

Temple Hill Primary Academy

St Edmund's Road, Temple Hill, Dartford, Kent DA1 5ND

Inspection dates

25–26 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Leaders, trustees and governors have high aspirations for all pupils. They have worked together, with a clear moral purpose, to improve standards across the school.
- In 2018, pupils at the end of key stage 2 made slower rates of progress in reading than other pupils nationally with similar starting points. Their rates of progress in writing and mathematics were in line with other pupils nationally.
- Current pupils make strong progress in writing and mathematics. In reading, current pupils are making increasingly strong progress but this still lags behind writing and mathematics.
- Teaching meets the needs of pupils because lessons are well planned, and teachers know their pupils well.
- The curriculum is broad, balanced and appropriate.
- Governors use their expertise to challenge leaders and monitor the effects of their actions.
- Safeguarding is effective. There is a strong safeguarding culture within the school. However, risk assessments for external trips are not sharp enough.
- In early years, strong leadership, good teaching and a vibrant and engaging environment mean that children make good progress. They are well prepared to enter key stage 1.
- Pupils are happy, confident and smart. They are enthusiastic about their school and keen to talk positively about it.
- Behaviour in lessons and around school is good. Pupils conduct themselves well and consider the feelings of others when they are together.

Full report

What does the school need to do to improve further?

- Ensure that detailed risk assessments that describe the exact activities undertaken are in place for all external trips and staff–pupil activities.
- Continue to improve pupils’ progress in reading, particularly in key stage 2.
- Further improve attendance and reduce the proportion of pupils, particularly disadvantaged pupils, who are persistently absent.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the school converted to academy status, leaders, trustees and governors have worked determinedly to improve standards, particularly in teaching, learning and assessment. They share a clear moral purpose to improve the life chances of their pupils and provide a good standard of education.
- The headteacher provides strong leadership and is well supported by senior leaders. She is passionate and committed to continually improving the school and ensures that leaders throughout the school share her ambitions.
- Leaders have embedded effective monitoring systems. They check on the quality of teaching, learning and assessment. Leaders provide coaching and support to teachers who may benefit from this. High-quality training is provided for staff in areas that they need to develop. Consequently, leaders have driven improvements in teaching. This has improved pupils' outcomes.
- Trustees provide effective oversight of Temple Hill. They support leaders well and facilitate opportunities across the trust to share what works well between the three schools in the trust.
- The development of pupils' spiritual, moral, social and cultural understanding is a strength of the school. Pupils have a very well-developed understanding of issues, including equality and diversity, because the personal development curriculum promotes fundamental British values. This helps prepare pupils well for life in modern Britain.
- Staff morale is high. They told inspectors that they are well supported by leaders. Almost all staff who responded to Ofsted's confidential questionnaire agreed that the school was well led and managed and that leaders took staff workload into account when making changes.
- In a recent review of the curriculum, leaders involved staff, pupils and governors in determining how the curriculum should be structured. As a result, the curriculum interests and enthuses pupils.
- Most parents who contributed their views to the inspection were positive about the school and the improvement in standards. Parents who responded to Ofsted's online questionnaire, Parent View, commented on the caring staff, enthusiastic teachers and strong leadership team. One parent commented that the school was a 'nurturing yet challenging environment, holding high expectations for every pupil'. A small proportion of parents expressed negative views about the school. However, on the whole, parents' views were positive.
- Disadvantaged pupils' outcomes are improving because leaders use the pupil premium funding increasingly effectively.
- Sport premium funding is used well to increase pupils' participation in sports and improve teachers' skills in teaching physical education (PE). For example, funding has been used to provide high-quality training for staff. As a result, staff have increased their knowledge of how to enthuse and tutor pupils in PE.

Governance of the school

- Like leaders, governors are similarly committed to school improvement. They are passionate about the equality of opportunity for all pupils and have a deep understanding of the local area. They have a wide range of expertise and visit the school to check on what leaders have told them.
- Governors take their safeguarding responsibilities seriously. They check the school's single central record and meet with leaders to discuss safeguarding issues.
- Governors have an accurate understanding of the school's strengths and weaknesses. They monitor the school's plans for improvement and challenge leaders on the effects of their actions.

