

Temple Meadow Primary School

Wrights Lane, Cradley Heath, West Midlands B64 6RH

Inspection dates

23–24 January 2018

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	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher and deputy headteacher have worked effectively with staff and governors to further improve the school since the last inspection.
- Pupils' achievement in reading, writing and mathematics at the end of key stage 1 has improved and is in line with national standards. More pupils are reaching a higher level in reading and mathematics.
- The teaching of phonics is good. The number of pupils reaching the expected standard is now in line with national figures. In 2017, all pupils met the required standard by the end of Year 2.
- Outcomes at the end of key stage 2 in 2017 were below national averages in reading and mathematics. However, current pupils are making faster progress. This is because leaders have identified these areas as a priority for improvement and are taking effective action.
- Teaching is typically good across the school. Teachers use questions well to check that pupils understand what they are learning. They encourage pupils to explain and prove what they know.
- Additional adults provide effective support to pupils. They know when to challenge and when to offer further help. As a result, pupils become more independent.
- Arrangements to keep children safe are a strength of the school. The pastoral support team is highly effective in providing appropriate support to children and families. All staff are well trained and vigilant.
- The curriculum is well planned to motivate and interest pupils. It is highly engaging and provides a rich and varied learning experience for pupils across the school.
- Children get off to a good start in Nursery and Reception. They are safe and happy. They enjoy the range of learning opportunities provided for them.
- Support for pupils who have special educational needs (SEN) and/or disabilities is effective. As a result, these pupils make good progress.
- Disadvantaged pupils have not made consistently strong progress across the school. In 2017, some of these pupils did not reach the standards expected. This is now improving.
- Pupils are polite and have good manners. They work well together. There is a clear behaviour system in place, which is used consistently across the school.
- New middle leaders have recently been appointed. They are clear about their responsibilities in improving outcomes and are beginning to have an impact.

Full report

What does the school need to do to improve further?

- Continue to improve outcomes for all pupils in reading and mathematics by:
 - fully embedding the reading strategies that have recently been put in place
 - ensuring that teachers offer further opportunities for pupils to apply their reasoning skills in mathematics to deepen their understanding.
- Ensure that teachers consistently challenge all pupils in order to maximise rates of progress by further raising expectations of what all pupils can do and achieve by providing pupils with clearer guidance on how to improve and refine their work.
- Continue to develop leadership at all levels in order to further raise standards by supporting those new to role to fully evaluate the impact of actions taken so that they have a sustained influence on school improvement.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and deputy headteacher make an effective partnership. They have continued to develop the school since the last inspection. They have managed the changes in staffing well. These changes are bringing about further improvements in the quality of teaching. This is resulting in improved outcomes for pupils across the school.
- Leaders know their school well. They are clear about the things they do well and the areas for further improvement. As a result of a dip in outcomes in reading and mathematics, they carried out an in-depth analysis of data and work in pupils' books. They are reflective and think carefully before making any changes. Consequently, the action they are taking now to improve pupils' progress in reading and mathematics is effective.
- Middle leaders, including those who are new to the school, are similarly ambitious for the school. They are passionate about their work and have a clear view on how the work they do links directly with improved outcomes for pupils. They are beginning to have an impact on pupils' outcomes. A good example of this is the successful work in changing the approach used to teach reading. This has led to greater staff expertise and confidence in teaching reading. Pupils are now making faster rates of progress in learning to read.
- Leaders acknowledge that there is more work to do to further improve pupils' achievement, particularly at the end of key stage 2. Progress in mathematics is not yet consistent across the school and as a result, some pupils do not reach the standards of which they are capable.
- The school curriculum is rich, interesting and highly engaging. Pupils are drawn into the 'irresistible learning' of each topic. They relish the opportunity to find out more and enjoy the wide range of activities which bring learning alive. The learning environment reflects the broad range of themes studied. Pupils work collaboratively recording their work through drama, art and music. Parents and carers say that learning in this way helps their children remember what they have been taught.
- Support for pupils who have SEN and/or disabilities is effective. Leaders understand the wide range of pupils' needs. They ensure appropriate support. As a result, these pupils thrive and make good progress.
- The school has an above-average number of disadvantaged pupils. Additional funding is used to provide high-quality pastoral support. This helps to break down barriers to learning. As a result, more disadvantaged pupils are making faster progress.
- Effective use of additional funding for physical education and sport has resulted in increased participation in a wider range of activities. For example, the school hosts a dance festival for local schools. Funding is used to train staff and improve the facilities for sport across the school. Leaders, including governors, review the impact of this funding.

