

Temple Sutton Primary School

Inspection report

Unique Reference Number	114793
Local Authority	Southend-on-Sea
Inspection number	326067
Inspection date	29 January 2009
Reporting inspector	Heather Weston HMI

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)	800
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	96
Appropriate authority	The governing body
Chair	Mr Alan Carey
Headteacher	Mr Frank Gulley
Date of previous school inspection	23 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Eastern Avenue Southend-on-sea Essex SS2 4BA
Telephone number	01702468582
Fax number	01702601101

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors with one Additional Inspector. Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the reason for lower attainment in the 2008 national tests on the part of boys, compared to that of girls at Key Stage 1, and at Key Stage 2 in English and mathematics
- the reason for those pupils eligible for free school meals and those pupils with learning difficulties and difficulties at school action attaining less well in English.

Inspectors explored how provision for these pupils affects current standards and the progress that these groups make. In addition, inspectors evaluated the extent to which extended school provision benefits the pupils. Other aspects of the school's work were not investigated in detail, but inspectors 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

Temple Sutton Primary School is much larger than most primary schools and has a waiting list of pupils wanting to attend. The number of pupils eligible for free school meals is higher than average. The proportion of pupils with learning difficulties and/or disabilities is higher than in similar schools nationally, although the proportion of pupils with a statement of special educational needs is average. The Early Years Foundation Stage (EYFS) caters for children in the Nursery and Reception years. Attainment on entry is well below the expectations for age.

The school is a full service extended school, with a children's centre based on site which is managed by the governing body. The school co-ordinates a range of local services for children and families, including extended provision for adults. In conjunction with the local authority and the primary care trust, the school has recently achieved 'pathfinder' status for the development of a healthy living centre. In addition, the school has a learning resource base for pupils with particular learning difficulties. The school has the National Healthy Schools Award, the Active Mark, the National Association for Able Children in Education Challenge Award, and the SPLASH gold award for primary modern foreign languages. A privately managed after school club operates at the school and is reported on separately.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Temple Sutton Primary School is an outstanding school. It has exceptional features and is truly holistic in its approach to looking after the needs of the whole child, the whole family and the local community. Parents know this and are overwhelmingly positive in their view of the school. The words of a few parents echo those of many others: 'I am extremely pleased how both my sons are progressing in this lovely school. I put this down to the headteacher and his wonderful staff' and, 'I could not wish for my children to go to a better school.'

Pupils' personal development and well-being, including their social, moral, spiritual and cultural development are exemplary. Staff are committed to developing pupils' personal qualities so that their futures are strengthened. Pupils thoroughly enjoy school, say they feel safe and are enthusiastic about what they do. Attendance is satisfactory because the school has had exceptional success in improving attendance rates and reducing holidays taken during time. Behaviour is outstanding. Pupils interact with maturity and respect for one another. They are pleasant, welcoming and polite to each other and to adults. For example, every door is held open for other people to pass through. They have a strong awareness of how to be healthy, as demonstrated by their willingness to eat fruit at break-times, and by their attendance at the extensive range of after school sporting activities. Pupils are actively involved in decision making in the school and in contributing to the local community.

Learning and teaching are outstanding. Pupils respond exceptionally well because they know their focus is on learning and that teachers have high expectations. Teachers establish and maintain positive relationships with pupils, creating a learning environment that is highly nurturing and celebratory. Classrooms are well organised and calm due to the consistency of approach from staff and pupils alike. Pupils are engaged in lessons by lively, motivating teaching. For example in one Year 6 literacy lesson, pupils made excellent progress and had great fun at the same time. The needs of individual pupils are met because lessons are well planned, with assessment information used well by teachers to promote progress. Support staff are deployed very effectively, and pupils benefit from their interactions throughout the course of lessons. Most teachers provide pupils with clear guidance that helps them to know exactly what they need to do to improve.

The curriculum is another outstanding aspect of the school's provision. The delivery of the National Curriculum is good, and the focus given to pupils' acquisition of personal, social, health and emotional skills is second-to-none. The development of other key skills to enable pupils to become efficient learners is another outstanding feature of the curriculum. For example, their listening skills are quite exceptional and, as such, enable them to benefit fully from teachers' explanations. In Year 4, the school is trialling a themed approach to the curriculum, which links subjects together. Year 4 teachers recognise that this trial is proving successful, especially in improving pupils' motivation. Leaders rightly feel that all learners would benefit from this model of the curriculum. A strong framework of extended activities also supports the academic curriculum. This encompasses a wide range of learning opportunities and includes activities to promote healthy lifestyles, such as sports clubs, activities to develop thinking skills, such as chess and activities to develop creativity, such as art. The impact that these have on the progress that pupils make is outstanding. Added to this, the wide range of visits and visitors greatly enhances pupils' enjoyment of their learning. As one young pupil said, 'I love going on school trips and finding out new things'.

Care guidance and support are in a league of their own and are rightly recognised nationally as a model of best practice. The 'Child and Family Care' team work tirelessly with the other adults in the school to meet the many and varied needs of pupils and their families. They are committed to overcoming all barriers to learning, and they know that by working with families and by supporting the wider community, they are giving the best possible chances to those pupils currently at the school and to future pupils. This work is carried out by the wide range of skilled staff employed by the school or through the children's centre who, where necessary, work in close partnership with wider external services. Pathfinder status has been awarded to the school and its partners, with an agreement for the building of a healthy living centre on site to enhance services for the local community. Safeguarding and child protection procedures meet requirements and pupils' safety is ensured.

