

# Temple Meadow Primary School

## Inspection report

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<b>Unique Reference Number</b>	103957
<b>Local Authority</b>	Sandwell
<b>Inspection number</b>	343750
<b>Inspection dates</b>	15–16 June 2010
<b>Reporting inspector</b>	Carolyn Carnaghan

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	361
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tony Tonks
<b>Headteacher</b>	Ms Cathy Walsh
<b>Date of previous school inspection</b>	28 April 2009
<b>School address</b>	Wrights Lane Cradley Heath B64 6RH
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## Introduction

This inspection was carried out by three additional inspectors. They observed 21 lessons taught by 13 teachers and held meetings with staff, parents, governors and groups of pupils. The inspectors observed the school's work, looked at policies, documents and plans and scrutinised the 58 questionnaire responses received from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Current attainment and progress, including pupils with special educational needs and/or disabilities, those who speak English as an additional language, boys and those from minority ethnic groups, to check on equality of opportunities.
- The consistency and quality of teaching to see whether it is effective enough to ensure a rapid rise in progress.
- The quality of provision in the Early Years Foundation Stage, particularly the care of children and safeguarding.

## Information about the school

This is a larger than average primary school where most pupils are from a White British heritage. There are a few pupils whose families are Pakistani in origin and who speak English as an additional language. The school was given a notice to improve when it was inspected in April 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. It now gives its pupils a satisfactory and improving standard of education.

The school has managed a period of considerable change in its senior leadership and organisation since its last inspection. There is now a full team of leaders in place who have risen to challenges relating to the budget and financial management and have begun to establish a clear view of the school and its future. Many parents and carers still say they are worried about how well their children are achieving at Temple Meadow and that poor behaviour is not effectively dealt with. The inspection found that pupils' progress is now improving rapidly, under the leadership of the newly formed senior team. Pupils' behaviour is found to be generally good, with very few instances seen where learning is interrupted or slowed down unnecessarily.

Children enter the Nursery with well below expected skills for their age. They make satisfactory progress in the Early Years Foundation Stage and Key Stage 1. Progress has been slow to improve in Key Stage 1 but is rising rapidly higher up the school, so attainment is now closer to the national average, though still low. Progress is much better in mathematics and science than in English, where it is satisfactory. Attainment in mathematics and science is now broadly average. Writing is still an area of concern because there are insufficient opportunities for pupils to write independently. Pupils who speak English as an additional language and those with special educational needs and/or disabilities are now making at least satisfactory progress and some are making better progress.

Pupils' progress in most subjects has improved, though it is slow to do so in writing. This shows that the capacity for further improvement is satisfactory. The leadership team is actively reviewing the curriculum to help provide for more creativity in its already developing thematic approaches. However, lesson planning is not yet fully focused on the needs of individual pupils because the school does not yet identify those needs rigorously enough. The school's self-evaluation is satisfactory, but development planning does not contain criteria for success that are measurable in terms of pupils' outcomes.

The pupils feel comfortable in this community that works well together and this shows through all the help they give voluntarily. There is still scope for pupils to make more extensive links with people and places around the world, however. The school's educational partners have helped provide for many enrichment activities as well as for further development and training for staff.

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## What does the school need to do to improve further?

- Raise attainment in English by increasing opportunities for pupils to write more independently.
  - Ensure curriculum and daily planning is more precisely matched to the needs of pupils.
  - Strengthen school improvement planning by ensuring there are specific criteria for measuring success by which the school can regularly judge the impact of its actions on pupils' achievement.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Pupils achieve satisfactorily and enjoy the fun that their lessons bring. They are challenged to be confident and expressive, to say what they think and not be afraid of being wrong. Because of this, no group of pupils makes significantly less progress than others, a real improvement that has happened over the last year. While pupils enter the main school with below expected standards they quickly grow in confidence and by the time they reach Key Stage 2 many are making rapid progress. Better progress in mathematics and science has been firmly established, though in English, especially writing, it is weaker. Progress for pupils with special educational needs and/or disabilities is rising, particularly in Key Stage 2. Achievement is now satisfactory and well established because the teaching and learning initiatives introduced by the headteacher are bearing fruit.

