

Templemoor Infant and Nursery School

Inspection report

Unique Reference Number	106312
Local Authority	Trafford
Inspection number	324369
Inspection dates	17–18 March 2009
Reporting inspector	Andree Keddle

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	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	196
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	Rev Paul Brewerton
Headteacher	Mrs C Heap
Date of previous school inspection	28 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Nursery Close Off Temple Road Sale Cheshire M33 2EG

Age group	3–7
Inspection dates	17–18 March 2009
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a large infant and Nursery school where most children are of White British heritage. Almost half the pupils live beyond the immediate area. The percentage of pupils who are eligible for free school meals is low. There are growing numbers of pupils who have a minority ethnic heritage, almost 15% and seven pupils are at an early stage of learning English. The percentage of pupils with learning difficulties and/or disabilities is lower than average, but increasing. Although children's attainment on entry to the school is broadly in line with what is expected for their age, there is a significant minority with above average skills. The school has earned several awards including Healthy Schools, Eco Schools Bronze Award, the Basic Skills Quality Mark and Active Schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Templemoor Infant and Nursery School has maintained the outstanding education that it provides for its pupils since the last inspection. The questionnaires completed by parents demonstrate very high levels of support for the headteacher and staff and a great sense of satisfaction with the high quality of education provided. One parent reflected the views of other parents succinctly when writing; 'My child's education at Templemoor is nothing short of fantastic.' The excellent care, guidance and support the school provides underpin pupils' outstanding personal development and well-being, resulting in happy children who develop exemplary attitudes to learning and behaviour. The children burst enthusiastically into class in the morning; such is their excitement at coming to school.

Pupils make excellent progress and attain standards that are significantly above the national average in reading, writing and mathematics. The high standards are the result of consistently outstanding teaching and learning. Teachers' planning is meticulous and is based on careful assessment of each pupil's learning needs. Pupils are assessed regularly and any difficulties are acted upon quickly and appropriate support is given. Intervention programmes are highly effective and ensure that pupils meet challenging targets. Teachers give pupils lots of encouragement and praise through the detailed marking of their work. They give guidance on how to improve, but stop short of giving pupils sufficient opportunities to improve their previous work in response to these suggestions.

The curriculum meets statutory requirements and is very well planned. Pupils find lessons exciting and this is shown in their exemplary attitudes to learning. There is a great emphasis on learning through practical activities. In particular, the range and variety of well planned outdoor activities in the Early Years Foundation Stage contribute extremely well to the children's outstanding progress. For example, children were observed working cooperatively on large construction activities, planting seeds and engaging in role-play. Such activities are structured very well so that the children have a clear focus for their independent tasks and there is a high level of challenge. Staff intervene very well with questions and suggestions to promote and extend children's language and thinking skills. Assessment of children's skills and knowledge is highly detailed and is used to plan future learning activities which are challenging and very well matched to the children's needs.

The leadership and management of the school are outstanding. The headteacher's vision is clearly understood by staff, parents and pupils. Staff members support this vision as shown by their dedication and high quality contribution to the work of the school. The headteacher sets a very clear direction and is relentless in her commitment to provide the pupils with an excellent education. The school's self-evaluation is accurate and thorough and the governors monitor the work of the school very carefully. The governors are aware of the need to review staffing arrangements in the Early Years Foundation Stage as these do not meet the current statutory requirements. The school has demonstrated its ability to sustain excellent outcomes and has an excellent capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The effectiveness of the Early Years Foundation Stage is outstanding. Exemplary teaching and a well-planned, stimulating learning environment ensure that children make outstanding

progress. Children enter the school with knowledge and skills that are broadly typical for their age, although a significant minority have a higher than average skill level. They learn extremely well and develop very good independent skills. By the end of the Early Years Foundation Stage children reach a level of skills and knowledge above that expected of children of this age.

Relationships between staff and parents are excellent. Almost all welfare requirements are in place and all staff work together very effectively to ensure that the children feel safe, secure and happy. Children display exceptionally high levels of enjoyment and say they love coming to school. They are very enthusiastic about their learning and engage in practical activities with sustained interest and concentration.

