

Temple Learning Academy

URN: 141883 | Inspected: 25 November 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement Needs attention

The achievement of pupils, in both the primary and secondary phase, is too low. In national tests and examinations, they achieve less well than could be expected and are not as well prepared for their

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as they ought to be. Some measures, such as the phonics screening and multiplication checks, are stronger, showing improvements for younger pupils. Others, including key stage 2 reading and attainment in the secondary phase, are improving but remain too low, including for disadvantaged pupils. Many pupils join part way through their school experience. The school assesses their starting points accurately, providing them with support to catch up. Despite this, these pupils do not achieve as well as their peers nationally by the end of key stage 4. Pupils who attend the school longer term achieve closer to national averages. The school identifies and addresses gaps in pupils' key knowledge, such as reading. Pupils produce work of increasing complexity over time. Despite this, their understanding of the curriculum remains inconsistent, often as a result of weak teaching historically.

Curriculum and teaching Needs attention

The school has established a suitable curriculum across each phase and subject. It has considered what pupils need to know and in what order they should learn it. In some subjects, such as mathematics, more recent adjustments have been made to improve the curriculum quality. These are still embedding. The school has recently strengthened its approach to supporting pupils who need additional help to close gaps in their knowledge. The impact of this approach on overall achievement is yet to be seen. Leaders recognise that the school's approach to teaching early writing requires refinement. They are taking steps to address this but, again, these are in the early stages. Staff have secure knowledge of the subjects that they teach. Leaders have provided training to develop common approaches to teaching such as checks of pupils' understanding. When used well, these approaches are effective. However, there remains variability in how effectively the curriculum is taught, including in how well staff implement guidance to meet the needs of individual pupils with special educational needs and/or disabilities. In some areas of the school, challenges with staffing and recruitment have impacted the school's ability to deliver the curriculum as it intends.

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Early years

Expected standard

The school has experienced temporary staffing instability and is working to mitigate this. Established staff know children well. They understand the support that individual children require to make progress through the curriculum. These staff support children's development of language and vocabulary skilfully through high-quality interactions. The school considers the essential vocabulary that children need to access the different areas of provision, such as the construction area. Adults model the use of language effectively, encouraging children to repeat and use new words successfully. The school's assessment procedures identify children who need more support. Staff support these 'notice and focus' target children to close the gaps in their learning effectively. The school ensures that suitably detailed information about children's academic progress is shared with teachers in key stage 1. This enables any necessary support to be put in place when children transition into Year 1. Reception staff teach phonics effectively. This supports children to be well prepared for learning in Year 1, contributing positively to the school's phonics screening check outcomes. The school engages parents and carers in their children's transition into school through, for example, stay and play sessions and invitations to events, such as the early years picnic. This enables the school to form constructive relationships with parents from the start.

Inclusion Needs attention

The school's pupil premium strategy appropriately considers educational research and the school's context. Despite this, the use of this funding has not resulted in significant improvements for disadvantaged pupils. The school does monitor the performance of these pupils. However, its evaluation of the impact of the strategies funded by the pupil premium grant lacks precision. The school accurately identifies the needs of pupils, including pupils with special educational needs and/or disabilities (SEND). Where appropriate, it works with external professionals to gather additional information about the support that individual pupils require. The school shares information about how to meet the needs of these pupils via 'support plans'. Sometimes, this information lacks the clarity required to support teachers effectively. More generally, the school provides training on approaches to support pupils with SEND, which many staff implement effectively. The school takes an ethical and inclusive approach to supporting vulnerable pupils, including looked-after children. Leaders work alongside the virtual school to identify and remove specific barriers that these pupils face. They ensure that these pupils play a full part in the school, for example through subsidising educational visits. A small number of pupils attend alternative providers of education. These placements are appropriate, regularly reviewed and in the best interest of pupils.

Leadership and governance Needs attention

Since the previous inspection, leaders have taken steps to improve the school. The impact of these changes has been inconsistent, with leaders needing to adapt over time. In areas such as behaviour, there is clear evidence of how leaders' approach has positively affected the school. However, challenges around pupils' achievement and variability in how the curriculum is taught remain. Leaders at all levels recognise this. The school is prioritising the right areas and taking appropriate actions to address these weaknesses. Despite this, there remains much to

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do to secure the intended outcomes. In some cases, leaders' view of the pace of improvement has been overly optimistic. Leaders make decisions in the best interests of the pupils in the school. They prioritise the most vulnerable pupils in the school's community. Leaders are respected by staff. They support colleagues well, including when managing issues around workload and wellbeing. Leaders have ensured that staff, including early career teachers, receive an appropriate programme of training and development. Many areas of this programme, such as training for the teaching of phonics, are embedded. Leaders recognise that other aspects of training and development are new or require revisiting over time to ensure that staff implement them consistently well. Those with responsibility for governance receive accurate information about the performance of the school. They make regular checks on the school's progress to hold leaders to account and to ensure that the school fulfils its statutory responsibilities. Oversight of some areas, such as the impact of the school's pupil premium funding, is less precise than it should be.

