

Temple Sutton Primary School

Eastern Avenue, Southend-on-Sea, SS2 4BA

Inspection dates 20–21 May 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Leaders have worked effectively with external partners to improve teaching. Standards are rising and pupils are making faster progress.
- The large majority of pupils make good progress from their starting points. Standards in reading, writing and mathematics at the end of Year 6 have been in line with national averages over the last three years.
- Disabled pupils and those who have special educational needs, including the small numbers who attend the additional resource base, achieve well. They make similar progress to their peers.
- The school places a strong emphasis on meeting the needs of the local community through the provision of wrap-around care.
- This is a happy school that welcomes all pupils, no matter what barriers they have to learning, and helps them to achieve well. The vast majority of parents agree that the school is a safe and cohesive community.
- Teachers' high expectations ensure that pupils' behaviour is consistently good. There is a positive climate for learning.
- Teachers with additional responsibilities make a good contribution to the improvements made in teaching.
- Teaching is good. Teachers plan work that engages pupils' interests and builds on what they already know.
- The school strongly promotes pupils' spiritual, moral, social and cultural development. Pupils are well prepared for life in modern Britain.
- Children get off to a good start in the Reception classes, as links with the children's centre are strong. Children settle quickly and make good progress.
- Governors have acted on external advice and now have much clearer responsibilities and ways of working. As a result, they are better at holding the school's leaders to account for its performance.

It is not yet an outstanding school because

- Some pupils make less progress in mathematics than in their other subjects. Teachers do not provide enough opportunities for them to develop mathematical arguments when following a line of enquiry.
- Adults in the Reception classes do not always help children to learn from the activities they choose for themselves.
- Not all the adults who teach in the Reception classes are familiar with the requirements of the curriculum for the early years.

Information about this inspection

- Inspectors observed pupils' learning in 20 lessons. Inspectors also made a number of other short visits to classrooms. Most of these observations were carried out with a senior leader.
- Inspectors listened to pupils read. They looked at pupils' writing and mathematics work from each year group, much of this with senior leaders. Inspectors observed pupils' behaviour at break time and lunchtime as well as in lessons.
- Inspectors looked at a range of documents, including the school improvement plan and records of behaviour, safety and attendance. They also looked at information on individual pupils' progress and anonymised records of teachers' performance, and records of meetings held by the governing body.
- Inspectors met with pupils, interviewed a sample of staff and spoke with parents. They also spoke with members of the governing body and a representative of the local authority.
- The views of parents were obtained through the school's surveys and the 56 responses to the online Parent View survey. Written comments from 30 members of staff were also considered.

Inspection team

Brian Netto, Lead inspector	Additional Inspector
Jane Pomeroy	Additional Inspector
Sandra Teacher	Additional Inspector
Susan Cox	Additional Inspector

Full report

Information about this school

- Temple Sutton is much larger than the average-sized primary school.
- Children in the Reception classes attend full time.
- Most pupils are from White British backgrounds. The proportion of pupils from minority ethnic backgrounds is average. Few pupils speak English as an additional language.
- The proportion of pupils supported by the pupil premium is above average. The pupil premium is additional funding for pupils looked after by the local authority and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is average.
- The school provides a breakfast club and after-school club that are managed by the governing body.
- The school includes specially resourced provision for pupils who have special educational needs. Currently, a very small number of pupils with autistic spectrum disorders attend the provision.
- The school's Nursery provision is part of an on-site children's centre for babies and children aged up to four, which is managed by the governing body. The children's centre is inspected separately.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection, there has been an external review of the governing body. Large parts of the school have been refurbished and decorated.
- The school has received help from Edison Learning to support improvements in teaching and leadership, including governance.

What does the school need to do to improve further?

- Improve teaching in mathematics throughout the school, so that pupils' progress matches that in reading and writing, by:
 - planning more activities which help pupils develop mathematical arguments when they are exploring or investigating areas of mathematics, so they can deepen their understanding
 - providing activities which give pupils confidence in using mathematical language more precisely
 - keeping better records of pupils' exploratory work so that teachers can track their progress more effectively.
- Improve the provision in the early years, so that children learn more quickly, by:
 - making sure that all adults help children to understand better what they are learning when they have chosen an activity
 - providing training for all adults who work with children so that they are all familiar with the requirements of the curriculum in the early years.

