

Temple Herdewyke Primary School

Inspection report

Unique Reference Number	125613
Local Authority	Warwickshire
Inspection number	315270
Inspection date	7 February 2008
Reporting inspector	Terry Elston

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	4–11
Gender of pupils	Mixed
Number on roll	
School	73
Appropriate authority	The governing body
Chair	Gill Muir
Headteacher	Maggie Godfrey
Date of previous school inspection	24 May 2004
School address	Falkland Place Temple Herdewyke Southam CV47 2UD
Telephone number	01926 641316
Fax number	01926 645 948

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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues. • The effectiveness of measures taken by the school's leadership to raise standards, particularly in writing. • The effectiveness of the provision for children in the Foundation Stage. • Provision for information and communication technology (ICT). • The consistency and effectiveness of systems to promote good behaviour. The inspector gathered evidence from observations of lessons, discussions with pupils, governors and staff, tracking pupils' progress, analysis of attendance and gaining the views of parents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This smaller than average school admits pupils mainly from White British backgrounds. Few are eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is higher than in most schools. Numbers fluctuate because the school takes some pupils from the nearby military base. This also means that over half the pupils attend this school for only a part of their primary school life. Children's attainment on entry is generally average although, with such small numbers, it varies considerably from year to year. The headteacher was appointed to the permanent post in October 2007.

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 where pupils do well, both in their academic work and in the way they develop their personal skills. This is why they leave as well-rounded pupils with the skills they need to succeed in later life. Their standards by the time they leave are a little above average overall in English, mathematics and science, but this is only part of the picture. The tracking of pupils' progress while they attend this school, some for only a year or two, shows they achieve well from their starting points. Pupils who have stayed at the school for longer make the best progress. All groups of pupils, including those with learning difficulties and/or disabilities, make particularly good progress in their reading because teachers and teaching assistants promote reading very well and are very good at teaching them how to work out unfamiliar words. This gives pupils an enthusiasm for reading that helps them in all subjects. In writing, while standards are broadly average, the school recognises they could be higher. The main problem is that while pupils write interesting stories, they are often careless with their punctuation or forget to use paragraphs. This is not always picked up on in the marking.

Pupils are happy at school and attend regularly. They say that the best thing about school is their teachers because they make lessons interesting and always help them when they find something difficult. Typical lessons see teachers using questions effectively to make pupils think carefully and praising them for the quality of their answers. This gives pupils confidence to attempt difficult work and ensures that all can contribute in lessons at their own level. Teachers are good at using interactive whiteboards to illustrate their lessons and pupils respond enthusiastically to the way these present information. However, while teachers use the computer suite well to teach ICT skills, they provide too few opportunities for pupils to use technology as an everyday tool in the classroom. This affects the development of pupils' skills and is rightly a main priority on the school's development plan.

Pupils work hard in class, whether in groups or on their own, and nearly all behave well. They enjoy the many opportunities to take responsibility and do it well. For example, members of the school council are justifiably proud of their role in fund raising projects and making improvements to the school grounds, and pupils work enthusiastically on the vegetable plot. Pupils' involvement in business enterprise schemes and challenges set by local engineering businesses gives them a good understanding of the world of work and ensures they are well prepared for the future.

Pupils are enthusiastic about the curriculum, and value the wide range of visits and visitors that help bring subjects to life. For example, pupils in Years 3 and 4 gained much from a visit to a nearby museum that gave them a first hand knowledge of how ancient Egyptians lived. The school links subjects such as history, geography and literacy together effectively, and the excellent topic on the life of Martin Luther King illustrated how well this approach works. The curriculum includes valuable work on how to live healthy lives and keep safe, and pupils speak knowledgeably about the best foods to eat and the dangers of drugs and alcohol. Many attend the wide range of clubs after school that enhance their skills in sport and music. The curriculum provides many worthwhile opportunities for pupils to think deeply about issues that are important to them, as was illustrated by their poignant poems about life and death in the First World War. One pupil wrote,

One by one the soldiers fall, Like Dominoes.

The school has excellent links with the community and local residents take full advantage of the many opportunities to join literacy, numeracy and cookery courses. Personnel from the nearby military base provide valuable practical help, for example by assisting with the creation of the vegetable garden and assistance with projects such as road safety.

Parents speak highly of the school and the way all staff care for their children so well. Typical of their comments are 'Each child is made to feel special,' and 'Everyone is made to feel part of the family.' The support for pupils entering the school, whether to the Reception class or in later years, is exceptional and ensures they settle quickly and feel at home. The detailed assessment of their skills on entry to the school, and accurate tracking of their progress thereafter, provide a clear picture of their abilities and show where they could do better. The robust health and safety and child protection systems keep pupils secure and ensure their well-being.

These many strengths are due in no small part to effective leadership and management. The headteacher has made a good start and has quickly gained the confidence and respect of pupils, parents and staff. She has a very clear grasp of the school's strengths and weaknesses and has already put in place strategies that are starting to raise standards in writing. The headteacher is supported well by senior staff who share her vision and high expectations of the school. Governors play an important role in shaping the direction of the school and are not afraid to hold it to account. This strong leadership has led to good improvements since the last inspection which show why it is well set to do even better.

Effectiveness of the Foundation Stage

Grade: 2

The school makes good provision for children in the Foundation Stage. The excellent home-school links and well planned induction arrangements ensure that children make a smooth transition to school and settle into routines quickly. The detailed assessments provide accurate measures of their progress and adults use them well to plan activities at the right level. The well planned curriculum ensures children have a good balance of work and play. Adults work well as a team to provide very good care, support and guidance to ensure children's safety and well-being. Lessons are fun and challenging so that children learn quickly. As a result, they make good progress so that, by the end of the Reception Year, their knowledge and skills exceed those expected in all areas.

What the school should do to improve further

- Have higher expectations of pupils' writing so their work is the best they can do.
- Provide more opportunities for pupils to use and improve their ICT skills in all subjects.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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?	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?	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.

Annex A

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 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
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

10 February 2008

Dear Pupils

Inspection of Temple Herdewyke Primary School, Southam CV47 2UD

Thank you for the warm welcome you gave me when I visited your school. I really enjoyed seeing you work so hard in lessons and have such fun in the playground. Those who were kind enough to speak to me told me a lot about your school. You think it is a good school, and I agree!

What I liked most about your school.

- You work very hard and make such good progress that your work is of a better standard than in most schools.
- You behave well, both in class and out in the playground, and make really good friends.
- You have a good understanding of how to live healthy lives, eat the right foods and take regular exercise.
- Your headteacher and other leaders run the school well and know how to improve things.
- You have good teachers who work very hard to make your lessons fun and help you learn quickly.
- You enjoy the interesting activities provided and the many exciting clubs after school.
- All staff at the school take good care of you and keep you safe.

What I would like the school to do now.

- Help you to improve your writing, and you can help by making sure your writing is always the best you can do.
- Give you more opportunities to use ICT in all subjects so that you make the most of your enthusiasm for computers.

You are lucky that you go to a caring school where everyone gets on so well. I hope that you will do your best to make it even better.

Yours sincerely

Terry Elston Lead inspector