



# Templewood Primary School

## Inspection Report

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**Unique Reference Number** 117174  
**Local Authority** HERTFORDSHIRE  
**Inspection number** 290745  
**Inspection date** 14 November 2006  
**Reporting inspector** Sheelagh Barnes

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 address</b>	Pentley Park
<b>School category</b>	Community		Welwyn Garden City
<b>Age range of pupils</b>	3-11		Hertfordshire AL8 7SD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01707 324251
<b>Number on roll (school)</b>	243	<b>Fax number</b>	01707 383842
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Peter Reynolds
		<b>Headteacher</b>	Mr Brian Martin
<b>Date of previous school inspection</b>	28 January 2003		

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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

Templewood is an average sized primary school. The proportion of pupils eligible for free school meals is below the national average. The proportions of pupils who speak English as an additional language or who have learning difficulties and disabilities are also below average. Attainment on entry to the school is above average.

The school has been awarded the Healthy Schools accreditation and has twice been re-awarded Investors in People status. It has received and been re-accredited with the Hertfordshire Quality Standard.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 1

Templewood School provides an outstanding standard of education. Pupils thoroughly enjoy school and, as a result, attendance is very high. In questionnaires, nearly all their parents confirm this. Reflecting the views of many, one parent commented, 'I cannot praise this school enough!' The main reason for the outstanding standards the school achieves is the very accurate and rigorous self-assessment which is regularly undertaken by all staff and governors, led by the headteacher. This accurate evaluation has identified some minor areas for improvement as part of the school's continuous and determined drive to aim for the very highest standards in all aspects of its work. These areas are already being tackled successfully by the hard working team of teachers, governors and support staff. Subject coordinators' roles are being further developed to extend monitoring at this very high level to all subjects.

Children in the Nursery and Reception classes settle quickly and easily into school because of the excellent provision. This gives them a very good start to their formal education. In English, mathematics and science in Years 1 and 2, standards are consistently above average and boys and girls achieve equally well. Results in tests at the end of Year 2 in 2006 were above local and national averages. Progress from Year 3 to Year 6 is outstanding. Pupils achieve exceptionally well and attain standards which are very high. In the most recent tests in English, mathematics and science in 2006, virtually all pupils attained the expected Level 4 and around two thirds attained the higher Level 5. The school's recent focus on raising standards in boys' writing still further has been extremely successful. Across the school, provision for pupils with learning difficulties and disabilities is extremely good.

The quality of teaching and learning is exceptionally good overall. Teachers plan each lesson well to build steadily on previous lessons. Pupils concentrate extremely well and do their very best at all times. Marking is good. Targets are explained to pupils clearly. All pupils and their parents know their reading targets. The school has identified that the extent to which all pupils and their parents currently know their targets for writing and mathematics is variable, particularly in Years 1 and 2. The curriculum is exceptionally good and there is an excellent range of extra-curricular activities for pupils to choose. Provision for information and communication technology (ICT) is very good and pupils attain very high standards. The school evaluation has identified potential to weave ICT even more thoroughly throughout other subjects.

Personal development is excellent, and pupils' spiritual, moral, social and cultural development is of a very high standard. Pupils develop high levels of self-assurance and communicate with other children and adults with confidence and sensitivity. The care, guidance and support that the school provides for its pupils are also excellent. Pupils have a very good knowledge of how to maintain a healthy lifestyle. Very good care is also taken to ensure that pupils know who to turn to if they need help with a problem and this makes them confident and happy. The ability to make wise choices is emphasised at lunchtime, during playtimes and in lessons. Pupils' contribution to the community is excellent. One parent commented, 'In addition to high standards, the school also ensures a safe, nurturing and stimulating environment.' The partnerships

the school has developed are excellent. The outstanding resources, including the extensive grounds, are used very well and finances managed extremely efficiently to provide excellent value for money. The school has an excellent capacity to continue to maintain the highest standard and improve still further.

