

Templenewsam Halton Primary School

Inspection report

Unique Reference Number	107941
Local Authority	Leeds
Inspection number	309542
Inspection dates	18–19 September 2008
Reporting inspector	Keith Bardon

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	497
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Andrea Mannion
Headteacher	Mrs K Crellin
Date of previous school inspection	22 March 1999
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Pinfold Lane Leeds West Yorkshire LS15 7SY

Age group	3–11
Inspection dates	18–19 September 2008
Inspection number	309542

Telephone number
Fax number

113 2930314
113 2930315

Age group	3-11
Inspection dates	18-19 September 2008
Inspection number	309542

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school serves an area with broadly average social and economic characteristics close to the outer ring road of the city. The accommodation, some of which is very old, is undergoing major redevelopment. Most pupils are White British and with very few exceptions speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of their special educational need, is below average. Early Years Foundation Stage (EYFS) provision includes Nursery and Reception classes. The school provides a before-school club, and a variety of learning courses for parents.

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 a number of outstanding features. The dedication of the headteacher and commitment of the staff to all pupils are held in high regard by the local community. 'The values that are at the heart of this school have given my children a fantastic start in life,' is typical of the many positive comments parents make. Pupils are equally appreciative and are very mature. 'Only way you get a good job is if you're smart and that's what the school teaches you to be.'

The staff provide good teaching, outstanding care, guidance and support and pupils of all ages achieve well. Pupils' attainment rises from below that typically expected on entry to broadly average or a little above by Year 6. Improvements since the last inspection, particularly in Key Stage 1, are having a positive effect and standards are on an upward trend. As a result of successful development, pupils' writing has improved of late, although this is not yet fully evident in the school's results in the national tests. The work pupils are given in lessons is often linked to their individual needs but on occasions the most able pupils have insufficient challenge. Consequently, while most pupils attain the expected standard for their age comparatively fewer go on to attain highly.

Pupils' personal development is outstanding. Pupils are sociable and considerate young people who are a pleasure to be with. They behave extremely well, show considerable care for others and work very hard in class. Attendance is good. Pupils feel safe and secure in the school's warm and welcoming atmosphere. They have an excellent understanding of the importance of healthy eating and regular exercise and appreciate the good quality food the school provides at lunchtimes. Older pupils in particular willingly help around school and pupils are very sensitive to the needs of those less fortunate than themselves. They represent the school with much enthusiasm and take considerable pride in what they are able to achieve on the wider stage.

Consistency in the quality of teaching ensures that pupils learn effectively and make good progress throughout the school. Lessons are lively and stimulate pupils' enthusiasm for new ideas. Teachers assess pupils' progress continually and use the information well when planning what comes next. Teaching assistants make a very positive contribution to pupils' learning, particularly for those pupils with learning difficulties and/or disabilities. The curriculum is of good quality: an improvement since the last inspection. Useful links between subjects combine with many interesting visits and visitors to enliven pupils' learning. The attention paid to pupils' care, guidance and support is exemplary. Despite this being a large school, staff know each pupil extremely well and respond rigorously to pupils' individual needs. All pupils are valued equally and included fully in the life of the school. The achievement of the Inclusion Charter Mark shows the school's success in this. Pupils' personal and academic development is tracked very closely and outcomes are acted upon decisively. The school's links with the local community and other schools and outside agencies are excellent. Pupils benefit from the close working relationship that exists. Links with the wider community are also established, although opportunities for pupils to appreciate their place in multicultural Britain are underdeveloped.