Inspection judgements

The leadership and management are good

- Leaders, including governors, have made effective use of the support brokered by the local authority to overcome weaknesses in teaching. The partnership with Edison Learning has helped leaders at all levels to develop their skills so that they have an accurate assessment of how well the school is doing in relation to other schools. Leaders have ensured that teaching, achievement and behaviour are all good.
- Leaders promote good attitudes to learning and behaviour. This fosters a positive culture for learning and respect for the needs of all the pupils. The strong focus on supporting those who need extra help demonstrates the school's commitment to promoting equality of opportunity and tackling all forms of discrimination.
- Teachers with additional responsibilities, including those who lead subjects and those who lead year teams, play a strong role in checking on the quality of teaching. They offer support and encouragement to their colleagues. A strong focus on training for all teachers, including those new to the profession, is helping to make teaching more consistent across the school. Further training has been identified for adults not fully familiar with the requirements of the curriculum in the early years.
- Teachers plan together in year groups, ensuring consistency in what is taught. The topics in the curriculum are broad and balanced, provide many opportunities for pupils to learn outside the classroom, and strongly promote the pupils' spiritual, moral, social and cultural development. Regular celebrations of national festivals, such as St George's Day, and religious events, such as Diwali, help pupils to appreciate the values shared by the wider community. Pupils are well prepared for life in modern Britain.
- The school has effective ways of measuring how well pupils are performing now that National Curriculum levels are not being used. Pupils understand these systems and say their targets help them to focus on what aspects of their work they need to improve. Records of how well pupils achieve when exploring mathematical topics, however, are not yet fully in place.
- Effective use is made of the pupil premium to ensure that all pupils are able to join in school clubs and visits, including residential trips. The pupil premium is also used to provide additional help to disadvantaged pupils in small groups. This helps them to achieve as well as their peers and close gaps in attainment.
- The school uses the primary physical education and sport premium effectively to promote healthy lifestyles for all pupils. Specialist teachers help pupils experience a wide range of sports and the numbers who take part in competitive sports have increased. Teachers are better trained and are now more confident in physical education so that this provision can be sustained more effectively.
- Relationships with parents and carers are improving strongly. The work of the Child and Family Care Team has helped to improve communication and the school's support for families who need extra help is much appreciated. The vast majority of parents and carers support the ambitions of the school.
- The local authority has worked with the school to improve leadership at all levels. This has been successful in ensuring that the school meets all its targets and sets itself strong ambitions to continue to improve.
- Leaders place high importance on ensuring that pupils are kept safe. Staff have up-to-date training in child protection, are skilled in recognising concerns and take their responsibilities seriously. Good relationships with other agencies ensure that safeguarding arrangements fully meet all current requirements.
- **The governance of the school:**
 - Governors have worked with their partners in Edison Learning to review their work. This has resulted in each governor taking on specific responsibilities and has led to a better understanding of their role in supporting and offering challenge to school leaders. The governing body is now better informed about the performance of the school when compared with others and leaders are now held to account more

effectively.

