

Temple Meadow Primary School

Wrights Lane, Cradley Heath, B64 6RH

Inspection dates 11–12 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The amount of good and better teaching is not high enough for all pupils to do well.
- The pace of learning in mathematics and reading lessons is not fast enough to ensure that pupils always make good progress.
- The gap between the performance of pupils with special educational needs and other pupils is not closing.
- Teachers do not take enough account of pupils with special educational needs when planning lessons and deploying teaching assistants.
- Some pupils from a Pakistani or Bangladeshi background have poor attendance.
- Pupils do not consistently use good manners in their contact with each other or adults.

The school has the following strengths

- Strong leadership from the headteacher and her deputy are bringing about important and sustained improvements.
- Children make good progress in the Early Years Foundation Stage because teachers are skilled at knowing exactly when to prompt and support them.
- Pupils have good attitudes to learning and feel safe in school.
- Pupils make good progress in writing because they are inspired by the new topics and have many opportunities to write in different subjects.
- The school's leaders have used additional funding well to boost the performance of pupils eligible for the pupil premium.

Information about this inspection

- Inspectors observed 29 lessons. In addition, the inspection team made a number of other short visits to lessons, listened to pupils reading and analysed the work in their books.
- Meetings were held with pupils, members of the governing body, a representative of the local authority and staff, including senior and middle leaders.
- Inspectors met with parents and carers. There were five responses to the online questionnaire (Parent View). Inspectors also considered the views expressed by parents and carers through the school's own surveys.
- Inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, exclusions and attendance, planning and monitoring documentation, records relating to behaviour and documents relating to safeguarding.

Inspection team

David Driscoll, Lead inspector

Additional Inspector

Janet Bird

Additional Inspector

Sarah Foulkes

Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- A high proportion of pupils are supported through school action.
- The proportion of pupils supported through school action plus or who have a statement of special educational needs is above average.
- The proportion of pupils who are known to be eligible for the pupil premium is high.
- An above average proportion of pupils come from minority ethnic backgrounds. The largest groups represented are from Pakistani and Bangladeshi backgrounds.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school joined an education trust in July 2012. This is a group of local schools who work together with the aim of improving all schools in the trust.

What does the school need to do to improve further?

- By July 2013, enable all pupils make good or better progress in mathematics and reading by ensuring that teachers move them on to more demanding tasks as soon as they are ready.
- Close the gap in achievement between pupils with special educational needs and other pupils by July 2013 by ensuring that:
 - they are given suitably challenging work
 - lesson plans specify what they are to learn and the strategies used to support them
 - they are taught both by teachers and teaching assistants
 - teachers receive suitable training in how to support pupils with special educational needs and teaching assistants in how to support other pupils.
- Improve the attendance of pupils from Pakistani and Bangladeshi backgrounds to the national average by July 2013 by analysing the attendance of groups of pupils in more detail and acting on the results more quickly.
- Ensure that all staff consistently remind pupils to use good manners at all times.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement is improving as the school helps pupils to catch up after a time when they made too little progress. Children's progress in the Early Years Foundation Stage has improved from satisfactory to good and pupils' attainment in Years 2 and 6 has risen from a low level to broadly average.
- Children join the Nursery with skills and experiences that are below the level expected for their age. They make good progress in the Early Years Foundation Stage and start Year 1 with attainment that is broadly average.
- Progress in reading and mathematics is improving quickly in Years 1 to 6, although it is not yet good. Pupils do not make good progress because they are not always moved on to new tasks quickly enough in lessons. This applies to pupils of all abilities, and particularly those with special educational needs. Pupils in Year 1 sometimes struggle to learn new letters and sounds because they cannot always hear the teacher when taught in a classroom shared with another class.
- Progress has improved more quickly in writing than in other subjects and is good. Teachers inspire pupils to write by using exciting topics, such as describing Yuri Gagarin's first space flight. They were shown a video of his take-off and had to imagine what they could see, hear and smell. They immediately started to write vivid accounts, searching for new adjectives to describe his experience.
- Pupils who are eligible for support through the pupil premium are making faster progress than their peers. The school uses this additional funding to support home visits for children in the Early Years Foundation Stage to accurately assess what additional support they will need, so it can be put in place as soon as they start school. They now get off to a good start and do not fall behind. In other years, the funding is spent on providing one-to-one or small group support that is well targeted at addressing those specific areas where a pupil struggles to keep up.
- Pupils with special educational needs do not make good enough progress to close the gap in attainment between them and their peers. The work they are given is sometimes too easy, so they do not learn anything new, or too hard so they become confused.
- Most pupils from Pakistani and Bangladeshi backgrounds make similar progress to other groups of pupils. However, those with a high level of absenteeism fall behind in their work.

The quality of teaching

requires improvement

- Although the quality of teaching is improving, there is not enough good quality teaching for pupils to make consistently good progress. The quality of teaching is similar across the year groups.
- Teachers do not always move pupils on quickly enough in mathematics and reading lessons. They do not always notice when pupils have finished a task and are ready for a new one, or ask more-able pupils to wait while others catch up rather than giving them more challenging work to begin with.
- Teachers do not always take enough account of pupils with special educational needs when planning lessons. They frequently leave the teaching of such pupils to teaching assistants, so

that the pupils do not benefit from the teachers' expertise. Lesson plans do not always make clear what is expected of such pupils and what ways are to be used to help them learn.