The school's extremely positive ethos and popularity with pupils and parents is due in no small part to the management and interpersonal skills of the very experienced headteacher. She leads a cohesive team of senior teachers who effectively promote a common vision for the school based on all pupils reaching their full potential. Efficient management ensures that all those concerned with pupils' education are clear about their roles and responsibilities and reflects

the school's status as an Investor in People. Governance is good. Finances are managed carefully and the school provides good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

On entry to Nursery the skills of a significant proportion of children are below those generally typical of the age group. They make good progress in the EYFS and most attain the targets for their age by the end of the Reception year. Staff visit children at home before they start the Nursery and this helps children settle in quickly. Parents are very happy with the links that are established. 'The teachers continually tell us what the children are doing, how we can help and what is expected.' Learning diaries are compiled from the first day children start in the Nursery. These confirm the outstanding progress children make in their personal, social and emotional development and the good progress they make in communication and language. Because children in the Nursery and Reception area mingle freely during outdoor activities, the transition they make from one year to the next is seamless. Similarly, increasingly structured learning activities in the Reception year emphasising letters and sounds eases the move to Year 1. The EYFS is led and managed well with a clear focus on continuous improvement. Staff work as a team and observe and assess children continuously. They use the information well to plan interesting and stimulating activities. 'We take the learning to them,' staff said, explaining the large collection of clipboards, whiteboards, chalks and large paint brushes that surrounded a muddy 'building site' created by five Reception-age workpeople. The care and well-being of the children is at the heart of the EYFS.

What the school should do to improve further

- Ensure that in all lessons higher-attaining pupils are sufficiently challenged and can achieve to the best of their abilities.
- Provide pupils with more opportunities to appreciate and understand the multicultural nature of British society.

Achievement and standards

Grade: 2

Pupils gain knowledge and skills at a good pace and achieve well throughout the school. By Year 6 a high proportion of pupils attain the standard expected for their age in English, mathematics and science and move on to high school well equipped to meet the challenges of secondary education. However, because of occasional shortfalls in the challenge for the most able, the proportion of pupils who attain at an above average level is not as high as might be anticipated from these otherwise very positive standards. Improvements to teaching and learning since the last inspection have raised standards by Year 2. Achievement in Key Stage 1 is similar to that in the rest of the school and there are clear signs that standards are starting to move above average. Through the effective use of the new national strategy, the school has successfully reversed a decline in standards in mathematics and this bodes well for the future. The challenging targets the school sets and often meets help to keep achievements at a good level. Pupils with learning difficulties and/or disabilities benefit from well planned and very effective support and make good progress.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. 'The school is helping my children grow into considerate, honest and well behaved children,' is a typical comment from their families. Pupils are extremely helpful and kind to each other. Support is spontaneously offered to pupils with learning difficulties and/or disabilities by their classmates and regularly seen in the lunch queue when 'dinner buddies' sensitively help younger pupils. Pupils' enjoyment of school underpins their good attendance. Behaviour and attitudes to learning are excellent. Pupils feel very safe in school. They enjoy visits and visitors to school, such as the police link worker, who makes a significant contribution to pupils' confidence and their ability to resist antisocial pressure. Pupils relish the opportunity to join in events such as World Celebration Day to experience cultures in countries other than their own, but remain unsure about the diversity of British society. Pupils respond very well to chances to be physically active and eat healthily. This is acknowledged fully in the school's achievement of the Healthy Schools National Award. Lunchtime is an orderly social event with pupils enjoying freshly prepared food, and gaining much from dining with their friends. Pupils are prepared thoroughly for the next stage of their education and develop very secure skills in literacy, numeracy and in working together, for example as school councillors.

Quality of provision

Teaching and learning

Grade: 2

Pupils enjoy their lessons, with the very positive relationships between pupils and staff at the core of effective learning. Lessons are well planned and interesting. Teachers have very good knowledge of the subjects they teach and impart it confidently to the pupils. They are reflective practitioners, keen to develop their skills through training and sharing ideas with others. The effect of this is seen clearly in the classrooms, with teachers using a wide range of strategies to engage and involve pupils. One of the key strengths of the teaching is the high level of consistency between classes, underpinned by clear, robust policies and a systematic programme of evaluation. The well trained and skilled teaching assistants complement and extend the work of class teachers extremely well. The support for pupils with learning difficulties and/or disabilities is particularly effective and enables them to participate fully in lessons. Teachers mostly provide a range of tasks to match pupils' needs. However, there are occasions when there is insufficient depth or challenge, especially for higher-attaining pupils. Pupils are encouraged to assess their work, which helps them to be self-critical and independent.

