

Temple Sutton Primary School

Eastern Avenue, Southend-on-sea, SS1 3AA

Inspection dates 21–22 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching requires improvement. Too often the work planned is the same for all pupils in the class and does not take into account their different abilities.
- Pupils' achievement is not good because progress is inconsistent across the school. It is good in Key Stage 1, but not enough is good in the Early Years Foundation Stage or in parts of Key Stage 2.
- Resources are not organised well. In some cases, they are outdated.
- Teachers do not give pupils enough opportunities to work on their own or evaluate their own progress. This means pupils have to depend on teachers too much.
- Teachers who lead aspects of the school have, until recently, had too little impact on improving teaching within their areas.
- Some aspects of governance have only recently begun to be effective.

The school has the following strengths

- Most pupils achieve well in writing. Progress accelerates in Year 6.
- The learning resource base provides pupils who use it with good support, and they are helped to overcome the difficulties they face.
- Pupils' behaviour is good. They are very keen to get on with the work they are given to do, and feel positive about their experience of school. Pupils are polite and almost always cooperative around school.
- The new headteacher has quickly tackled many of the issues facing the school, challenged inadequate teaching, greatly improved the environment and is building a more effective senior leadership team.
- Together with governors, the headteacher has tackled the previous financial deficit by making sure that the school's finances are spent carefully, to improve teaching and learning. They have also begun major improvements to the learning environment and buildings.

Information about this inspection

- Inspectors observed 36 lessons or parts of lessons, taught by 30 teachers. Sessions led by teaching assistants, with small groups of pupils, were also observed. Senior leaders participated in a quarter of these observations.
- Inspectors reviewed a wide range of documents in the school, including the procedures and policies about keeping pupils safe, records about the management of behaviour, records tracking the progress pupils are making, plans identifying key issues and to bring about improvements, and senior leaders' records about checking the quality of teaching and learning.
- Inspectors looked at the work pupils were doing during lessons, and over the past year, in their books and spoke to pupils about their learning.
- As well as meeting with senior leaders, inspectors met with teachers who lead particular aspects of the school. Inspectors also met formally with groups of pupils, and spoke to many other pupils in lessons and during break times. There were also informal discussions with parents and carers at the start and end of the school day.
- Inspectors reviewed the 38 responses to Parent View, the on-line survey for Ofsted, as well as the school's own survey of parents' views. Correspondence sent to the inspectors was also considered. The inspectors also evaluated the responses to the questionnaire completed by staff.

Inspection team

Andrew Saunders, Lead inspector	Additional Inspector
Hermione Horn	Additional Inspector
Kate Moore	Additional Inspector
Florence Olajide	Additional Inspector

Full report

Information about this school

- This is a larger than average primary school, in the process of expanding to have four classes in each year group. Currently there are three classes in Year 4, 5 and 6 and four in the other year groups.
- The headteacher has been in post for 18 months. Since the previous inspection, there have been several changes of staff and leaders. There have also been several changes of governors.
- There is a children's centre on the site, as well as child-care for babies and children aged up to age four, which are also run by the school. While the children's centre was not inspected as part of this inspection, the nursery provision, for children aged 3 to 4 years, was inspected.
- The large majority of pupils are White British. Fewer pupils than average come from a wide range of different backgrounds. The proportion of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils and those with special educational needs, including those supported at school action and school action plus or with a statement, is above average.
- The proportion of pupils who are eligible for support through the pupil premium is above average. This is additional funding allocated by the government for pupils who are known to be eligible for free school meals, children looked after by the local authority, or children from services families.
- The school manages specially resourced provision for pupils with special educational needs on behalf of the local authority. The learning resource base provides for up to five pupils with complex learning and global delay difficulties.
- In 2012 the school met the floor standards, the minimum expectations for the progress and attainment of pupils at the end of Year 6, set by the government.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching across the school by:
 - making sure that all teachers are aware of the school's agreed 'non-negotiable' principles for high quality teaching and learning, and that they implement these rigorously
 - setting higher expectations for the quality and level of work that pupils do, in every lesson
 - improving the use of resources available, to support good learning.
- Increase the consistency of good and better progress across the school, by:
 - providing pupils with work that is more closely matched to their specific needs
 - making better use of targets and marking so that pupils know exactly what they need to do to improve
 - giving pupils more opportunities to work independently, evaluate their own progress towards clear goals, and decide what they need to do next.
- Improve the effectiveness of leadership and management by ensuring that teachers who lead aspects of the school help bring about rapid and sustained improvements in teaching, by:
 - checking more frequently on the quality and consistency of teaching within their areas of responsibility and setting clear targets about what needs to improve which include timescales

that are followed up promptly

- providing high-quality examples of the very best practice so that teachers can see and know what this looks like.