Safeguarding

- The arrangements for safeguarding are effective.
- The single central record is well managed and detailed. All checks on the suitability of staff, governors, trustees, trainees and visitors are appropriate and carried out in a timely way.
- Leaders ensure that staff are well trained in safeguarding matters. Staff know when and how to report concerns about pupils and rapid action is taken when referrals are received.
- Staff work well with external agencies and are very diligent in following up referrals that are made to them. Records of referrals are detailed and informative.
- Risk assessments are carried out for activities within school and for outside trips. However, risk assessments do not cover every activity that takes place when staff and pupils are on external visits.

Quality of teaching, learning and assessment

Good

- Teachers' strong subject knowledge and effective planning mean that lessons are purposeful. Good teaching across year groups ensures that pupils make increasingly strong progress, particularly in writing and mathematics.
- Most teachers use questioning well to extend pupils' understanding of concepts and increase their knowledge. However, in a small proportion of lessons, teachers' questioning skills are still developing and pupils are not consistently encouraged to think deeply about complex subject matter.
- Generally, pupils live up to teachers' high expectations. Pupils' attitudes to learning are positive and they concentrate well on tasks. Occasionally, pupils lose concentration in lessons because teachers' expectations are not as high as they should be. However, records show that over time these instances are diminishing.
- Teachers follow the school's assessment policy well. They address pupils' misconceptions and provide valuable advice to pupils on how to improve their work. Pupils regularly check their own work and correct their own mistakes.
- Overall, lessons are calm and purposeful. Teachers know their pupils well and

understand where they are in their learning. Consequently, they provide activities that meet their needs well, particularly for pupils with special educational needs and/or disabilities (SEND).

- Literacy and numeracy are effectively threaded through the curriculum. Teachers ensure that subjects across the curriculum incorporate aspects of extended writing and the application of mathematical concepts. For example, in design and technology, pupils use the graph drawing skills they have learned in mathematics.
- Teaching assistants provide effective support, particularly for pupils with SEND. Carefully planned support ensures that pupils with SEND understand activities in lessons. As a result, they make increasingly strong progress.
- Phonics is taught well. Whole-class reading, rhymes, and individual tuition mean that pupils enjoy learning how to read. For example, in Year 1, pupils blend words well when reading books that are appropriate for their reading ages.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are smart, happy and confident. They are polite to visitors and keen to talk positively about their school.
- The school has strong pastoral systems. These ensure that pupils are well looked after by committed staff.
- In meetings and discussions with inspectors, pupils were confident that bullying in school was rare. They were confident that if pupils are unkind to each other then staff ensure that unkindness does not last long.
- Pupils told inspectors that they feel safe in school and are taught about how to stay safe online. They know who to go to if they are worried about something or need help.
- Pupils reflect on the school's values of 'respect, responsibility and equality' in lessons. For example, during personal, social, health and economic lessons, Year 6 pupils discuss equality and diversity issues. They explore the different types of families that exist in Britain and develop their understanding of diversity.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons. They listen carefully to teachers and other adults. Pupils who need support in improving their behaviour are ably supported by teaching assistants.
- Around school, pupils conduct themselves sensibly. They wait patiently for classes to start and are ready to learn when lessons begin. At social times, pupils play games or sports that support them in developing their social skills.
- A small proportion of pupils attend the school's Lighthouse provision so that they can improve their behaviour. Pupils respond well to staff in this provision and, over time,

improve their strategies for monitoring their own behaviour.

- Attendance has improved over the past year. However, these improvements are slight, and attendance remains below the national average for primary schools. Leaders use an array of strategies to improve pupils' attendance. These have been particularly effective in reducing the proportion of pupils who are persistently absent from school. Nevertheless, persistent absence is still above the national average, particularly for disadvantaged pupils.
- The proportion of pupils who have received a fixed-term exclusion has decreased this year. However, this proportion is still above the national average for primary schools.