- Governors have been closely involved in the appointment of suitable staff. The governing body has helped to ensure that robust procedures are in place so that teachers are rewarded with pay increases only when their pupils make good progress. The governing body has supported leaders in tackling weaker teaching, and has used the budget wisely to support improvements in teaching with the help of external partners.
- The governing body ensures that robust checks are made on all finances. This has helped the school remove the budget deficit and refurbish the school buildings and playground. Governors have a good knowledge of how the pupil premium is spent and how this benefits disadvantaged pupils. They are also rightly proud of the way that the primary physical education and sports premium has boosted the school's participation and successes in many local sports competitions.
- The governing body ensures that the school provides for a wide range of needs within the community, offering wrap-around care as well as childcare through the day. It now has a clear oversight of the important aspects of the school. All statutory requirements are met, including those with regard to safeguarding.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Their conduct around the school is typically sensible and considerate. They play well together and show respect and kindness to others. They are polite and welcoming to all visitors. This helps the school to be happy and harmonious.
- Pupils have very positive attitudes towards learning. They enjoy playing a full part in lessons, enjoy learning which engages their interests, and show considerable enthusiasm in activities. Pupils' enjoyment of school is reflected in their attendance, which is improving and is around the national average.
- Although a small number of parents expressed concerns about bullying and were dissatisfied with the way the school handles incidents, inspectors found the school's procedures to be thorough and sensitive to the needs of all those concerned. Incidents of bullying are rare and those that occur are treated seriously by school leaders. Pupils say they have every confidence in these incidents being dealt with swiftly and fairly by adults. They have a good understanding of bullying and know how to deal with it.
- Pupils in the additional resource base behave well. Expectations are made clear so that, when they join their peers, they are fully familiar with the expected routines.

Safety

- The school's work to keep pupils safe and secure is good. Pupils know how to keep safe when using the internet and have a good understanding of how to use social media sites responsibly. As one said, 'Stick to people you know.' Pupils are taught how to keep themselves safe, for example through road safety talks in assembly.
- Pupils enjoy the early start to the day in the breakfast club and the after-school care. This provision contributes to a safe and secure environment.
- The school has robust procedures for checking the suitability of staff who work or volunteer in the school. Visitors sign in and out, and have controlled access to the premises so that pupils are kept safe.

The quality of teaching is good

- Teaching is strongly improving, especially in Years 5 and 6. Teachers have high expectations of pupils, and, as a consequence, they are ready to learn. Teachers establish strong relationships with their classes and this helps learning proceed with little or no interruption.
- Teachers have been effective in setting up classroom routines where pupils get on with their work independently, so their teacher can help those who need support with their learning. Teachers set precise targets and pupils follow a sequence of trying things for themselves, asking their neighbour if they are

stuck and asking others in the class for help before turning to the teacher. Teachers help pupils to reflect on their learning, and pupils use this approach effectively to learn more quickly.

- Pupils are encouraged to write using a variety of different styles. This is especially the case in classes in Key Stage 2 where pupils produce good quality writing across a range of different subjects, using different writing skills. Pupils in Year 3, for example, wrote imaginative poetry having read a number of poems written in different shapes to reflect their meaning. Pupils made effective use of metaphor and simile to express their ideas. Similarly, pupils in Year 4 demonstrated a good understanding of the differences between informal and formal language when writing letters to different people.
- Teaching is good across a range of subjects, including art, music and physical education, where pupils benefit from specialist teaching. Teachers' subject knowledge is strong. Expert use of the target language helped pupils in Year 3 to develop confidence in using different phrases to describe the weather in French.
- The teaching of basic calculation skills is strong. Regular opportunities to practise 'fast mathematics' helps pupils build up their mental skills quickly using the four different operations. In addition, pupils are able to apply their skills to help solve problems. Pupils in Year 5, for example, demonstrated problem-solving skills when working out the areas of compound shapes in floor plans. Expert 'site managers', who were the most-able pupils, helped their peers decide on dimensions and methods of measuring. As a result, pupils made outstanding progress.
- However, pupils' deeper understanding of mathematical concepts and their use of mathematical language is limited, as teachers provide too few opportunities for them to explore mathematics and develop their reasoning skills. This means that many pupils are not confident in constructing a mathematical argument to explain what they have found when exploring an area of mathematics. Teachers' records of this work are not always secure.
- Teaching in the additional resource base is effective because teachers' subject knowledge is good. These teachers share their expertise with other teachers in the school so that activities engage the interests of the pupils. Teaching in the early years does not always build on children's own interests to extend their learning.
- Teachers provide effective feedback in their marking. Pupils are given precise targets on what skills they need to achieve, particularly in reading, writing and mathematics. This helps them to improve their learning. Good use is made of the pupils' own appreciation of the new skills developed, as teachers colour code their marking; green identifies what the pupil has done well, pink helps the pupil reflect on what could be improved, and purple shows the pupil's response.