- Children make good progress in the Early Years Foundation Stage because teachers assess their learning in lessons carefully and prompt them to think and respond at key points. They notice, for example, when they can encourage children to start writing letters when playing in the sand.
- In the best teaching, lessons are lively and interesting. In mathematics, more practical tasks, such as measuring sunflowers in Year 2 and working out which has grown the most, are capturing pupils' interest and helping them apply their numeracy skills. While teachers often explain concepts well so that pupils grasp new ideas quickly, they sometimes hold pupils back by not giving them challenging enough work to do when they are working on their own or in groups.
- Pupils make good progress in their writing. Teachers are adept at introducing new vocabulary that pupils can use in their writing, and ensure that pupils have many opportunities to write in different contexts and styles.
- Teachers generally manage behaviour well. Most pupils respond immediately to instructions and are keen to please.

The behaviour and safety of pupils

requires improvement

- Pupils have generally positive attitudes to learning and enjoy school. They are proud of their work and the school, and are keen to show it off to visitors. Pupils usually concentrate well in lessons, but their attention wanders when the pace of learning is slow. They do not disrupt learning for others when this happens, but rather daydream quietly.
 - Overall, pupils' attendance has improved from a low level to below average. The attendance of those pupils supported through the pupil premium has improved significantly but is still below average. A small number of pupils from Pakistani or Bangladeshi backgrounds do not attend as frequently as other pupils; their attendance is low and this badly affects their progress in school.
 - Behaviour has improved significantly since the school was last inspected. The behaviour policy is now implemented consistently by all staff and pupils know and respect the school rules. This has been an important factor in helping to reduce the number of pupils excluded from school. This has fallen dramatically from an average of two per week two years ago to one every three weeks last year. There have been no exclusions this school year up to the time of the inspection.
 - Pupils show suitable respect for others and most cooperate well in lessons. They know what good manners are, but do not always use them. For example, they do not always use 'please' and 'thank you' or hold doors open without prompting. Teachers and other staff do not always remind pupils to do so.
 - The school takes a very strong line in tackling racist behaviour and any other forms of discrimination. Actions to eliminate it are effective and perpetrators do not re-offend.
 - Pupils feel safe in school. Bullying is rare and dealt with swiftly and effectively. Pupils have a good understanding of how to keep themselves safe, such as when using the internet, and when
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out and about in the community.

The leadership and management are good

- Strong leadership from the headteacher and her deputy, well-supported by middle managers, is driving the school forward. Weak teaching has been tackled successfully. Consequently, there have been significant improvements in achievement, behaviour and attendance.
 - Parents and carers now hold positive views about the school. This is markedly different to the time of the previous inspection when there were high levels of dissatisfaction.
 - The school's leaders analyse data on pupils' achievements well to identify where weaknesses exist. They use the results effectively to target checks on teaching in order to determine the reasons for any underachievement and promote equality between groups. Differences in the performance of groups such as girls and boys those eligible for free school meals and others have been all but eliminated. The gap between pupils with special educational needs and others is not widening and the school is putting plans into action to address this weakness.
 - The analysis of pupils' attendance is not so effective. The attendance of individuals is monitored well, but that of different groups is not checked so emerging trends of poor attendance are not identified early enough.
 - The results of monitoring are used effectively to manage teachers' performance and to match training to their needs in most cases. However, some teachers are not confident in setting appropriately challenging work for pupils with special educational needs and teaching assistants lack training in supporting other pupils. This weakness has already been identified by the school's senior leaders and is the first priority for development in the school's action plan. Training is already taking place.
 - The school leaders make good use of the partnership with other schools in order to share expertise. This has proved successful in helping to train the school's senior and middle leaders. The school is currently working with a partner school to improve the provision for pupils with special educational needs, for example.
 - The local authority provides good quality support. It has provided a good degree of challenge and helped the school to focus on the most important areas of its performance, where there have been significant improvements
 - The new 'irresistible learning' curriculum is a key factor in driving up achievement. It ensures that pupils find learning relevant and enjoyable. It provides good opportunities for pupils to develop awe and wonder about the world around them, such as using giant African snails to test food sources. Pupils' understanding of right and wrong is reinforced well, and they demonstrate interest in, and respect for, the views of others. Opportunities to learn about other cultures and develop good manners are not so prevalent.
 - **The governance of the school:**
 - is good because the governing body has a clear understanding of the school's strengths and weaknesses
 - has provided good support for the headteacher in tackling weak teaching
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- has provided good financial management in reversing previous overspending
 - ensures that the pupil premium is used effectively and the school is well resourced, especially in the Early Years Foundation Stage
 - makes sure that the school meets its statutory responsibilities for safeguarding children.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103957
Local authority	Sandwell
Inspection number	400676

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 of pupils on the school roll	358
Appropriate authority	The governing body
Chair	Steve Pettifer
Headteacher	Cathy Walsh
Date of previous school inspection	25 June 2010
Telephone number	01384 569021
Fax number	01384 569051
Email address	info@meadow.sandwell.sch.uk

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