Pupils feel safe in school and behave well around the site and in lessons. Bullying is very rare and all pupils know who to turn to with problems. The school has been working very hard to promote attendance but there are a few families who do not always ensure their children come to school, despite the school's best efforts to raise awareness of the importance of education.

There is good awareness of the need to eat healthily and take exercise. Many pupils understand the dangers of alcohol misuse and drug taking and know how they might keep themselves safe in this regard. Pupils are keen to contribute to their own community, which they do through becoming peer mentors and monitors. Greater engagement with the local community is gradually being developed through involvement with parents and carers, particularly with those who are not in the majority group of White British heritage. The cultures of individual pupils are beginning to be explored and valued more strongly. Key skills are developing satisfactorily. There is not enough opportunity to use information and communication technology (ICT) in lessons, though many pupils are very interested in promoting the Eco Council's activities and this helps them with skills that will contribute to their adult lives. Pupils who are more vulnerable and need extra help and support receive this and so develop their confidence. There is

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an ethos of caring for one another and pupils enjoy celebration assemblies where they share their achievements together. Targets are often used in lessons as a way of engendering enthusiasm for success and this is a source of great pleasure for pupils.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

The headteacher has a very clear view of the quality of teaching because she carries out regular observations to judge how well pupils are learning. The best teaching provides an excellent atmosphere where outstanding behaviour is the norm and everyone expects to be challenged to succeed. In these lessons, pupils are very clear about their goals and receive continuous support to help them achieve. Pupils enjoy learning and show enthusiasm in helping their classmates along too, taking bold steps and trying out new ideas. Where lessons are less successful it is because teachers have not fully planned for their pupils' individual learning needs by matching the work to previous learning, not involving teaching assistants enough or not providing the right resources to help learning along. Sometimes targets are not clear or questions are answered by the teacher, instead of encouraging pupils to take a chance.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Most pupils are aware of their next steps and how to improve their work. When teachers ensure that pupils know how to reach their targets pupils make the best progress. This is inconsistent though and sometimes marking does not help sufficiently either. There are excellent examples of teachers' marking and comments providing a clear template for success, but there are also areas where marking is peremptory and unhelpful.

The developing curriculum provides challenges through a thematic approach where pupils can place their learning into context, such as by using mental mathematics to measure a changing pulse rate. Generally the curriculum meets the interests of pupils. Many say they find learning is fun but would like to have more physical education time. The curriculum provides a firm grounding and this is enriched through activities at lunchtimes and clubs, which are enthusiastically pursued.

Pupils are well cared for and those who are more vulnerable appreciate the links between their families and the school. This is an area that is developing and senior leaders are aware that the provision for those with special educational needs and/or disabilities needs further focused support. They have identified that this must come through training for staff and more effective leadership of this area so that those, for example, who speak English as a additional language and are truly bilingual, are not confused with those who are at the early stages of learning English.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

There is a robust approach to target setting and staff are aware of the need to work cohesively as a team. This has not always been straightforward, however, and the school has gone through a time of great change. Staff are galvanised by the headteacher's leadership and, with her senior team, they are working towards shared goals. The rapid rise in progress in Key Stage 2 has come about through better diagnosis of pupils' needs and the effective deployment and monitoring of staff. The school's planning for its future sometimes does not focus sufficiently on the outcomes of its pupils, this means it can be difficult for the school to fully understand how well it is doing.

The governing body knows the school and is beginning to challenge it. They have ensured safeguarding procedures are in place and regularly reviewed but have not fully questioned the school on all its areas of work. They are starting to develop their understanding of pupils' progress, carrying out lesson observations and helping out

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during special events. The governing body is highly supportive of the headteacher and has helped her through this difficult period of change. They have ensured the school is now financially secure and have helped communicate the school's recent successes to the parents and carers.

Parents and carers are generally supportive of the school but a minority say they are concerned about recent disruption and staff changes. The school is working hard to build its relationships although some parents and carers are resistant. The senior team is very aware of this and looks consistently to parents and carers to support its efforts in ensuring good attendance and behaviour. Communications with parents and carers have not always been as clear as they might be, but the school is working hard to build a cohesive and committed community, one that shares its endeavour and goals. Several local partners are developing good relationships with the school, enabling staff to refresh their teaching ideas and methods through training. Partners also help finance activities, such as the eco club and a 'wedding planner' competition for gifted and talented pupils. The local secondary school is working closely to ensure transition for pupils from Temple Meadow goes smoothly.