- Undertake an external review of governance in order to assess how this aspect of leadership may be improved.

Inspection judgements

The achievement of pupils requires improvement

- There are considerable differences in the progress made by pupils in different classes within year groups. For too many pupils, their progress is not good. At the time of the previous inspection, starting points were generally lower than they have been more recently, and progress was better than it is now. There was a dip in attainment in 2012 in both key stages.
- The good routines and well organised resources in the nursery classes mean that children settle quickly and become inquisitive learners. However, in the Reception classes, too much learning is dependent on the teacher and not enough focuses on the children's own ideas or interests. There are too few opportunities for children to learn outdoors. The environment in this part of the school is cluttered and does not promote children's independence or progress.
- During Year 1 and Year 2, most children make good progress. For example, in a mathematics lesson, opportunities to share ideas about division sums helped pupils learn quickly and work out what to do.
- Progress is more inconsistent across Key Stage 2, particularly in Year 3 and, until recently, in Year 5. Progress in Year 6 accelerates, particularly towards the end of the year. The current Year 6 pupils are on track to reach standards which are similar to previous years because learning in Year 5 has improved. For instance, in mathematics, pupils in a Year 5 class enjoyed challenging work about calculating areas of shapes, assessing for themselves how well they were doing. In reading, pupils make good progress because they enjoy the good range of interesting texts chosen for them by their teachers and this helps them choose appropriate books for themselves.
- Progress in writing is better than in reading and mathematics. Skills in learning about groups of letters and the sounds they make (phonics) are taught well and pupils use this to support their writing. Pupils in a Year 6 class made rapid progress in writing, learning to build suspense and tension for the reader, because of the effective and swift feedback they received.
- Support for disabled pupils and those with special educational needs is good when it is focused on specific work outside of lessons, or when teaching assistants are working with particular groups of pupils. However, this support is not as good when these pupils are in class lessons, and their progress falters.
- Pupils who attend the learning resource base make good progress in relation to their particular special educational needs such as their speaking and listening skills and independence. They also make good progress in English and mathematics because they are well supported by adults who understand their needs well, both in their mainstream lessons and those in the base.
- Pupils who speak English as an additional language are well supported. They quickly develop confidence in speaking and listening so that they are able to take part in lessons fully. Other pupils help them to do so. Consequently, they make progress at the same rate as their classmates.
- Pupils who are eligible for free school meals and children looked after by the local authority benefit from the additional adult support made possible by the pupil premium. Their skills and knowledge are below those of the other pupils, but this gap is narrowing. In 2012 the pupils in Year 6 who were eligible were about nine months behind their classmates in English and mathematics. For eligible pupils in the current Year 6, this gap is smaller. Overall, the progress

of these pupils is similar to their classmates, and requires improvement.

The quality of teaching requires improvement

- Not enough teaching is good or better and this has limited its impact on pupils' achievement since the previous inspection. In particular, teaching in the Early Years Foundation Stage and in Key Stage 2 requires improvement.
- Guidelines provided by managers, to raise teaching quality, known as 'non-negotiable', have not been implemented by some teachers. This means, for instance, that not all teachers provide pupils with a clear statement about what they will be learning in each lesson.
- Senior leaders' records of checking the quality of teaching show that teaching has improved considerably over the past year. Almost all inadequate teaching has been eliminated and the proportion of good and outstanding teaching has been rising, particularly for older pupils in Year 6 and, more recently, in Year 5.
- Pupils within the learning resource base benefit from skilled teaching and support from well trained and experienced staff. Work is carefully tailored to their needs and targets so that it builds their confidence as they achieve each small but significant step in learning.
- The work in pupils' books shows that the focus on improving marking is having a positive impact on helping pupils make better progress. However, not all teachers use the agreed approach, and too few pupils are given enough opportunities or the encouragement to respond to these comments. This constrains their progress.
- Teachers set targets for pupils but do not involve pupils frequently enough in deciding whether they have reached their targets, or in setting new targets, so pupils are not always sure what they need to do to reach the next level of learning.
- In Key Stage 2, pupils are organised into different classes for English and mathematics depending on their skills and abilities. This makes it easier to provide work that matches pupils' abilities. For example, Year 5 pupils worked in teams to develop their skills in measuring accurately, and developed their vocabulary at the same time, because the teacher had planned a lesson at the right level for the pupils, using a highly interesting context. However, too often, teachers provide for only one level of difficulty in the tasks they plan. As a result, work is too easy for some and too difficult for others.
- Teaching assistants often provide good support for the small groups of pupils they work with. Their support in whole class lessons is not always as effective.

