all pupils have equal opportunities to succeed. Self-evaluation is used exceptionally well to show where support is needed; support is then given with considerable success, so that standards continue to improve. Links with parents and agencies are a very distinctive feature and add to the pupils' learning opportunities. Governance is good and governors are developing even further their skills to challenge the school. The key issues from the last inspection have been very well addressed. The track record in improving the school is a clear indication that there is outstanding capacity to improve further.



## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
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	1
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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
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	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	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 welcoming us when we came to inspect your school, and talking with us about what you do in school. We found that your school is a good school, with some of the work that it does being outstanding.

- The best features of your school are:
- You all enjoy school and feel safe, with most of you behaving well and the older pupils being very good as house captains.
- You are well taught and generally learn well and treat your teachers with respect.
- You have many really good activities in subjects and in the many clubs and visits that take place.
- You are given very good support when you have personal problems, and those of you who find learning difficult are given the right kind of help by adults in your school.
- Your headteacher, governors and staff run your school very well. These are the things we have asked your school to do to make it better:
  - Help you to do better in mathematics.
  - Help some of you to learn even better by making sure that in a small number of classes the work you are given is more demanding.
  - Help some teachers to help you to understand more clearly how you can improve your work.

Thank you again for being friendly and courteous. We hope that you will all continue to work with your teachers to make sure that your school continues to be a good school that helps you to grow up and gives you a really good start in life.