Both the indoor and outdoor environments provide rich and exciting opportunities in which children learn very well. Excellent links are made across the six areas of learning and children are given many opportunities for investigative and practical work. As a result, children are highly motivated and involved in their learning. There is a good balance between teacher led and child-initiated activities. Staff communicate high expectations for children's behaviour and provide excellent pastoral care. As a result of these strengths and the supportive environment, children's behaviour is exemplary.

The leadership and management of the Early Years Foundation Stage are good. All staff have consistent, high expectations of children and use assessment rigorously to identify each child's exact learning requirements to match the activities to their needs. Governors are aware that the staff's qualifications in the Early Years Foundation Stage do not meet the Government's 2008 statutory requirements.

What the school should do to improve further

- Ensure that the staffing arrangements in the Early Years Foundation Stage meet the 2008 statutory requirements.
- Ensure that teachers' marking enables pupils to improve their own work.

Achievement and standards

Grade: 1

From broadly average starting points, children make outstanding progress and leave the Early Years Foundation Stage with a level of skills and knowledge that is above that which is expected for children of a similar age. Pupils continue to make outstanding progress in Key Stage 1 and leave the school having attained standards that are significantly higher than the national average in reading, writing and mathematics. The more able pupils perform particularly well, and the percentage of pupils gaining the higher Level 3 in 2008 was above the national average in reading and significantly above in writing and mathematics.

Pupils with learning difficulties and/or disabilities are very well supported with a range of strategies and interventions which ensure that they also make outstanding progress and reach standards well above those of similar pupils nationally. Similarly, pupils for whom English is an additional language make excellent progress and attain high standards.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being is outstanding. Their moral and social development is very well promoted through the strong sense of family, and an understanding of right and

wrong, which permeate the life of the school. Pupils show a high level of respect for adults and each other. Cultural development is extremely well supported through the broad range of links with other schools and organisations within this country and overseas. Excellent examples of spiritual awareness are seen in a number of curriculum areas, for example, the great sense of awe and wonder generated by the planting of seeds in the school's maze garden. Excellent links exist with the local church and the children call it 'our church.' Behaviour is outstanding both in lessons and around the school. Pupils are extremely polite, cooperative and consider others' feelings in all that they do. Attendance is similar to the national average and the school is making every effort to improve it further.

The school is very determined to promote healthy lifestyles and has provided the pupils with high quality meals. As a result, they make healthy eating choices and are willing to try new types of food. The outstanding teaching of physical education (PE) is a strength of the school and pupils participate enthusiastically in the daily 'wake up and shake up' routines and the 'Freddy Fit' sessions. Pupils demonstrate an outstanding awareness of how to act in a safe, responsible way. There is a highly effective school council which has a very good impact on school life. For example, following a suggestion from the pupils, the role-play areas are now restaurants where healthy food can be ordered and prepared. Pupils participate very well in fundraising and are aware of their responsibilities within local and global communities. The outstanding progress which children make in reading, writing, mathematics and information and communication technology (ICT), as well as the effective way in which they learn to work collaboratively, prepares them very well for the next stage in their education and for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. This is because lessons are planned in detail and delivered very well, ensuring that pupils make outstanding progress. In lessons, activities are carefully structured and interesting and, as a result, pupils concentrate extremely well. Pupils' individual learning styles are fully understood by teachers and regular assessment of their progress ensures that activities are well matched to their learning needs. Teachers' questioning is of a high standard and they create calm, nurturing classrooms where pupils feel confident to answer questions and attempt new work. Teachers are committed to developing pupils' independence and an example of this is the way that pupils 'sign in' in the morning. A Reception child told the inspector that this is important, as the school needs to know who is there in case there is a fire.

Pupils thoroughly enjoy learning and respond very well to the rapid pace of teaching and excellent support offered to them. Interactive whiteboards are used in all Key Stage 1 classrooms to enhance the quality of learning. Lessons are varied and pupils are given excellent opportunities to participate actively. For example, pupils learn through singing, working with learning and talk partners, through role-play and through practical activities. In one outstanding numeracy lesson, pupils went outside to work in groups on estimating activities and cooperated extremely well. Teaching assistants are deployed in a highly effective way. They support pupils skilfully and the quality of their interaction with them significantly enriches the learning process. Students and adult volunteers are also well used.