The behaviour and safety of pupils are good

- Pupils are polite and courteous, and keen to discuss what they are learning. They like school and feel that the teachers try hard to make the work interesting. This is evident through their attendance which has recently improved to above average.
- Pupils say that behaviour has improved and is good. They said that there is very seldom any form of bullying, but that adults will help sort out any difficulties. The 'Care' team is always available, not just for those for whom they have particular responsibility. As a pupil, typical of

others, said, 'I know that I can go to them whatever I am worried about'.

- Pupils need few reminders about the school's expectations about behaviour. They get along very well. They know how they can help to keep themselves safe, for example around roads, when cycling, or when they use the internet.
- There are a very few pupils who have very challenging behaviour; they are very well managed by the school, particularly through the good work of the learning resource base. These pupils are helped to make better choices and cope with the considerable difficulties some of them have experienced. This helps them to participate more positively in lessons and their progress accelerates.
- Most parents agree that behaviour is usually good. A very few feel that there are some incidents that are not dealt with as quickly as they could be. Inspectors found that teachers manage behaviour well.

The leadership and management requires improvement

- The wider leadership in the school has not been effective in challenging weak teaching and this has led to a dip in pupils' achievement since the previous inspection.
- The strong leadership of the headteacher has accurately identified many of the considerable challenges facing the school and he has acted quickly to tackle these. He has brought about urgent improvements to the fabric of the school buildings while eliminating the financial deficit, and devised systems to check on the quality of teaching. These are now used in order to ensure that teachers' pay accurately reflects the quality of their teaching and the responsibilities they take on. He is developing the skills and accountability of the leadership team. Their checks on teaching in their subjects are not yet robust, so that weaknesses remain.
- The school has a strong emphasis on being very inclusive for pupils of all abilities and whatever difficulties they may face, promoting equality of opportunity. The school does not tolerate discrimination or racism. The resource base is well managed and provides good support for pupils enrolled. This all helps these pupils to develop their confidence in reading and writing, and strengthen their mathematical, speaking and listening skills.
- Pupils who may be at risk of falling behind are identified through the teachers' records about the performance of pupils in their class, and discussions between them. Clear plans are developed to help these pupils, although these plans are not sufficiently widely shared.
- A review is underway to make sure that the topics that pupils study enable them to develop the skills and knowledge they need in an appropriate order and that the themes around which teachers plan their work are interesting to the pupils. This is at an early stage. Pupils' spiritual, moral, social and cultural development is promoted through assemblies, trips, visitors and the many additional clubs offered.
- The local authority has provided good support to help the school tackle the deficit in the budget. They have verified the headteacher's concerns about the quality of some of the teaching.
- **The governance of the school:**
 - Governors have, for too long, accepted an optimistic view about the quality of teaching and

the performance of pupils. Systems to manage the performance of staff effectively are new, having previously been of limited benefit in bringing about changes. Until recently governors had allowed the school to get into a situation where the budget was severely overspent, without sufficient evidence that this was improving the quality of the school as a whole. Consequently, areas of the school buildings became run down and have required urgent attention. Although pupils are kept safe, health and safety matters are not reviewed robustly or frequently enough.

- Recently there have been improvements in governors' effectiveness. They have worked hard with the headteacher to address weaknesses. The budget is now balanced. Governors are developing their understanding of the school's strengths and areas which need to be improved, and how this should be done; but they have not made sufficient use of external advice, or challenged the school to provide evidence of its performance. The headteacher provides governors with an accurate account of how the pupil premium funding is being used, and an indication of the impact of this.
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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	411878

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	787
Appropriate authority	The governing body
Chair	Alan Carey
Headteacher	Tim Barrett
Date of previous school inspection	29 January 2009
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