All pupils enjoy equality of opportunity, and discrimination is effectively tackled. The marked rise in progress for those with specific learning needs and who speak English as an additional language is good evidence of this. Boys still achieve less well than girls, however, though the school is working hard to identify and overcome the reasons for this.

Safeguarding of pupils is central to the school's activities and meets requirements. All statutory procedures are in place and systems are robustly monitored. The community is enriched by the school and pupils regularly celebrate their home religions and faiths. Parents and carers are encouraged to 'stay and play' with their younger children. The school council has links with other similar bodies and there are visits to Coventry University for some of the more able pupils. Community cohesion is satisfactory. The school is aware it must focus on broadening pupils' experience and understanding of the wider world and its cultures.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>



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<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make sound progress from their low starting points and sometimes take bigger steps towards achieving their goals in the main areas of learning. They gain in confidence because they are encouraged to become independent through making their own choices of activity and challenges. Provision meets the needs of most children and personal development is good. Children work and play harmoniously together, for example they cooperate during work on ICT activities. There is plenty of scope for play with larger toys and equipment in the extensive outdoor area. Children develop creativity soundly through arts, craft and role play. Tastes are developed through the Nursery 'cafe', where children can choose when to eat and drink throughout the day. This helps them socialise together, sometimes when trying out foods from different cultures. Children make slower progress in the use of number but most progress satisfactorily across other areas of learning, leaving with slightly below expected skills.

Children are aware of how to eat healthily and they are given the care and support necessary for them to enjoy both Nursery and Reception. Staff know to stress security and safety and children generally behave sensibly, showing care for one another.

Leadership and management are satisfactory and provision has improved recently. Teachers continuously assess the progress of their charges and generally activities are effectively planned. There is still some scope, however, for more focused planning and better organisation, to enable children to pursue specific learning more successfully, such as in number.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

A very small minority of parents and carers returned the questionnaires. Parents and carers are generally positive about the school. The lengthy period of instability has left some expressing a lack of confidence in how well their children are achieving but the

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inspection found that pupils' progress is now much improved. Parents and carers expressed concerns about poor behaviour but the inspection found it to be good, with learning rarely interrupted. Parents and carers also felt their views were not taken into account but the inspection found the school is now much more actively seeking to improve communications with all families of pupils in their care.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Temple Meadow Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 361 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	31	35	60	3	5	1	2
The school keeps my child safe	23	40	27	47	8	14	0	0
The school informs me about my child's progress	6	10	36	62	14	24	1	2
My child is making enough progress at this school	8	14	33	57	15	26	1	2
The teaching is good at this school	11	19	31	53	10	17	1	2
The school helps me to support my child's learning	10	17	33	57	13	22	0	0
The school helps my child to have a healthy lifestyle	11	19	37	64	9	16	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	4	7	39	67	11	19	0	0
The school meets my child's particular needs	6	10	37	64	12	21	1	2
The school deals effectively with unacceptable behaviour	3	5	29	50	17	29	4	7
The school takes account of my suggestions and concerns	6	10	29	50	18	31	4	7
The school is led and managed effectively	8	14	30	52	10	17	7	12
Overall, I am happy with my child's experience at this school	7	12	37	64	9	16	3	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 June 2010

Dear Pupils,

Inspection of Temple Meadow Primary School, Cradley Heath, B64 6RH

Thank you for making the inspectors feel so welcome when we recently inspected your school. We really enjoyed meeting and talking with you.

We think your school is helping you to progress well in many of your lessons, which is why you are starting to do so much better in mathematics and science. You are not doing as well in writing, however. Your behaviour is good and this makes a positive contribution to your improved learning. We know you are well cared for because you told us so. Your school gives you a satisfactory education. We have asked the school to make some improvements to help you to achieve better. These are to:

- provide more opportunities for you to write independently
- make sure teachers' planning is better matched to your learning needs
- develop whole school planning to ensure the school judges all its successes against how well you are doing.

We think you can help too by making sure you always come to school, behave well and try to meet the targets your teachers set you.

Yours sincerely

Carolyn Carnaghan

Lead inspector

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