



Temple Meadow Primary School

Inspection Report

Unique Reference Number 103957
LEA Sandwell
Inspection number 277034
Inspection dates 14 June 2006 to 15 June 2006
Reporting inspector Anthony Dobell AI

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

Type of school	Primary	School address	Wrights Lane
School category	Community		Cradley Heath
Age range of pupils	3 to 11		West Midlands B64 6RH
Gender of pupils	Mixed	Telephone number	01384 569021
Number on roll	380	Fax number	01384 569051
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	2 October 2000	Headteacher	Mrs Norma Ridge

Age group	Inspection dates	Inspection number
3 to 11	14 June 2006 - 15 June 2006	277034

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Temple Meadow is a primary school of above average size serving a mixed community in Rowley Regis with some significant elements of social and economic deprivation. The proportion of pupils who speak English as an additional language (EAL) is above average. Children enter the Nursery with levels of understanding and learning skills which cover a wide range but which, for many, are well below average. The proportion of pupils with learning difficulties and/or disabilities is above average. The school has coped well with a recent major fire which destroyed the library and computer suite and did other damage.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

It is easy to see why this effective school is popular with many parents. The school judges its own effectiveness generally in line with inspection findings. Its systems for assessing pupils' standards and tracking their progress are outstanding. The school's commitment to treating all pupils equally and valuing them for what they can offer is another major strength. The quality of teaching and learning in the Foundation Stage is good, although standards are below average at the end of the Reception Year because so many children start from a very low base. Pupils make good progress throughout the school because they are well taught. However, standards remain too low at the end of Year 2 and too few pupils reach higher levels of attainment in the national tests because higher attaining pupils are not consistently challenged. Standards are broadly average by the end of Year 6. The school has an outstanding curriculum. Pupils' personal development is good because they are well cared for and they feel safe, secure and valued. Pupils are proud of their school. The headteacher is passionate in her wish to provide the best for pupils and adults in the school. There is a very clear educational direction and the headteacher's vision is shared by all adults. Essentially, this is to enable all pupils to reach their potential in a secure and stimulating learning environment. Effective leadership means that the school has improved well since its last inspection and gives good value for money. It has a good capacity to improve further.

What the school should do to improve further

- Continue to raise standards in Years 1 and 2 by challenging pupils appropriately so that they make good progress.
- Take steps to increase the proportion of pupils attaining higher levels in the National Curriculum tests at the end of Years 2 and 6 by consistently challenging higher attaining pupils.

Achievement and standards

Grade: 2

Pupils make good progress overall and reach broadly average standards by the age of 11. Most pupils are given challenging targets which they meet. Many children start Nursery with levels of knowledge and understanding which are well below those normally found. They make good progress in the Foundation Stage but are still below average at the end of the Reception Year. In recent years, standards in reading, writing and mathematics at the end of Year 2 have been significantly below average. While pupils have made progress in Years 1 and 2, this has not been sufficient to compensate for their very low levels of understanding on entry to the school. The school has introduced measures to improve progress in Key Stage 1 but they have not yet had time to be fully effective. Progress accelerates in Years 3 to 6, and, in recent years, standards in English, mathematics and science at the end of Year 6 have been close to the national average. This represents impressive progress in Years 3 to 6. However, too few pupils attain higher levels in the tests, because higher attaining pupils are not