- The school is highly successful in promoting pupils' spiritual, moral, social and cultural development. The understanding of British values such as democracy and the rule of law is less well developed.
- The majority of parents who spoke to inspectors or responded to the free-text service are positive about the school. They say that their children are happy and enjoy their learning.
- The school works effectively with a group of local schools as part of the Rowley Learning Trust. They support one another in moderating work and agreeing assessment judgements. Leaders work together through regular network meetings. Networks are effective in supporting the development of leadership at all levels.
- The school has received useful support and challenge from Sandwell local authority. It has a good understanding of the school and has provided advice and guidance, particularly for new leaders and governors. This is supporting school improvement.

Governance of the school

- Governance is effective.
- Governors are ambitious for the school and want the best for pupils and staff. They work closely with leaders to develop a shared vision. Governors are keen to ensure equality of opportunity for all at the school. They visit the school on a regular basis and talk with pupils and teachers about their work. This helps them check progress against actions taken to improve the school. As a result, they know the school very well.
- Governors support and challenge leaders in equal measure. They question dips in recent outcomes and check that pupils make better progress now. They analyse data and budget spends in depth. They review their work and attend regular training to ensure that they are up to date. As a result, governors have a good range of skills and expertise.
- Governors play an important role in ensuring that safeguarding is effective. They make sure that it is at the heart of the school's work and that vulnerable pupils and families are helped.
- The governing body ensures that pupil premium funding and the primary physical education and sport funding are spent effectively and make a positive difference to pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- A strong safeguarding culture runs through the school which sets the safety of pupils as the number one priority. Leaders are relentless in their drive to ensure that pupils are safe and well cared for. All staff responsible for the different aspects of safeguarding demonstrate the same thoroughness in their approach to maintaining accurate records and taking action.
- Leaders know the pupils and their families extremely well. They follow up on concerns quickly and are determined to ensure that pupils and their families receive the right

support. The pastoral support team is highly effective in supporting vulnerable families. Parents appreciate seeing the team each morning on the playground and value the help they receive.

- Leaders ensure that staff access regular training in how to keep children safe. Staff are well informed and take their responsibilities seriously. Pre-employment checks on new staff are thorough. A comprehensive induction programme is in place. This ensures that all staff know what to do if they are worried about a child.

Quality of teaching, learning and assessment

Good

- Leaders have an accurate view of the quality of teaching across the school. They monitor teachers' work and check pupils' progress regularly. They provide coaching and mentoring to teachers who are new to the school. This ensures a consistent approach to school policies and practices.
- Teachers know their pupils well. They go to great lengths to plan work that is interesting and motivates pupils. Teachers create a positive learning environment. There are many opportunities for pupils to work together. The use of 'snap2' where pupils talk to a partner is sharp and consistent across the school. Adults and pupils work well together. Pupils say that learning is fun.
- Teachers give appropriate instructions so that pupils know what to do. The strongest teaching makes the purpose behind the learning clear. Teachers take time to explain and model learning so that pupils know what to do to be successful. Where instructions are not clear, pupils struggle to complete work to a high standard.
- Additional adults provide effective support. They are knowledgeable and understand the needs of particular pupils. They are able to support and challenge in equal measure. As a result, pupils develop greater independence.
- Adults use skilful questioning to check what pupils know. They regularly say, 'show me, prove it'. Often, pupils come to the front of the class to explain what they are learning. Most adults demand fuller answers and clearer explanations from pupils. This aspect has improved since the last inspection when it was identified as a weakness.
- A new approach to the teaching of reading is having a positive impact. Pupils develop a range of reading skills based on high-quality texts. These texts engage and inspire pupils. Teachers ensure that pupils develop and understand a wide-ranging vocabulary. Pupils are able to use new words in the context of their own writing. As a result, pupils are making faster progress in their reading.
- Teachers ensure that the teaching of mathematics is planned well. They build on prior learning. Pupils develop a secure knowledge of numeracy skills such as multiplication and division. They make good progress in calculation work. Pupils practise their multiplication tables regularly. For example, in Year 3, pupils were proud of which 'times tables' they knew well. Pupils now need further opportunities to develop their reasoning and problem-solving skills, which are not so well developed.
- Pupils make good progress when teachers have high expectations. This is not consistent across the school and across the curriculum. Not all pupils receive timely feedback on how to improve their work. These pupils continue to make the same mistakes and their progress slows. The quality of their work is variable. Leaders are

aware of the need to ensure rigour in basic skills such as spelling, handwriting and punctuation.