What it's like to be a pupil at this school

Pupils value their time at school. They enjoy socialising and learning in the company of their friends. Slowly but surely, their attendance is increasing. Pupils speak positively about the relationships they forge with teachers and the subjects that they enjoy most. They know that staff care for them and want them to succeed. Pupils recognise the range of support that staff provide and know how to access this if they require it. This helps pupils to feel safe and confident in school. Pupils' behaviour has improved over time. Incidents of disruption and other poor behaviour are relatively rare. This is reflected in the continuing reduction in sanctions, such as suspensions, that the school has issued. When bullying and other acts of unkindness occur, staff deal with these effectively. Pupils have confidence in staff to deal with these incidents fairly. The school provides additional support to pupils who require it, helping them to meet the school's expectations of behaviour. The school provides pupils with an appropriate personal development offer. Leaders intend this to teach pupils to learn about the world around them, preparing them for life after school. Pupils are provided with a growing number of opportunities to experience new things or develop new skills. For example, pupils in Year 9 complete a leadership project and can achieve a citizenship award for this work. These help pupils to be more prepared for life in modern Britain. Over time, pupils have not achieved well academically in a number of key areas. Despite the school's appropriate actions to resolve this, for too many pupils, achievement remains low. How well the curriculum is taught remains inconsistent. There is still further work needed to ensure that all pupils, including disadvantaged pupils, consistently secure the knowledge, skills and qualifications that they should.

Next steps

- Leaders should ensure the school's improvement actions are delivered effectively to bring about rapid improvements in all pupils' achievement, particularly in reading, writing and mathematics, so that pupils are well prepared for their

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- Leaders should ensure that the curriculum is taught consistently well, and that gaps in pupils' knowledge are addressed effectively, to enable pupils to make the progress that they need to across subjects and phases.

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- Leaders should further reduce absence, including persistent absence, to be at least in line with national averages, for all groups of pupils.
- Leaders should ensure that the school's pupil premium strategy is thoroughly evaluated and that this additional funding leads to a consistently positive impact on these pupils' education.
- Leaders should ensure that information shared with staff about how to support pupils with special educational needs and/or disabilities is sufficiently precise and that staff implement this consistently well.

Personal development and wellbeing

Expected standard

The school has considered the knowledge and opportunities needed to support pupils' wider development from Reception Year to Year 11. It provides a coherent programme of personal development under the 3 strands of 'health ready, work ready, society ready'. The school's personal, social and health education (PSHE) and relationships and sex education (RSE) curriculums set out the important knowledge that it wants pupils to learn. These meet the requirements of statutory guidance. Through these, pupils learn how to keep themselves safe as well as other important topics, such as the fundamental British values. Generally, pupils' knowledge of PSHE and RSE is more secure than in other curriculum subjects. They have respect for those from different cultures or backgrounds. The personal development programme is carefully adapted to consider the local context and pupils' lives outside of school. For example, the school uses its assembly programme and links with the local police to teach pupils about risks associated with gang culture. The school provides a range of opportunities for pupils that enhance the curriculum. For example, many pupils, including disadvantaged pupils, participate in school clubs and educational visits. Some pupils hold positions of leadership. These are valued. Playground buddies in the primary phase take seriously their responsibilities to help their peers. The school has an appropriate careers programme in place. Younger pupils begin to engage in learning about different jobs in the primary phase. In the secondary phase, pupils follow a structured programme that is based around national guidelines. Leaders track the impact of this, using insights to make further changes. For example, the school is currently working to strengthen its work experience provision for pupils. All pupils receive suitable impartial careers advice and guidance. This has contributed to a clear increase in pupils securing suitable destinations when they leave school. Needs attention

Attendance and behaviour

Expected standard

The school analyses patterns in attendance carefully. It uses this information to adapt its strategies and to support pupils to attend more often. Pupils who have received support, such as through the school's 'the learning curve' provision, typically improve their attendance. Since the previous inspection, absence, including persistent absence, has declined for all groups. Leaders know that rates of attendance remain too low and further improvements remain a key priority. They work with external partners, including the local authority and

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Department for Education, to continue to address this. Leaders have prioritised improving the culture of the school over time. There are positive relationships between staff and pupils. Pupils are polite and respectful of others. Bullying and other acts of discrimination are rare. These are addressed effectively. The school's expectations are commonly understood by all. Staff are warm and welcoming towards pupils. They help pupils to follow appropriate routines. Pupils who require additional support to meet the school's expectations receive this. Consequently, incidents of significant disruption are infrequent and declining. The school is calm and the environment is conducive to learning. Most pupils engage positively with their learning. Some pupils require, and receive, additional support to develop their resilience, such as when finding learning more challenging.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/temple-learning-academy-leeds>