

# Templefield Lower School

## Inspection report

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<b>Unique Reference Number</b>	109527
<b>Local Authority</b>	Central Bedfordshire
<b>Inspection number</b>	337312
<b>Inspection dates</b>	28–29 June 2010
<b>Reporting inspector</b>	Derek Watts

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>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	267
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jaqueline Tobin
<b>Headteacher</b>	Lynne Birch
<b>Date of previous school inspection</b>	21–22 March 2007
<b>School address</b>	Maltham Close Flitwick Bedford MK45 1AJ
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<b>Age group</b>	4–9
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## Introduction

This inspection was carried out by four additional inspectors. Twenty one lessons or part lessons were observed and 11 teachers were seen. The inspection team observed the school's work and examined its policies, assessments, pupils' work, teachers' plans and school improvement planning. Discussions were held with the headteacher, staff, governors and pupils. There were informal conversations with parents. The inspectors analysed 98 questionnaires completed by parents and carers, and others by staff and pupils.

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

- how well children settle and progress in the Early Years Foundation Stage
- action to improve provision and pupils' performance in mathematics
- pupils' attainment and progress in Years 3 and 4
- the impact of community cohesion on pupils' contribution to the community and to their cultural development.

## Information about the school

Templefield Lower is a larger than average size school. The large majority of pupils are from White British background and very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average but these pupils are not evenly distributed throughout the school. Some year groups have a high proportion while others have few. The nature of these difficulties lies mainly in the areas of behavioural, emotional and social difficulties. A below average proportion of pupils are known to be eligible for free school meals. There is Early Years Foundation Stage provision for children in Reception. An onsite pre-school is run by a private company and this is inspected separately. A breakfast and after-school club is managed by the school and governing body and was part of the inspection.

**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?**

**2**

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

**2**

## Main findings

Templefield Lower is a good school. Pupils achieve well and enjoy their learning because of good teaching and a well planned curriculum. Good quality care, guidance and support and the school's positive atmosphere make a valuable contribution to pupils' personal development. Typical parent comments were, 'I am happy with my child's progress' and 'The school has a wonderful atmosphere'. Pupils relate well to adults and their peers and behaviour is good in lessons and around the school. They feel safe and show a good understanding of how to lead a healthy lifestyle. Pupils make positive contributions to the school and to the local community. Attendance levels are above average.

Children enter Reception with knowledge and skills broadly expected for their age. They get off to a good start and make good progress because of the strong relationships between adults and children and the wide range of interesting learning activities provided. Pupils continue to make good progress through Key Stages 1 and 2. Attainment by the end of Year 4 is usually above average. Teachers are enthusiastic and they establish clear expectations and good relationships with their pupils. Instructions and explanations promote learning well. In the main, assessment is used effectively to plan teaching and match tasks to pupils' different abilities. Occasionally, tasks in lessons are not sufficiently challenging to extend the most able. An interesting curriculum is enriched with additional activities such as clubs and visits. Community cohesion is promoted well on a local level but the school is less successful at promoting wider global issues. There are well thought out plans to improve this and to extend pupils' knowledge and understanding of different cultures, faiths and life in the wider world.

An experienced headteacher is well regarded by pupils, parents and carers and staff. She provides good leadership and is well supported by members of the management team. Teamwork within the school is strong and senior leaders and staff are successfully promoting good provision and good outcomes for pupils. Performance is systematically reviewed and the findings of self-evaluation are used well to inform improvement planning. The school has maintained and built on the strengths identified in the last inspection. There have been good improvements to the curriculum and to pupils' performance in reading and mathematics. The school demonstrates a good capacity to improve. There is a good partnership with parents and carers who are pleased with the care and education provided.

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

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- Ensure that in all lessons, tasks are well matched to the abilities of the more able so that they are fully challenged and extended.
- Implement the good plans to extend global community cohesion and increase pupils' knowledge and understanding of different cultures, faiths and the wider world.

## Outcomes for individuals and groups of pupils

2

Pupils show positive attitudes to learning and thoroughly enjoy their time at school. Assessments, pupils' work and the lessons seen indicate that most groups of pupils make good progress, including those with special educational needs and/or disabilities. By the end of Year 4 attainment is usually above average in reading, writing and mathematics. Any variation in attainment between boys and girls is not significantly different from the national picture.

