

# Inspection of Temple Learning Academy

Neville Road, Leeds LS15 0NN

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Inspection dates: 19 to 20 September 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

Good

The principal of this school is Stuart Huddleston. This school is part of Red Kite Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Richard Sheriff, and overseen by a board of trustees, chaired by Chris Tulley.

## **What is it like to attend this school?**

Temple Learning Academy is a positive and supportive place to learn. The school's core value of respect is taken very seriously by staff and pupils. Pupils enjoy positive relationships with each other and bullying is very rare. Pupils have a clear sense of right and wrong. There are strong relationships between staff and pupils. Pupils receive high-quality pastoral support. They know that staff will help them if they are struggling.

Pupils behave well in lessons. Most pupils are very positive about their learning. Staff have the highest expectations for pupils' character and conduct. They teach pupils how to understand, talk about and manage their emotions and how to resolve conflicts. This helps pupils to become confident and resilient. This work begins in Reception where children quickly settle into routines and show positive attitudes to their learning.

The school has improved the quality of education which pupils receive. However, some pupils still have significant gaps in their knowledge. There is more work to do to ensure that all pupils develop the knowledge and skills they need to be successful.

## **What does the school do well and what does it need to do better?**

Previously, the school did not have clear enough plans for what pupils would learn, and the range of subjects which pupils studied was too narrow. This has left older pupils with gaps in their knowledge. The school now offers pupils a broad curriculum. Leaders and staff have worked quickly to improve the quality of education. In most subjects, including English and mathematics, the curriculum is planned to build pupils' knowledge and skills over time so that they can achieve well. The impact of these changes is most evident for primary-age pupils, who typically develop secure knowledge and skills across the range of subjects they study. Despite these improvements, gaps in pupils' knowledge are not being addressed quickly enough and some pupils do not achieve as well as they could. This is because plans are not sufficiently focused on addressing the gaps in knowledge and skills which are most significantly limiting some pupils' achievement.

Teachers benefit from a very well-structured programme of training and development. As a result, they present new content clearly and help pupils to understand what they are learning. Staff ensure that pupils with special educational needs and/or disabilities (SEND) are supported effectively so that they can learn the same content as their peers. Children who need extra support are identified quickly, including when they join in Reception, and leaders ensure that staff know how to best support each individual.

In some subjects, teaching and assessment sometimes focuses too heavily on the surface features of pupils' written work (such as pupils using a 'point, evidence, explain' paragraph structure). As a result, less time is spent on building pupils'

knowledge of the topics they are learning and gaps are not addressed as quickly as they could be. In these subjects, assessment tends to have the same focus. As a result, pupils who have gaps in their knowledge of important content are not always identified.

The teaching of phonics is effective. Staff identify any gaps in pupils' knowledge and address these quickly. Staff focus on developing children's communication and language from the moment they arrive in Reception. Throughout the school, pupils are given regular opportunities to read and teachers support pupils to read appropriately challenging texts.

The school's structured programme for personal development builds on what pupils know from Reception to Year 11. Pupils develop a deep understanding of how to lead happy, healthy and safe lives. At every stage, pupils study content which is relevant to them. They value this teaching very highly. Pupils have a clear understanding of fundamental British Values. Their knowledge of these informs their everyday actions and attitudes. Pupils receive useful and informative careers guidance at every stage. They are supported to make careful choices about their next steps.

A significant minority of pupils do not attend school as regularly as they should. The school treats this as their number one priority. They are doing everything they can to improve attendance. Staff work tirelessly with pupils and their families to encourage them to come to school. This work is having an impact, and attendance is improving.

Trust and school leaders work with a shared purpose and vision. They take swift and effective action to address areas of weakness. Leaders balance rapid improvement with care and support for their staff. They seek every opportunity to help staff develop their expertise and roles. They do everything they can to minimise staff's workload. Staff are proud to be part of this school and its journey.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- Curriculum planning does not always focus clearly enough on the most significant gaps in pupils' knowledge and skill. As a result, pupils who are behind in their learning do not catch up as quickly as they could. The school must ensure that curriculum plans are carefully targeted to address the most pressing gaps for pupils so that all pupils can access more complex content and achieve well.
- Teaching and assessment do not always focus enough on securing all pupils' knowledge of the most important content which is most likely to unlock future

learning. As a result, gaps in pupils' knowledge are not addressed as quickly as they could be. The school must ensure that teaching and assessment prioritise the most important content and concepts which will enable pupils to rapidly catch up and achieve well.

- Some pupils do not attend school as regularly as they should, despite the school's efforts to secure good attendance. As a result, these pupils fall behind in their learning. The school must continue to work with pupils and their families to improve attendance rapidly.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	141883
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10290278
<b>Type of school</b>	All-through
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	969
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Chris Tulley
<b>Principal</b>	Stuart Huddleston
<b>Website</b>	<a href="http://www.templelearningacademy.org">www.templelearningacademy.org</a>
<b>Date of previous inspection</b>	24 and 25 April 2018, under section 5 of the Education Act 2005

## Information about this school

- Temple Learning Academy is an all-through school. Around half of the pupils in Year 7 also attended the school in Year 6.
- Since the previous inspection, the school has joined the Red Kite Learning Trust. The Trust has appointed a new principal. It has also introduced two deputy principal roles to lead education in the primary and secondary phases of the school.
- A significant number of pupils join the school throughout the academic year.
- A high proportion of pupils have SEND.
- The school uses five registered alternative providers. It uses two unregistered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the principal and other senior staff from the school and trust during the course of this inspection.
- Inspectors also met with several groups of teaching and non-teaching staff.
- The lead inspector met with representatives of the board of trustees and the local governing body.
- Deep dives were carried out in these subjects: early reading, English, mathematics, modern foreign languages, performing arts and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils' behaviour throughout the school day. They spoke to pupils about behaviour in the school. They also spoke to pupils about how the school supports their personal development.
- Inspectors met with leaders responsible for safeguarding and reviewed how the school keeps children safe. They spoke to staff about their role in keeping children safe.
- Inspectors met with leaders responsible for overseeing the support for pupils with SEND. They spoke to pupils with SEND about their experiences. Inspectors also considered the impact of the support for pupils with SEND in lesson visits and when reviewing pupils' work.
- Inspectors reviewed the parental responses received through the Ofsted online questionnaire, Ofsted Parent View, including free-text responses. Inspectors also considered the responses received through Ofsted's staff questionnaire.

### Inspection team

Tim Jenner, lead inspector	Senior His Majesty's Inspector
Emily Stevens	His Majesty's Inspector
Dawn Foster	Ofsted Inspector
Katie Lowe	Ofsted Inspector
Stuart Voyce	His Majesty's Inspector

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