consistently challenged. Pupils with learning difficulties make good progress because learning activities are adapted successfully to help them. Pupils at an early stage of acquiring English are given effective support and make good progress.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils are enthusiastic about their learning and enjoy school. Relationships are good throughout and, from the Nursery onwards, pupils develop confidence in a safe and stimulating learning environment. Attendance has improved well and is now close to the national average. Pupils' behaviour is good in lessons and at break times. There are instances of bullying but pupils say they feel safe and they are confident that staff deal well with any difficulties. One pupil summed up their feelings by saying 'Teachers help us with our problems.' Pupils are aware of the importance of a healthy lifestyle and regular exercise. They exceed the recommended two hours per week of physical activity. Water is available in class and healthy food is available at lunchtime. They work hard at keeping healthy and explain how they have been helped to keep safe both in and out of school. Pupils' spiritual, moral, social and cultural development is good. There are good opportunities for pupils to take responsibility to contribute to the community, for example, as 'buddies' and monitors. The school council meets regularly and has helped to improve playground activities. Pupils also contribute to the wider community in a range of ways. By the time that pupils leave the school in Year 6, they have made good progress in the development of social and economic skills.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and sometimes outstanding. In the Foundation Stage, sensitive support and interesting activities enable children to make good progress. In Years 1 to 6, lessons are planned within a consistent framework which helps pupils to understand what they are learning and why. In the best lessons, a brisk pace and interesting learning activities ensure that pupils concentrate and give of their best. For example, in an outstanding Year 1 music lesson, pupils were thoroughly engaged because the teacher used her excellent knowledge of the subject to challenge them so that they had to pay full attention. They responded with real enthusiasm and made impressive progress. Similarly, in an excellent English lesson in Year 6, high levels of challenge and skilled questioning involved all pupils, who produced ideas of real quality. They made outstanding progress and reached above average standards. Teachers mark work regularly and offer good suggestions to help pupils improve. Teachers and teaching assistants give good support to pupils with learning difficulties. Learning is successfully adapted to their needs and they make good progress. Similarly, those at an early stage of learning English make good progress because they receive sensitive support.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. It meets the needs of pupils because planning is strong. The Foundation Stage curriculum is planned well. The school has been most successful in developing a curriculum based on themes which enables pupils to build on first hand experiences in different subject areas. The curriculum is enriched by an extensive programme of additional opportunities. Many after school clubs in the arts, sports and other areas interest and engage pupils. There is a good emphasis on developing basic skills in literacy, numeracy and information and communication technology (ICT). The school's programme of personal and social education is comprehensive and this is reflected in pupils' behaviour towards each other and their level of involvement within both the school and the local community. For example, the celebration of the local history of chain making is a strong feature. Dance has a high profile and pupils have performed at the Royal Albert Hall and in Paris. A wide range of visits and visitors add to pupils' experience and enjoyment. The provision for pupils' economic well-being is good.

Care, guidance and support

Grade: 2

The care provided by the school is good and this contributes well to pupils' enjoyment of school and the standards they achieve. All staff are strongly committed to the care and support of their pupils. Supervision during lunchtimes is good. All child protection, health, first aid, safety and risk assessment systems are robust and are reviewed regularly. Good relationships underpin effective learning. Good personal support and guidance are provided for pupils with learning difficulties. There are excellent procedures to monitor pupils' progress. Any pupils in need of support are monitored individually by senior staff and pupils' academic progress is monitored regularly by teachers. The process of setting targets and marking ensure that pupils have a clear understanding of how well they are doing and how they need to improve.

Leadership and management

Grade: 2

Effective leadership and management underpin the school's success. The headteacher successfully achieves her wish to give all pupils full access to everything the school offers. She has skilfully developed a management structure which enables colleagues to use their strengths. For example, they have devised powerful systems for assessing pupils' standards and tracking their progress which are driving the school forward. There is an impressive unity of purpose amongst all adults in the school. Subjects are managed well and the school is particularly successful in using work in one subject to illuminate learning in another. Particular areas of the school, such as provision for pupils with learning difficulties, for the Foundation Stage and for pupils at an early stage of learning English, are managed well. The school's systems for evaluating its performance are outstanding. For example, detailed tracking of pupils' current standards

is available on computer to all staff so that they can plan learning to help pupils to make further progress. As this system becomes embedded, teachers are using it more effectively to raise standards. Parents and the community are consulted about the school's progress. Individual parents have concerns about particular aspects of the school, for example, bullying, but most parents appreciate the school's provision for their children. Governors are an important part of the team. They have a clear understanding of the school's strengths and potential for development and have a good awareness of the need to use resources effectively.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils Thank you for welcoming us into your school, being so friendly and polite to us, and talking to us about your learning and your lives in the school. We think that yours is a good school in many ways. • You make good progress in the school and reach the expected standards by the time that you leave. • Your teachers work hard to make lessons interesting so that you concentrate well and work hard in class. • You are all treated equally and valued for what you can do. • Relationships are good and you support each other well. • You know that it is important to eat healthy food and to exercise regularly. • Adults care well for you so that you enjoy school. • Your headteacher and her colleagues provide good leadership and have plans to make the school even better. All these things mean that you grow into confident young people, happy to say what you think in class and in assemblies. We think that two things would improve your school further. • You could reach higher standards by the end of Year 2. • More able pupils could be encouraged to do better. We enjoyed our two days in your school very much and wish you well for the future. Best wishes Mr A J Dobell (Lead Inspector)