In lessons seen, pupils' speaking and listening skills were developing well because of the good opportunities they had to discuss their learning in pairs and small groups. In reading pupils' made good progress because of focused teaching and the regular opportunities to read a range of interesting materials. Pupils write for different purposes. By Year 4, their writing is often well organised and imaginative. There are good examples of pupils applying and developing writing skills in different areas. For example, pupils in Year 4 used the internet to find useful information about volcanoes. They used word processing to draft and edit interesting factual reports and imported attractive illustrations to enhance their presentation.

The school's strategies to improve pupils' performance in mathematics are working well. Pupils enjoy the increased emphasis on investigative work. They use and apply their numeracy skills well to solve practical problems. In Year 2, pupils explored different methods for solving addition and subtraction problems. They recognised when fractions have the same value. Pupils in a Year 4 lesson showed a clear understanding of decimals and rounding as they solved problems with money and length.

Pupils' good moral and social development is reflected in their consideration and support for others. Collaborative working is well developed and pupils solve problems in pairs or groups. While satisfactory, their knowledge and understanding of different cultures and faiths is less strong. Pupils feel safe and well cared for at school and are confident that there is always a trusted adult they can turn to if they are worried or upset. Pupils take on additional responsibilities, such as serving on the school council. They support those less fortunate by raising funds for national and overseas charities. During the inspection Years 3 and 4 pupils gave a confident performance of 'Ye Ha', a Western pantomime, to parents, carers and friends of the school. Pupils are well prepared for the next stage of their education. Their personal and social skills are well developed. They have good literacy, numeracy and information communication and technology (ICT) skills and apply these well to new situations.

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*These are the grades for pupils' outcomes*

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

## How effective is the provision?

The good quality teaching successfully promotes learning and enjoyment for pupils. Teachers create attractive classrooms and a positive atmosphere for pupils to learn in. The purpose of lessons is effectively shared with the class so pupils know what they are expected to learn. Interactive whiteboards are used well to illustrate key teaching and learning points. Teachers use instruction, demonstration and explanations effectively to increase pupils' learning. There are good opportunities for pupils to discuss their learning and work in groups to investigate and solve problems. Questioning is used well to check pupils' knowledge and understanding. Activities and tasks are usually well suited to pupils' abilities and needs. Those who need additional support receive good guidance from teaching assistants.

Leaders and managers have developed a curriculum which promotes enjoyment for pupils. Provision for English and mathematics is good and positive steps have been taken to further improve reading and mathematics. There are interesting and meaningful links between subjects through exiting themes such as 'The Active Earth', 'Inventions and Machines' and 'Saving the Earth'. There are good plans to increase topics which increase pupils' understanding of different cultures and faiths. Health education, 'Fitness Week' and additional sporting activities make a useful contribution to pupils' healthy lifestyles. A partnership with a local sports college enhances the provision for physical education. Popular clubs include basketball, cricket, football,

<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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rugby and tennis. Visits and visitors also enrich the curriculum and pupils’ learning.

Care, guidance and support are at the heart of the school’s ethos. The welcoming atmosphere and good relationships between adults and pupils are clear strengths. Parents and pupils appreciate the safe and secure environment. One parent commented, ‘The school is a safe, fun and nurturing environment’. Pupils with special educational needs and/or disabilities are carefully assessed and effective programmes are provided to help them make good progress in their learning and in their personal development. The school has fostered good partnerships with other agencies to support vulnerable pupils’ and their families. There are effective procedures to promote good attendance and good behaviour. Working parents appreciate the well managed breakfast and after-school clubs. There are successful arrangements to ensure that pupils have a smooth transfer from lower to middle school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

A dedicated headteacher has created a positive climate for pupils to learn and staff to work. She receives a good deal praise from parents and carers for her approachability and visibility. A typical comment from parents was, ‘It is fantastic that the headteacher greets all parents and children in the morning’.

Key responsibilities have been effectively distributed among senior staff. Senior staff are well focused on improving provision and raising pupils’ achievement. All key staff make a positive contribution to the school’s effectiveness and improvements. Through effective self evaluation, the school knows what it does well and what is needed to do to make improvements. Teaching and the curriculum are effectively monitored and developed. This has a positive impact on pupils’ academic and personal development.

The governors have a clear understanding of the school’s performance. They provide good support and constructive challenge in order to hold the school to account. Procedures to protect and safeguard pupils are satisfactory. There are some minor omissions with monitoring and recording procedures but these are being addressed. Staff are well trained in this area and safe practices are promoted effectively through the curriculum.

