

Temple Primary School

Inspection report

Unique Reference Number	131202
Local Authority	Manchester
Inspection number	293721
Inspection date	29 June 2007
Reporting inspector	John Ashton

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	504
Appropriate authority	The governing body
Chair	Mr B Core
Headteacher	Mrs K Morton
Date of previous school inspection	10 March 2003
School address	Smedley Lane Cheetham Manchester M8 8SA
Telephone number	0161 2051932
Fax number	0161 2051047

Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a much larger than average inner city school, with pupils from a very wide range of nationalities. It serves the Manchester district of Cheetham, an area of much higher than average levels of social and economic disadvantage. The large majority of pupils are from minority ethnic groups, mainly of Asian Pakistani, Libyan or Somali heritage and their first language is not English. An average proportion of pupils have learning difficulties and/or disabilities but a well above average proportion have statements of special educational need. There is high pupil mobility in and out of the school at times other than the start of the school year, from Pakistan, North Africa or increasingly from Eastern Europe. The school has a number of awards including Activemark, Quality Mark, Expressive Arts and Healthy Schools.

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 that gives very good value for money. The first impressions of its excellent accommodation and facilities are matched by a hum of productive activity and the joy of seeing very well organised and happy learning.

The children enter with skills well below those expected for their age. For almost all of them, English is not their first language and many have no English at all. Both this group of children and those with learning difficulties and/or disabilities make excellent progress, getting off to a flying start in the Foundation Stage. This progress is well sustained and built upon until the end of Key Stage 2, where standards are close to average in mathematics and science. In English, standards in the national tests remain below average, although pupils make very good progress indeed from their starting points. There are higher than average levels of movement in and out of the school, which slows the progress of a few pupils. This is not allowed to become a barrier to effective learning, with some pupils recently achieving an above average level in English at the end of Year 6, after joining the school with no English in Year 5. This is a testament to the high quality support they receive.

Teaching and learning are outstanding. Superb planning, excellent teamwork with associate staff, and the first rate use of interactive whiteboards are just some of the reasons why. Very high expectation of what all pupils can achieve is another key reason. The excellent curriculum is specially tailored to a truly international intake with a wide range of ability. It is backed up with thoroughly effective care and support, plus rigorous systems for monitoring pupils' academic progress. All of this contributes to significantly better than expected progress and very high levels of personal development and well-being.

The school's gold Healthy School Award and the pupils' enthusiasm for physical education and sport bode well for their future health. The pupils say that they feel safe and incidents of racism or bullying are rare and effectively dealt with. They willingly take on positions of responsibility as school council members or members of the friendship squad or as 'Temple listeners'. A task force of pupils were safely clearing litter with their tongs and waste bags during lunchtime, and enjoying it immensely. Rapidly improving basic skills and the pupils' well-developed skills of cooperation are preparing them very well for their future economic well-being.

The essence of the school's success is excellent leadership, bringing about outstandingly effective teamwork. It makes the very best use of the well-designed, very modern accommodation and exceptional range of learning resources. One child asked, 'Do you like our school? Is this the best school you've ever been to?' The parents love it too, as shown in their questionnaire returns and eagerness to get their children into the school.

What the school should do to improve further

There are no areas for improvement other than those that the school has identified within its School Improvement Plan.

Achievement and standards

Grade: 1

All groups of pupils in the school make outstanding progress from their various starting points. Pupils with learning difficulties and/or disabilities and those at an early stage of learning English achieve especially well, reflecting the excellent support they receive. On entry at age three into