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 confident and want to talk about their work. They have positive attitudes to their learning. They cooperate well in group situations and share ideas. Pupils listen to each other's points of view. Pupils enjoy recognising strengths in each other. They complement one another without prompting. They particularly enjoy giving out 'kindness leaves' to pupils who are kind to others.
- The school's work on protective behaviours is highly effective. This provides pupils with the skills to keep themselves safe both in and out of school. Pupils talk confidently about their individual network and whom they trust to help them.
- Pupils who spoke to inspectors said that they enjoy coming to school and feel safe. They understand how to use the internet safely, knowing to be wary of whom they are talking to online. They know not to share personal information. Pupils know what to do if a stranger tries to contact them by email or text.
- Pupils have a good understanding of the different forms of bullying. They say that bullying doesn't happen very often and when it does, adults help them sort it out. Pupils are confident that adults will listen to them and respond appropriately. School records confirm the lengths adults go to in order to resolve any issue or difficulty.
- Pupils have many opportunities to develop their leadership skills. They take these duties seriously and show great maturity. 'Lead learners' recognise that by supporting others, they deepen their own understanding. Sports ambassadors spoken to during the inspection were proud of the role they play in promoting healthy lifestyles.
- The vast majority of parents who spoke to inspectors agree that their children are safe, happy and looked after well. One parent summed up by saying, 'From the initial contact I made with the school I was reassured, listened to and respected.'

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and well mannered. Relationships are positive and pupils get on well with one another. They show respect to the adults who teach them and give a warm welcome to visitors. During the inspection, they held doors open and said 'please' and 'thank you'. Pupils concentrate well on their work and move sensibly around the building. The school is a calm and purposeful place.
- There is a clear behaviour system in school. It is effective because staff apply it consistently and pupils say that it is fair. Pupils understand the expectations and can explain why they move up or down the rocket. Systems like this are a strength of the school.

- During the inspection, the vast majority of pupils displayed positive behaviour both in class and while playing at morning breaktime. Occasionally at lunchtime, pupils did not show adults as much respect as at other times of the school day. New lunchtime routines are helping to change this.
- Leaders have continued to work hard to improve rates of attendance. Robust systems are in place to track and monitor attendance. Leaders are resolute in following up any absence. Attendance rose year on year until 2017. Significant medical issues resulted in absence rates rising. However, attendance of current pupils is above last year's figures and currently above national expectations.

Outcomes for pupils

Good

- Outcomes since the last inspection have improved further, particularly in early years and by the end of key stage 1. Leaders and teachers continue to address gaps in pupils' knowledge and skills. This is resulting in more children reaching the expected standard.
- Children start school in early years with skills, knowledge and understanding that are below those typical for children of the same age. The proportion of children who achieve a good level of development by the end of Reception Year is in line with the national average. The majority of children make good or better progress during their time in early years.
- The proportion of pupils reaching the required level in the phonics screening check in Year 1 has improved since the last inspection. This is a result of a systematic approach and effective teaching of phonics in the younger classes. By the time they leave key stage 1, almost all pupils reach the expected level.
- Pupils continue to make good progress during key stage 1. As a result of focused teaching, outcomes in reading and mathematics rose significantly last year. More pupils reached the higher levels when compared with the national figures. By the end of Year 2, results for reading, writing and mathematics were above the national average in 2017.
- The work of current Year 6 pupils and recent teacher assessments show an improvement on the low standards achieved in 2017. The proportion of pupils already at the expected standard in reading matches national figures. This is a result of a recently renewed focus on the teaching of reading. High expectations and good teaching ensure that pupils are making more progress and catching up.
- Progress in mathematics is steady but not as strong as that seen in reading and writing. Progress is not consistent across the school. Pupils make better progress in developing their calculation skills than in their ability to explain methods. As a result, some pupils have gaps in their knowledge. They need more opportunities to solve problems and apply their reasoning skills.
- Pupils who have SEN and/or disabilities make good progress from their different starting points. Adults check on progress in each lesson and provide appropriate support. Flexible interventions enable pupils to receive help as and when they need it. In most year groups, pupils who have SEN and/or disabilities make accelerated progress in reading and writing. This is helping them to catch up. Outcomes for pupils

who have SEN and/or disabilities are in line with national figures.

- Disadvantaged pupils' attainment varies across the school. At the end of key stage 1, disadvantaged pupils do better than other pupils in reading, writing and mathematics. However, in 2017, they did not make as much progress across key stage 2. As a result, attainment for this group in reading was below national expectations. Current disadvantaged pupils are now making faster progress. The gap with other pupils is closing, particularly in reading and writing.
- Work in pupils' books and analysis of current school assessments show that the standards achieved in last year's key stage 2 national tests are likely to be improved upon. High-quality teaching and positive attitudes to learning enable pupils to make rapid progress. As a result, pupils are better prepared for the next stage of their education.