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Equality of opportunity is promoted successfully and the staff strive to ensure that all groups do as well as they can. The school has a good understanding of the community it serves. There are positive links with parents and carers, the local community and partner schools. The school’s curriculum is less effective in promoting different cultures and faiths and pupils’ knowledge and understanding of the wider global community. School leaders have good plans to improve this aspect.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</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>2</b>
<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>2</b>

## Early Years Foundation Stage

Good leadership and strong teamwork among the staff contribute well to the effectiveness of the Early Years Foundation Stage. Children settle into school quickly because of the good induction arrangements and the positive partnerships with parents and carers. Very good relationships between adults and children and the good attention given to care and welfare enable children to make good progress in their personal and social development. Parents and carers are very pleased with positive and safe learning environment created. One parent wrote, ‘The staff in the Early Years unit, are always friendly and welcoming. They have ensured that my child has had a wonderful foundation year’. Children make good progress in all other areas of learning. Staff plan and provide a wide range of learning activities around exciting topics such as ‘Pirates’. Children are motivated and thoroughly enjoy their learning. Children are taught well and there is an effective blend of adult-led activities and those chosen by the children. There are good opportunities for children to be creative, explore and to work independently. Good emphasis is placed on language development. Children enjoy stories and the attractive books available. Interesting practical activities enable them to make good progress in mathematical development. Stimulating role play areas successfully promote creativity and language development. Outdoor learning activities are interesting and effective but

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they are less purposeful when they are not linked to the main theme. Children in the Early Years Foundation Stage get off to a good start as one parent rightly commented, 'The school has provided my daughter with a really positive and enjoyable start to her education'.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Over a third of parents and carers returned the questionnaire. Almost all parents and carers who returned them are happy with their children's experience at the school. They are particularly pleased with the safety in the school, the sense of enjoyment, leadership and management, preparation for the future and the quality of teaching. The inspection team agrees with these positive views. A very small minority of parents and carers who responded to the questionnaire do not believe their children are making enough progress and that the school does not deal effectively with unacceptable behaviour. Inspectors found that most pupils make good progress. However, occasionally the more able pupils are not sufficiently challenged and extended in lessons. Pupils' behaviour is generally good in lessons and around the school. There are effective policies and procedures for managing and supporting the few pupils who have challenging behaviour.

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

Ofsted invited all the registered parents and carers of pupils registered at Templefield Lower 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 267 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	63	34	35	1	1	1	1
The school keeps my child safe	71	72	26	27	0	0	1	1
The school informs me about my child’s progress	40	41	53	54	3	3	0	0
My child is making enough progress at this school	42	43	48	49	8	8	0	0
The teaching is good at this school	54	55	42	43	0	0	1	1
The school helps me to support my child’s learning	50	51	41	42	4	4	1	1
The school helps my child to have a healthy lifestyle	52	53	37	38	5	5	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)	51	52	42	43	0	0	0	0
The school meets my child’s particular needs	46	47	44	45	5	5	1	1
The school deals effectively with unacceptable behaviour	26	27	57	58	4	4	4	4
The school takes account of my suggestions and concerns	38	39	50	51	4	4	1	1
The school is led and managed effectively	56	57	35	36	1	1	3	3
Overall, I am happy with my child’s experience at this school	55	56	38	39	2	2	1	1

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 all 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 pupils' 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.**

30 June 2010

Dear Pupils



### **Inspection of Templefield Lower School, Bedford, MK45 1AJ**

Thank you so much for welcoming us into your school and showing us your work. We thoroughly enjoyed our visit and would like to tell you what we found. Yours is a good school.

These are the school's main strengths.

- You really enjoy school and your attendance is good.
- The school is a pleasant place in which to learn.
- Children in Reception get off to a good start.
- Good teaching enables you to make good progress.
- A good range of learning activities is offered including clubs.
- Behaviour is good and you get on well with each other.
- You have a good understanding of how to keep healthy and fit.
- You feel safe at school because the teachers and other adults take good care of you and provide strong support and guidance.
- You make positive contributions to the school and to the local community.
- Your headteacher leads the school well and she receives good support from other senior staff.

We have asked the headteacher and teachers to do a few things to improve areas of the school.

- On occasions, some of you in Key Stages 1 and 2 could be making even more progress in lessons, particularly those who find learning easy. We have asked the teachers to make sure that tasks are always challenging for you.
- More topics should be included to increase your knowledge and understanding of different cultures, faiths and how people live in the wider world. The school has good plans to make this happen.

You can help by continuing to work hard. We wish you all the very best for the future.

Yours sincerely

Derek Watts  
Lead inspector

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