

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



5 April 2011

Mr D Ogden
Headteacher
Temple Guiting Church of England School
Temple Guiting
Cheltenham
Gloucestershire
GL54 5RW

Dear Mr Ogden

Ofsted 2010–11 subject survey inspection programme: mathematics

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 14 March 2011 to look at work in mathematics.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of three lessons.

The overall effectiveness of mathematics is outstanding.

Achievement in mathematics

Achievement in mathematics is outstanding.

- With very small year groups, children's starting points vary from year to year. Evidence from the last three years shows a rapidly improving trend in rising attainment, with children making good progress in the Early Years Foundation Stage to reach above average attainment in problem-solving, reasoning and numeracy.
- Based on their starting points, pupils' progress is good overall. Their attainment is high by the time they leave Year 6. More able pupils are challenged effectively in lessons with the result that the proportion achieving the higher Level 5 is significantly above the national average. Pupils with special educational needs and/or disabilities, those known to be eligible for free school meals, and those who join the school at other than the normal times make good progress.

- Learning is good in all lessons. Pupils show impressive levels of independence and concentrate on their work for long periods without close supervision. In a lesson in the Year 4, 5 and 6 class, pupils worked very effectively in pairs and made good progress in using and applying their knowledge of positive and negative numbers in solving problems.
- Pupils enjoy mathematics lessons and talk enthusiastically about the subject. They particularly like investigative and practical work, for example pupils in Years 2 and 3 worked especially well in developing their understanding of directional language through planning their own routes around the playground or in giving directions to reach a point on their maps of 'Jurassic Park'.

Quality of teaching in mathematics

The quality of teaching in mathematics is good.

- A significant strength of teaching is the quality of planning. Teachers are very skilled in planning to meet the wide range of learning needs within the mixed-age classes. As a result, work is matched accurately to the needs of each individual pupil. This is a key factor in all pupils making good progress.
- Lessons proceed at a brisk pace, with short, sharp and highly-focused lesson introductions. Pupils do not waste time sitting and listening to teachers for lengthy periods because teachers' emphasis is on pupils' learning. Teachers and learning support workers are effective in their ongoing assessment of pupils' learning in lessons and, when necessary, drawing individuals or groups together to consolidate understanding of key aspects.
- Strengths in the mixed-age Reception and Year 1 class include the attention given to ensuring that children in Reception receive their full entitlement to problem-solving, reasoning and numeracy, including outdoor learning. For example, on the day of the visit, they dressed in their outdoor clothes and boots to go on a 'coin hunt'.
- Assessment is thorough, detailed and regular, with the result that teachers monitor the progress of individuals in depth. Any pupils identified as in danger of falling behind are supported immediately, with effective intervention programmes.
- Marking is good and pupils value their teachers' oral comments and written feedback. Pupils do not have individual curricular targets for mathematics and this restricts their ability to understand fully their next steps in learning.

Quality of the curriculum in mathematics

The quality of the curriculum in mathematics is outstanding.

- The scheme of work, termly, weekly and daily planning are effective in ensuring full coverage of all aspects of the mathematics curriculum and in meeting the needs of all pupils, including the higher-attainers.

- Teachers provide very good opportunities for pupils to use and apply their numeracy skills in other subjects, for example using their knowledge of directional language and mapping skills when orienteering. Pupils enjoy the after-school cookery club and the opportunities for measuring and weighing, accurately, the ingredients for their recipes.
- The support for pupils with special educational needs and/or disabilities, those known to be eligible for free school meals, and those who join partway through the school year is especially strong. Learning support workers play a significant role in supporting these pupils and contribute strongly to their full inclusion and good progress.

Effectiveness of leadership and management in mathematics

Leadership and management in mathematics are outstanding.

- In this small school, all staff are highly effective in sustaining pupils' good progress and high attainment in mathematics. The subject leader monitors planning and pupils' progress effectively, both formally and informally. All staff know the pupils as individuals. As a result, the school knows in great detail how all pupils perform.
- The school is very effective in using partnerships to support pupils' learning. It works closely with other small primary schools in its 'cluster', for example in moderating assessments of pupils' work and providing in-service training for teachers and learning support workers. Through a partnership with a local chef, and his donation of £1,000, pupils develop important life skills in the highly popular cookery club. Able pupils benefit from lessons at the secondary school to which pupils transfer.
- The school has been part of the 'Making Good Progress' pilot project and those pupils who have taken part have clearly benefited from the 10 hours of one-to-one tuition they received. Pupils' confidence in mathematics has increased enormously and helped them to catch up on gaps in prior learning.

Areas for improvement, which we discussed, include:

- giving pupils individual curricular targets to help them understand their next steps in learning.

I hope that these observations are useful as you continue to develop mathematics in the school.

As explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. A copy of this letter is also being sent to your local authority.

Yours sincerely

David Curtis
Additional Inspector