Early years provision

Good

- Children make good progress from their starting points in early years. The majority of children join the school with skills that are below those typical for their age. Some children have skills that are significantly below what is expected. Adults know the children well and provide good support and encouragement. As a result, the proportion of children who achieve a good level of development by the time they leave Reception Year is in line with national levels.
- Children make a very positive start in Nursery. Routines are well established and children develop independence. Children select their own resources and know how to tidy away. They play together and begin to learn how to share and take turns. For example, children waited patiently for their turn when rolling dice in a phonics session. They begin to concentrate for longer periods of time.
- Phonics is taught well across early years. Adults make learning letters and sounds fun and use a practical approach. Children listen carefully to the sounds and identify matching objects. They begin to use their knowledge when writing independently. They read their work aloud and were keen to share it with the inspectors.
- Children have regular opportunities to read at school and at home. Children enjoy sitting in the reading areas choosing books to share. They talk about the books and ask questions. Adults use questions well to check that children understand what they are reading. Adults keep detailed records based on their observations of children reading. They quickly identify those who need additional help. Children are making good progress with their reading.
- Leadership of early years is strong. Staff work together as a team. They have a good understanding of how young children learn. Clear action plans detail areas for further improvement. Adults focus on developing children's speech and language skills. Developing children's vocabulary is a key priority. Children talk about what they want to write. This helps them develop their ideas and deepen their understanding. Children's writing books show the good progress they make. Sometimes adults could expect the most able children to develop their ideas further.
- Children enjoy their learning. They work with increasing confidence by themselves and in small groups. They show the ability to work hard and concentrate. For example,

children adding together two numbers completed a large number of sums correctly. They were eager to continue even when asked to tidy up.

- Links between home and school are effective. Parents are positive about the new learning journals that record children's learning online. Parents said that they like being able to view their child's learning while adding their own observations. One parent summed up the thoughts of many: 'The input from the team and responses to our observations are swift and helpful.' Teachers use the information to plan activities that interest the children. While learning is fun, sometimes there is a lack of challenge and expectations are low. This results in some missed opportunities to further extend children's knowledge and understanding.
- Disadvantaged children make less progress in early years than other children. Leaders are aware of the gaps that need closing. They have begun to address this issue, but it is too soon to measure the full impact of their actions.
- Children are kept safe and cared for very well in early years. All the appropriate welfare and safeguarding requirements are met.

School details

Unique reference number	103957
Local authority	Sandwell
Inspection number	10042894

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	The governing body
Chair	Paul Beetison
Headteacher	Cathy Walsh
Telephone number	01384 569021
Website	www.templemeadow.com
Email address	tm.admin@meadow.sandwell.sch.uk
Date of previous inspection	15–16 January 2014

Information about this school

- The school is larger than the average-sized primary school.
- The large majority of pupils are White British, with others coming from various other minority ethnic backgrounds. The school caters for 15 of the 17 ethnic groups.
- The proportion of pupils who have SEN and/or disabilities is above the national average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is average.
- The proportion of pupils supported by the pupil premium is above average.
- The school serves a community where a high proportion of pupils and their families face challenging circumstances.
- The early years provision consists of a part-time Nursery class and two full-time Reception classes.

- The school is part of the Rowley Learning Trust, with four other local primary schools supporting collaboration and school improvement.
- The privately run 'Kids' Club' uses the school buildings to provide before- and after-school care. It is subject to separate inspection arrangements.
- The school met the government's current floor standards in 2016. These are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics for pupils by the end of Year 6.

Information about this inspection

- Inspectors held meetings with the headteacher and deputy headteacher and other key leaders. The lead inspector spoke with four members of the governing body, including the chair and vice-chair of governors. The lead inspector discussed the school with a representative from the local authority.
- Inspectors made visits to classrooms on both days of the inspection. Many of these visits were with the headteacher and the deputy headteacher.
- Inspectors scrutinised a wide selection of pupils' books from different curriculum areas.
- Pupils were spoken to formally and informally. A group of pupils accompanied an inspector on a learning walk around the school. Inspectors heard pupils read. They observed behaviour in classrooms, in corridors, at lunchtime and outside on the playgrounds.
- Inspectors talked to parents before school started on the first day of the inspection. Inspectors also considered the 69 responses to Ofsted's online survey, Parent View, and 25 responses to the free-text service.
- Inspectors noted and analysed 33 responses to the staff questionnaire.
- Various school documents were scrutinised, including the school's self-evaluation and school improvement plan, records of monitoring, reports to governors and minutes of meetings. Information about pupils' progress, behaviour, attendance and safety was also analysed and discussed with leaders.
- Documents relating to safeguarding were checked and inspectors looked at published information on the school's website.

Inspection team

Nicola Harwood, lead inspector	Her Majesty's Inspector
Michael Appleby	Ofsted Inspector
Justine Lomas	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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