Curriculum and other activities

Grade: 1

Templemoor offers its pupils a rich and varied curriculum, resulting in exceptionally high standards in reading writing and mathematics. ICT skills are systematically practised so that all pupils reach a high level of competence for their age. The curriculum supports the personal development and well-being of pupils so that they learn how to be healthy and safe. They also learn how to cooperate with others and understand how to behave in a community, so that they develop the skills needed to be good citizens. Excellent outdoor, practical tasks contribute to the pupils' learning and the well developed school grounds are an excellent resource. The school takes pride in the creative activities within the curriculum and pupils achieve high standards in the arts. For example, Year 1 pupils have produced high quality mosaic tiles.

The school offers an impressive range of extra-curricular and enrichment activities. These include a wide range of musical and sporting activities, such as tag rugby, multi-skills, cheerleading and football. The active links the school has with local sporting clubs, such as Sale Sharks, enhance the richness and variety of the pupils' school experience. The needs of all pupils are met very well including those who are very able and those who have learning difficulties and/or disabilities.

Care, guidance and support

Grade: 1

This is a very caring school where every effort is made to meet the needs of all pupils. Care, guidance and support are outstanding. There is a strong family ethos and every individual is well known to the headteacher and to all staff, so that they can be properly looked after. A wide variety of outside agencies and individuals are used to support the school's work. Links with other schools are strong and pupils are effectively guided to make a smooth transition to Key Stage 2. The quality of guidance is also enhanced through links with pre-school providers.

Statutory requirements to ensure the safeguarding of pupils, including checks on the suitability of adults who work with them, are fully in place. Academic tracking is very thorough and the high quality guidance offered to pupils through teachers' marking is detailed and positive. Effective, regular assessment ensures that teachers have a very clear understanding of what pupils know and how their next steps of learning should be organised. Pupils are not routinely expected to respond actively to teachers' marking and do not have the opportunity to improve and redraft previous work in response to the guidance received.

Leadership and management

Grade: 1

The leadership and management of this school are outstanding. The headteacher's leadership is exceptional and she is very well supported by a highly committed and dedicated staff. There is no complacency. The leadership has a clear vision and strategy for continuing improvement to provide an even better education for the pupils. Leaders and managers at all levels work in harmony, underpinned by the shared vision, school ethos and aims. Pupils respond to this with excellent behaviour, high levels of enthusiasm and an obvious love of coming to school. Standards are very high due to the high expectations of the headteacher and all staff and highly effective management of teaching and learning. Equality of opportunity is promoted extremely

well, as shown by the outstanding progress made by all groups of pupils. The school's contribution to community cohesion is good, due to the effective implementation of a clear action plan.

Governors give a good balance of support and challenge to the school. They are well organised, work effectively with staff and the interests of parents are well represented. They closely monitor the work of the school and are aware of the need to ensure that the staff qualifications in the Early Years Foundation Stage meet the 2008 statutory requirements.

Self-evaluation procedures are accurate, thorough and highly effective and school improvement priorities are clearly identified with appropriate actions taken. The school has excellent capacity to improve and provides excellent value for money.

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Annex A

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?	1
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	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
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?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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	3
The behaviour of learners	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 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

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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

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

Inspection of Templemoor Infant and Nursery School, Sale, M33 2EG

Thank you very much for being so friendly when we came to visit your school to see how well you are doing. You were very helpful and told us how much you enjoy your lessons and like your school. As well as telling us, we could tell this by the smiles on your faces and the way that you couldn't wait to get into school in the morning. We were very impressed by your excellent behaviour and the way that you share and work together on activities.

These are just some of the things that we think are outstanding about your school.

- Your teachers care and guide you very well and because of this you make excellent progress.
- Your learning activities are exciting and, as a result, you enjoy coming to school to learn.
- You have very good physical education lessons and activities and so you know how to be healthy and keep fit.
- Your teachers listen to you very well and you share your ideas through the school council.

We think that the headteacher provides excellent leadership and is very well assisted by all the super adults who work in your school. Please thank your parents for sending in the questionnaires and let them know that we noticed how pleased they are with the school. Although your school is outstanding, we have suggested two ways to make it even better.

- To employ another teacher to work with the children in the Nursery.
- To change the way teachers mark your work so that you can improve your own work using what the teacher says to help you.

You can help by continuing to work hard and behave very well.