Curriculum and other activities

Grade: 2

The curriculum provides an interesting, exciting and varied range of experiences as reflected in the school's achievement of external awards. Basic skills are given due prominence but balanced with other subjects that feature plenty of practical work. Performing arts and physical education are particular strengths, as is the programme for pupils' personal development that contributes significantly to their caring and thoughtful attitudes. However, the school lacks a structured programme to develop pupils' awareness of cultural diversity and as a result their understanding of the multicultural nature of modern society is limited. Curricular planning has recently been thoughtfully overhauled to strengthen the links between subjects and to make

it more cohesive and relevant to pupils' needs and interests. This is becoming embedded and plans for further development are well founded. There is an excellent range of additional features that bring further enrichment and breadth to the curriculum, such as numerous after-school clubs, workshops, residential visits and participation in local events.

Care, guidance and support

Grade: 1

Excellent relationships between staff and pupils and close links with parents are at the heart of highly effective care, guidance and support. Confident in the knowledge that there is always someone to turn to for help and advice, pupils go about their work and play happily and with confidence. Safeguarding procedures are securely in place and a very close watch is kept on pupils who may be vulnerable. Pupils with learning difficulties and/or disabilities receive very effective support. Consequently, they integrate well into all aspects of school life and make good progress in their learning. Staff with specific responsibilities for care and welfare address pupils' individual needs comprehensively. The before-school club makes a positive contribution to pupils' good attendance. Pupils' academic development is assessed thoroughly and their progress monitored closely. A wide range of support strategies ensures that any pupils showing signs of falling behind quickly receive the extra help they need. Teachers continually assess pupils' progress, marking work thoroughly yet sensitively. Pupils are given clear targets to work towards which they are able to use to help improve their work.

Leadership and management

Grade: 2

The school is led with vision and determination by the very experienced headteacher, ably supported by the deputy headteacher and a team of other senior staff. Using their complementary skills, they provide the school with clear direction and a strong sense of purpose with pupils' welfare at the centre of all that they do. Management systems are well structured and effective so that the school runs smoothly and staff can concentrate on pupils' achievement. Systems for measuring and checking how well the school is performing provide accurate and up-to-date information enabling plans for further development to be laid with confidence. Even so, the manner in which the information is collated and the volume that is retained makes extracting key data more difficult than it could be. Subject management is good and makes a positive contribution to pupils' progress. Past problems with Year 2 assessments have been addressed and, while there are a few residual difficulties, managers have an accurate picture of how well pupils are performing. This, along with a clear understanding of the school's strengths and areas for improvement, puts senior staff and governors in a strong position to continue the improvement. Managers pay close attention to the school's role within the local and wider communities and many highly productive links are established. However, pupils have only limited opportunities to appreciate the multicultural nature of modern Britain. Governors play an active part in the life of the school, supporting its work and monitoring its performance conscientiously.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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
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**

Inspection of Templenewsam Halton Primary School, Leeds, LS15 7SY

Thank you very much for the very friendly greeting you gave the inspectors when we inspected your school recently. Lots of you smiled and chatted to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school.

Yours is a good school and some things about it are outstanding. We understand fully why you enjoy it so much. The school has a lovely atmosphere and it was a pleasure to see how well you all get along. We were all very impressed with the way you help and support each other. Your behaviour is extremely good. You are polite and well mannered and show respect for each other and for the staff. You can be very proud of the way you grow into sensible and caring young people.

You make good progress because you are well taught and work hard. Teachers provide you with lots of interesting things to do and your enthusiasm for learning new things was clear to see in all the lessons we visited. Many of you are producing work of the quality we would expect for your age, which is good. We found that, on occasions, some pupils could be given work that is a little more challenging and achieve even more. This is something we have asked the school to look into.

Staff take extremely good care of you and we were pleased that you feel you can turn to them for help and advice if you need it. They keep a close check on your progress so that you can be given help quickly if you need it. We were very impressed with your achievements outside school, including all the competitions you have had success in. The school plays an important part in the community and we know you are learning how to be good citizens. The school agrees with us that to continue this development you need more opportunity to look at the lives of pupils from other cultures and communities.

Thank you once again for a very enjoyable two days and best wishes for the future.