Outcomes for pupils

Good

- Pupils' progress, by the end of key stage 2, was average, in writing and mathematics, in 2018. In reading, pupils' progress was below average. Disadvantaged pupils, in particular, did not make the same progress nationally in reading, writing and mathematics as other pupils with similar starting points.
- In key stage 1, in 2018, the proportion of pupils achieving the expected standards in reading, writing and mathematics was broadly in line with the national averages for these subjects.
- Improvements in teaching have meant that current pupils now make better progress in writing and mathematics. In reading, current pupils in key stage 2 are making better progress than they did last year. However, rates of progress in reading still lag behind writing and mathematics.
- Disadvantaged pupils currently in school make increasingly strong progress. Differences between these pupils and other pupils nationally are diminishing across year groups.
- Pupils make good progress across the wider curriculum subjects. A well-planned curriculum ensures that pupils develop their understanding of a wide range of subjects, including science, design technology and history.
- Pupils with SEND make good progress from their starting points. A large proportion of pupils enter the school in early years and key stage 1 with starting points that are below what is typical for their ages.
- Work in books shows that pupils, particularly in key stage 2, make strong progress across a range of subjects. Positive attitudes to learning are evident through careful presentation. Pupils evaluate their own work well as they move through year groups.

Early years provision

Good

- Leadership of the early years is strong. Leaders understand the provision's strengths and weaknesses.
- In 2018, the proportion of children reaching a good level of development by the end of early years was slightly below the national average. However, children start early years with starting points that are below what is typical for their ages. Overall, they make good progress from these starting points.
- Teaching in early years is good. Children settle well into the routines of the classroom

because adults clearly explain rules and instructions to them. Teachers plan interesting and engaging activities that encourage independent play and more formal learning.

- Children learn the sounds linked to letters and begin to read short sentences by the time they are ready to leave Reception. They also enjoy practising their writing.
- Outside learning areas provide a wealth of opportunities for children to improve their practical skills, share play equipment with each other or learn about how to look after pets. For example, children are able, with supervision, to care for the school's rabbits.
- Adults in Reception promote children's understanding of healthy eating. Children are encouraged to think about what foods are good for them during play activities or in more formal classroom work.
- Children are supported well by additional adults. This helps them to make strong progress towards reaching a good level of development by the end of Reception.
- A good level of adult supervision ensures children's safety. Adults are trained in safeguarding and safe working practices. They prioritise the safety of children and ensure that they feel safe.
- Adults and children have positive relationships. Adults understand the needs of the children well and are responsive to their needs, nurturing children's positive attitudes to learning.
- Children are looked after well by caring staff in the Nursery. Staff are well trained, and they provide a stimulating environment where children start to develop their early learning skills. Children enjoy playing and the opportunities to learn in Nursery. They begin to develop their social skills so that they are well prepared to start Reception.

School details

Unique reference number	143219
Local authority	Kent
Inspection number	10088071

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	829
Appropriate authority	Board of trustees
Chair	Phillip Vander Gucht
Headteacher	Danielle Egonu
Telephone number	01322 224 600
Website	www.temple-hill.kent.sch.uk
Email address	danielle.egonu@galaxytrust.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Temple Hill Primary School converted to academy status in September 2016 when it joined The Galaxy Trust.
- Temple Hill Primary Academy is a member of The Galaxy Trust. The board of trustees is the accountable body for the school. The trust has worked with school leaders to provide strategic direction in order to improve the school.
- Temple Hill Primary Academy is larger than the average-sized primary school.
- The majority of pupils are of White British background. The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils who are disadvantaged is above the national average for primary schools.

- The proportion of pupils with SEND is well above the national average for primary schools.

Information about this inspection

- Inspectors observed learning in a range of lessons across all year groups. In several observations, senior leaders joined inspectors.
- Inspectors met with the executive headteacher, the headteacher, senior leaders, governors and a local authority representative.
- Inspectors met formally with a group of pupils from key stage 2.
- The views of 49 pupils from Ofsted’s questionnaire were considered. Inspectors also spoke to a wide range of pupils during social times and during lessons.
- Inspectors looked at samples of pupils’ work and observed pupils’ behaviour in lessons and around school.
- Inspectors considered the views of staff from meetings with groups of staff and from the responses of the 65 staff to the confidential questionnaire.
- Inspectors considered the views of 238 parents who responded to the confidential Ofsted parental questionnaire, including 75 free-text responses.
- Documentation scrutinised by inspectors included the school’s plans for improvement, self-evaluation, reports on attendance and behaviour, records relating to pupils’ safety, minutes of governors’ meetings, and information on pupils’ outcomes.

Inspection team

Harry Ingham, lead inspector	Her Majesty’s Inspector
Clementina Aina	Ofsted Inspector
Kirstine Boon	Ofsted Inspector
Alan Jenner	Ofsted Inspector
Andrew Hogarth	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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