### **What the school should do to improve further**

- Ensure that all pupils and their parents know their targets for writing and mathematics.

## **Achievement and standards**

### **Grade: 1**

All pupils do extremely well at Templewood. By the end of Year 6, standards in English, mathematics and science are consistently exceptionally high and pupils' achievement is outstanding. Pupils from all groups, including those with learning difficulties and disabilities, make very good progress towards their targets because of the high quality support they receive.

## **Personal development and well-being**

### **Grade: 1**

Pupils enjoy school hugely and their attendance is excellent. They show very good consideration for others, taking turns, sharing and looking after each other well. Boys and girls of all ages eat, work and play together exceptionally well. The extent to which pupils make a positive contribution to the community is excellent. Pupils learn about the benefits of expressing their views through the school council, school 'elections' and discussions with, for example, the Highways Department.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The overall quality of teaching and learning is excellent. It is particularly outstanding in Years 3 to 6, where teachers build exceptionally well on the good work in the younger classes. Throughout the school teachers set very high standards, both academically and socially, to which pupils respond extremely well. Assessment is excellent and is used extremely well when planning lessons. Because of this, pupils' attainment builds swiftly and steadily on that which has already been achieved.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is outstanding in its width and vibrancy and there is an extremely good range of extra opportunities, both in and out of lesson time. While the school develops

pupils' academic strengths extremely well, it also places great emphasis on the development of aesthetic, social and sporting aspects of learning. When they are asked what subject they enjoy best, pupils typically respond, 'Everything!' For example, pupils enthusiastically spoke about their recent 'Africa Week' and the wide range of exciting and interesting work they completed for this.

## **Care, guidance and support**

### **Grade: 1**

Pupils' happiness and safety are promoted extremely effectively. The systems to monitor pupils' progress are rigorous. Teachers set challenging targets for pupils to improve their work and share the information with them regularly. However, while all pupils and their parents know their targets for reading and the majority know their targets for mathematics and writing, this is not always the case for all pupils in Years 1 and 2. Health and welfare are promoted outstandingly well and threaded effectively through all that is done. Pupils speedily learn to make healthy life-style choices as a result.

## **Leadership and management**

### **Grade: 1**

The leadership and management of the school are outstanding and the reason for the school's success in achieving its goals. The driving force is the headteacher, ably supported by the deputy. He is a very visible presence throughout the school and does not shirk from regular, honest and rigorous analysis of all aspects of the school's work. This results in the development of a very accurate plan for continuous improvement which maintains and builds even further on the exceptionally high standards the school achieves.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

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

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



## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

15 November 2006

Dear Children

Templewood Primary School, Pently Park, Welwyn Garden City, Hertfordshire, AL8 7SD

Thank you for welcoming me to your school when I visited recently and for being so polite and friendly. I really enjoyed meeting you all and talking to you.

What I liked most about your school:

- You thoroughly enjoy lessons and you come to school very regularly unless you are really ill.
- The excellent teaching you receive is helping you to make outstanding progress.
- Teachers set clear rules for you and your behaviour and personal development are excellent. You play and work together very well.
- You do a lot of exceptionally interesting and exciting things in school and in the community and learn to think of others.
- There is an excellent range of sporting activities and other interesting lessons such as swimming and French which I know that you really enjoy.
- Your headteacher and governors are working very hard with all the teachers and helpers to make school a safe, attractive and comfortable place for you to learn in.
- Your headteacher works extremely hard and knows what to do to make your school even better.

Mr Martin, the governors and staff do an extremely good job and have plans to improve the school even more. They are going to give you even more opportunities to use computers in your work and to make sure you and your parents know how to make your work even better. Teachers in charge of all subjects are planning to find out even more about exactly how well each one of you is doing.

I really enjoyed talking to you about your school and watching you learn and wish you all well for the future.

Yours sincerely

Mrs Barnes