the Nursery, children's skills are well below those expected for children of this age, particularly in their knowledge and understanding of the world and in their communication, language and literacy skills. Children make excellent progress throughout the Foundation Stage but the standards they reach are still significantly below average by the time they enter Key Stage 1, except in their personal development, in which they improve in leaps and bounds in such a supportive environment. Despite making very good progress through Key Stage 1, by the end of Year 2 standards remain below average overall, although in the 2006 national tests, they were close to average in mathematics. Standards at the end of Key Stage 2 are close to average in both mathematics and science. They remain below average by some margin in English, despite the excellent progress pupils make from their starting points. For the large majority of the pupils, English is not their first language, many have no English at all when they first arrive and English is not the language used at home. Despite this, they make significantly better progress than might be expected; the result of the very effective work of the school's own extensive language support and development team.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding, along with their spiritual, moral, social and cultural development. The 'all equal, all different' philosophy permeates the whole school and sums up everything the school stands for. Pupils relate extremely well to each other and to the staff within school. They have very positive attitudes to school and to their work. Behaviour in the classrooms and around the school is excellent. Attendance is average and unauthorised absence well below average, despite the high mobility rates. This is a good indication both of the pupils' enjoyment and of the school's determined efforts that no child will fall through the net by missing their education for too long.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding and leads to outstanding achievement throughout the school. Planning is exceptionally good. Expectations of what the pupils can achieve are sky high. Lesson objectives are clear and shared well with the pupils. There is pace and challenge and sharpness about the work; it is also very well tailored to the capabilities of the different groups of pupils in each class. The use of information and communication technology in the classrooms - an issue for improvement in the last inspection - is now excellent. Associate staff are well deployed and thoroughly involved in the lessons. Some excellent examples of effective team teaching were seen, which really enlivened some lessons and made the pupils' learning particularly exciting. Foundation Stage staff have an excellent understanding of how young children learn, and skilfully provide exciting activities that appeal to their natural inquisitiveness. Behaviour management skills are exceptionally good across the school but especially in the Foundation Stage. Very good use of assessment data ensures pupils' differing needs and abilities are met well. As a result, all groups of pupils make at least good and many make exceptionally good progress in lessons.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. It is particularly well modified to reflect the needs of the school's multi-ethnic community and the widely varying capabilities of the pupils.

Children in the Foundation Stage have access to a rich curriculum specifically targeted to their age group, with a good mixture of teacher-led and independent activities. These concentrate especially, and from the word go, upon improving children's knowledge and understanding of the world and upon their communication, language and literacy skills. Pupils are able and are encouraged to use bilingual resources. Pupils with additional needs are identified early and work is planned for them which exactly meets their needs. More able pupils are also identified and well challenged. The school is always alert to pupils in danger of falling behind others, and a constant focus is on making sure they do not do so. These are key factors which lead to outstanding achievement. Regular visits and visitors enrich and support the curriculum. Exciting projects are planned across a range of different subjects to bring about more effective learning of the basic skills, such as writing, so that, for instance, good writing is not just something the pupils do in literacy lessons.

Care, guidance and support

Grade: 1

The outstanding level of care, guidance and support for all pupils contributes strongly to their confidence, enjoyment and excellent progress. Parents are very supportive of the school, as their questionnaire returns bear out. They feel that their children are exceptionally well cared for, but well challenged too. Staff work hard to ensure pupils' happiness and welfare, knowing this is vital to their progress. They also work very hard indeed to ensure pupils' regular attendance, using a wide range of very effective strategies. Systems to safeguard pupils' are fully in place. Teachers make very good use of the school's excellent assessment systems. Pupils' progress is monitored very closely, and particularly effective use made of this information to ensure they stay on track. The school deploys a very wide range of resources and staff to ensure that all pupils are supported and guided to maximise achievement, especially those pupils with learning difficulties and/or disabilities, those who need challenging more and those who are at an early stage of learning English.

Leadership and management

Grade: 1

The outstanding leadership of a very experienced, well established headteacher, extremely well supported by very able colleagues, is the key to the continued success of the school. She is very good indeed at developing her staff and delegating important roles to them. This has resulted in improved teamwork and greater involvement of everyone in the improvement of the quality of learning in the school. The school's performance is exceptionally well monitored and evaluated. The result is a remarkable consistency of never less than good, and often outstanding quality of teaching and learning throughout the school. Self-evaluation is sharp, concise and convincing and full of either accurate judgements which the inspection confirms or humble ones that the inspection upgrades. The very strong staff team carry out their subject management roles effectively. The move to increasingly delegating important parts of the leadership and management to the various key stages is working well. Governors are experienced,

knowledgeable and play a significant role in the school's development, including by challenging it well when necessary. The budget is prudently managed and well used to promote pupils' learning. The school has built very well on previous successes and there is excellent capacity for further improvement.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

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

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	1
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	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for making me so welcome during my visit to your school this week. A very special thank you should go to those pupils who gave up part of their lunch time to tell me so many good things about the school. I think it gives you an outstanding education.

I can see why you are so proud of your school.

- Its wonderful building and excellent equipment make coming to school such a pleasure.
- The staff work so effectively together in teams.
- You are very well looked after and really well taught in such interesting and challenging ways and there is such a wide range of extra activities available to you.
- You work so well together and are making exceptionally good progress.

There are no important areas for improvement that your school is not already working on, which is very good news for the school. You can play your part in maintaining such good achievement by continuing to work as hard and making sure you attend school every single day.

I wish you all continued success in the future.