The achievement of pupils is good

- All groups of pupils make good progress from their different starting points. Standards are rising throughout the school.
- In 2014, attainment in reading, writing and mathematics was in line with national averages at the end of Year 6. The most-able pupils did particularly well, with a greater than average proportion of pupils reaching the higher levels in writing and mathematics. Attainment at the end of Year 2 in 2014 was average in reading and writing but below the national average in mathematics. Standards in mathematics are now rising. The proportion of pupils who met the expected standard in the check on phonics (letters and their sounds) in Year 1 was in line with the national average.
- The school's internal assessment information shows that pupils' progress is good in all year groups. Teaching that is now more consistent means that pupils are making faster progress than they were, particularly for the most-able pupils.
- Disabled pupils and those who have special educational needs are given good support in class and when they work in small groups out of the classroom. This helps them to keep up with their peers so they make good progress, often from lower starting points. The training given to teaching assistants means they are

well equipped to meet their needs.

- Disadvantaged pupils achieve well throughout the school. Between 2013 and 2014, gaps in attainment of pupils in Year 6 narrowed considerably in reading, writing and mathematics. In 2014, disadvantaged pupils left Year 6 behind their classmates by less than one term in reading, and just over one term in writing and mathematics. Disadvantaged pupils were just over a term behind other pupils nationally in reading and mathematics, and half a term behind others in writing. Disadvantaged pupils did not make as much progress as other pupils nationally in 2014. The school's data show that they are now making good progress throughout the school and gaps in attainment are closing at a faster rate.
- Pupils from minority ethnic backgrounds, including those who speak English as an additional language, start well in the school. Pupils with the same language but different starting points help each other. Teachers plan effectively so that pupils develop their language skills quickly and make good progress.
- The most-able pupils make good progress throughout the school. The proportions attaining the higher levels at the ends of Year 2 and Year 6 are rising, particularly in writing. Teachers plan work that challenges pupils in different ability groups at the right level, so these pupils achieve well.
- The small number of pupils in the additional resource base achieve extremely well. From their starting points, they benefit from a mix of one-to-one support and good whole-class teaching, and so make faster progress when compared with other pupils in the school.

The early years provision

is good

- Children join the school with skills that are broadly typical for their age, although some children's personal and social skills are not as well developed. Good transition arrangements with the children's centre ensure that children make a good start. The vast majority of children make good progress so that, by the end of the Reception Year, they are well prepared for the next stage of their education. A broadly average and increasing proportion of children reach a good level of development at the end of the Reception Year.
- Teachers track children's progress carefully to identify any children who are not making the progress they should. Those who are falling behind are given 'pupil passports' and are well supported, so they quickly catch up with their classmates. Parents are involved early on and contribute to their child's development through the homework books, and the school's on-line tracking system.
- Relationships are strong. This ensures that children engage well with all activities. They enjoy learning and are safe and well cared for. Their behaviour is good; they play well together, taking turns and cooperating effectively.
- Adults work effectively in the early years and are well supported by the lead practitioner, who provides good leadership. They meet regularly to plan activities so that children have a consistently good educational experience. Some adults, however, are not fully acquainted with the requirements of the curriculum in the early years and further training is planned for them.
- Good use is made of the extensive shared outdoor area. Children develop confidence in physical skills and role play, for example in the farm area where they learn about the role of vets in caring for animals. Teachers create imaginative opportunities for the children to count the number of ducks in the pond, and observe eggs in an incubator.
- Children have good attitudes towards learning and the most successful learning occurs when adults lead small groups, for example in phonics or number work. Children sometimes engage in play without learning from it and adults do not always extend children's thinking when they have chosen the activities.

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	114793
Local authority	Southend-on-Sea
Inspection number	462046

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	791
Appropriate authority	The governing body
Chair	Adam Smith
Headteacher	Tim Barrett
Date of previous school inspection	12 May 2013
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