The children's centre and extended school provision give community access to many much needed facilities. Opportunities, such as counselling services, available to not only pupils and their parents, but to any adults living locally or any pupils at local schools, give real and valued help to those with concerns. Courses run by the school and the centre enable parents to access further education courses and subsequently seek employment. Crime rates in the locality have reduced by over fifty percent because of the school's highly effective partnership with the community police located on-site. Consequently, members of the community feel safer in going about their daily lives. This concern for the community, the school's work in ensuring pupils' understanding of wider international communities and pupils' involvement in local and national events, show that pupils have an outstanding understanding of community issues.

The impact of this well-orchestrated, richly diverse provision is that pupils succeed, both in terms of their personal development and in all aspects of their learning. From starting points well below those of pupils nationally, pupils make outstanding progress throughout the school to leave with above average standards. Standards reached by Year 6 pupils in the 2008 national tests were above average in all areas, with the exception of the number of pupils reaching the higher Level 5 in English. The work of current pupils is also above average in all core subjects. Standards in other subjects are equally high, as shown by the high quality artwork, pupils' astonishing understanding of French, and the design technology work of pupils in Key Stage 1, which gained them the highest award in the south east Essex design competition.

These outstanding outcomes and exceptional provision are a testimony to the commitment, enthusiasm and dedication of staff. The school is a complex organisation. It requires, and has, outstanding or, as parents say, 'fantastic' leadership and management and, as a result, the school is run 'impeccably well'. The headteacher is an inspirational leader who has the ability to aim for and reach his goals, however challenging. He has high, clear expectations. The two deputy headteachers, both fundamental to the success of the school, are instrumental in driving the work of the school and monitoring its effectiveness. Self-evaluation procedures are thorough and accurate. All leaders monitor the effectiveness of provision in their fields of responsibility and ensure that systems and procedures are adhered to. However, although all leaders, staff and governors are deeply committed to giving pupils the best possible opportunity to succeed, they have not addressed the state of decoration in the building. Staff work hard to display work and create a stimulating learning environment, but the standard of accommodation is below that normally expected because the school has committed the funds to nurturing pupils rather than decorating. Whilst the decor does not appear to deter pupils' learning, the school realises the necessity for improvement.

The governing body share the vision for the school. Despite difficulties with a deficit budget, they work to fulfil their vision of meeting the needs of the pupils, their parents and the

community, and of securing the long-term good of current and future pupils. Governors are both challenging and supportive. They are highly aware of the need to plan thoroughly for any changes to key leadership positions in the school and on the governing body. The school provides excellent value for money, and has outstanding capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children are extremely happy within their learning and caring environment. Because there are excellent relationships between all members of the community, exemplary attitudes towards learning are fostered from children's earliest encounters with school. The words of parents sum up the provision. 'The transition between Nursery and Reception is excellent and the teaching promotes all areas of skill and ability, while ensuring a safe and protected environment. My child has shown excellent increased ability and this is promoted and encouraged at school and at home'. Personal development and well-being are outstanding. These delightful children are exceptionally polite, well mannered and are able to talk confidently about school and about what they particularly like there. Although the provision is limited by the available space, the children are still able to access an outstanding level of care and guidance to promote their welfare, alongside a creative curriculum. They are taught well and the developing use of the outside environment provides the extra space needed and enables an enhanced curriculum. However, at times, limited adult supervision outside restricts opportunities to extend children's learning experiences. Leadership and management are outstanding and provide a clear vision for the whole team. Children make outstanding progress from their low standards on entry to reach standards just below national expectations by the time they enter Year 1. Individual progress is tracked carefully and the developing use of the Early Years Foundation Stage Target Tracker is enabling greater strategic planning for the whole phase.

What the school should do to improve further

- Extend the Year 4 creative, theme-based curriculum to all other year groups
- Improve the quality of accommodation in the school.

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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?	1

Achievement and standards

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

30 January 2009

Dear Pupils

Inspection of Temple Sutton Primary School, Southend-on-Sea SS2 4BA

Thank you for making us so welcome when we visited your school recently. We were incredibly impressed by your politeness to adults and to each other and by your helpfulness to us. We thought that your learning skills were remarkable, especially your listening skills, which we felt were exceptional. In fact, exceptional is a word which sums up your school. It is a truly outstanding school. We know you love your school, because you went out of your way to tell us! Mr Gulley and all the staff work so hard to make sure that you are happy, that you enjoy school and that you make the best possible progress. If any of you have any problems, they help you sort them out. They also work very hard to help your parents and the people living locally. They really help look after your community. Teaching at your school is outstanding, the curriculum is outstanding and the way the school cares for you is the best we have seen.

However, although your school is so exceptional, there are two things which we feel Mr Gulley, the governors and the staff should do to make it even better. One is to make sure that they improve the state of decoration inside your school, so that you have a good quality learning environment. The other thing is develop the themed curriculum in all year groups, as well as in Year 4.

You can help by suggesting themes and activities for the curriculum and by continuing to be so polite and helpful. We know you will!

With best wishes

Heather Weston HMI

Lead inspector