

# Temple Grafton CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	125647
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	381102
<b>Inspection dates</b>	8–9 December 2011
<b>Reporting inspector</b>	Sarah Warboys

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	99
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Catherine Kelso
<b>Headteacher</b>	Susan Molloy
<b>Date of previous school inspection</b>	30 January 2007
<b>School address</b>	Temple Grafton Alcester B49 6NU
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## Introduction

This inspection was carried out by two additional inspectors. They observed six lessons taught by four teachers. In addition, they carried out a range of observations to see the school at work and looked at samples of work from Year 1 to Year 6. They held meetings with parents and carers, senior staff, governors and talked to different groups of pupils. Safeguarding policies, improvement planning and other documentation were scrutinised. Inspectors analysed responses to questionnaires from 68 parents and carers, 53 pupils and 17 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective is the action taken by the school in increasing rates of progress for all pupil groups, particularly for higher achieving pupils in English?
- To what extent is the curriculum creative, challenging and inspiring pupils' learning?
- How effectively do leaders and managers monitor and evaluate the work of the school?
- How is provision in the Early Years Foundation Stage enabling children's learning and development?

## Information about the school

Temple Grafton Church of England Primary School serves the villages of Temple Grafton, Ardens Grafton, Binton and surrounding areas. It is much smaller than most schools in the primary sector. A well-below average proportion of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is similar to the national average, as is the proportion of pupils with a statement of special educational needs. Their needs include: autistic spectrum disorder; behaviour, emotional and social difficulties; and a wide range of other specific learning difficulties. Most pupils come from White British backgrounds. Average proportions of pupils come from minority ethnic heritages and of these none speaks English as an additional language. The number of pupils joining and leaving the school at different times during the year is above that normally found.

**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?**

**1**

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

**1**

## Main findings

Temple Grafton Church of England Primary is an outstanding school and provides its pupils with an excellent education. The main reason for the school's success is the drive and commitment of the headteacher and of the whole staff in treating every child as an individual. Equality of opportunity is at the heart of the school's work. All staff work together extremely well. They have a detailed understanding of the needs of all pupils based on regular and thorough tracking of their progress throughout the school. The headteacher and school staff are supported exceptionally well by the governing body which ensures that all pupils are comprehensively safeguarded and feel extremely safe in school at all times. Rigorous analysis of pupils' performance and self-evaluation means that leaders have an accurate view of the school's strengths and areas for improvement. All staff and governors play an active role in working towards realising the school's key priorities and are clearly focused on what needs to be done to improve outcomes for pupils. Good progress has been made on the issues raised in the previous inspection report and there have been significant improvements to a number of inspection areas. This reflects the school's excellent capacity to secure further improvement.

The curriculum is outstanding in that it ensures pupils have high-level basic skills, and offers creative and challenging first-hand learning experiences. It contributes extremely well to pupils' good personal and social development. Excellent partnerships with a local cluster of schools and community groups enhance the curriculum and provide pupils with a wider range of experiences which may not otherwise be possible in such a small rural school setting. Parents' and carers' views of the school are extremely complimentary and many feel valued and listened to. The school's pastoral care is a particular strength. Several parents and carers commented on how their children's happiness and confidence had increased significantly as a result of the school's caring approach.

Children enter the Early Years Foundation Stage with skills above those expected for their age. They learn and develop well in their Reception Year because adults are skilled in providing a range of stimulating activities which allow them to practise new skills across all areas of learning. However, the outdoor area is not used extensively enough for children to be able to further explore their imaginative ideas. Pupils make outstanding progress and, by the time they leave the school in Year 6, they have skills which are significantly above average overall. Attainment is high and has been so for the last five years. Currently, attainment in writing is not as high as it is in reading and mathematics. All groups of pupils do equally well. This is because the

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school rigorously tracks pupils' progress and uses assessment information well to provide pupils with additional or different activities. These are extremely well-matched to their specific needs and interests. As a result, pupils with special educational needs and/or disabilities make exceptional progress from their starting points.

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

- Raise attainment in writing so that it is more aligned with well above average standards in reading and mathematics by building on recent successful initiatives which use speaking and listening opportunities in the curriculum as a rehearsal for writing.
- In the Early Years Foundation Stage, develop the provision for outdoor learning by providing more planned activities that:
  - extend children's imaginative ideas through the exploration of themes which meet their individual needs and interests
  - enable children to practise a range of skills in purposeful play.

### **Outcomes for individuals and groups of pupils**

**1**

By the time they leave the school, pupils are working at levels significantly above those found nationally, particularly in reading and mathematics. Pupils receive good-quality teaching and make good progress consistently, year-on-year. Consequently, they learn outstandingly well during their time at the school. In lessons, pupils show extremely positive attitudes to learning and respond enthusiastically to their teachers' imaginative teaching methods. For example, they are fully engaged by presentations from 'Dr Dizzy' and 'Dr Concise' (otherwise known as the class teacher) and quickly learn the key features of report writing as a result.

Action taken to raise attainment in key skills has been successful. The school has made good use of an individualised reading programme which accelerates pupils' reading levels, increases their levels of engagement in reading and also involves parents and carers. In mathematics, the school has used a stepped approach to mathematics homework, based on pupils' levels of ability. This provides focused opportunities to address errors and misconceptions directly and to teach the next steps in learning. More recently, the school has focused on extending pupils' oracy skills by providing stimulating curriculum experiences. This has also involved parents and carers more fully in their children's learning. For example, parents and carers talk about a specified theme and extend pupils' knowledge, understanding and vocabulary. Consequently, pupils are enabled and inspired to write and express their ideas exceptionally well, often using high-quality vocabulary choices in their writing. Although this strategy to improve pupils' writing is at a relatively early stage of development, its positive impact in raising attainment is already apparent.

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Pupils say that they feel exceedingly safe in school at all times and are entirely confident that any issues they may have will be dealt with promptly. They are particularly clear about how to keep themselves safe: their knowledge and understanding of internet safety is extremely well developed. Pupils know well what constitutes a healthy lifestyle. Many of them make healthy food choices and undertake regular exercise. Pupils are polite, friendly and helpful to adults and to each other as they move in and around the school, but there are a very small minority who do not behave as well as they might in less-structured activity on the playground. However, their consistently good behaviour in lessons makes a strong contribution to learning. Pupils’ spiritual, moral, social and cultural development is good. They willingly take on responsibilities in school. Particularly noteworthy is the way in which older pupils willingly look after and care for the youngest children in collective worship. Pupils’ excellent drama and music skills culminated in a confident performance of ‘Babes in the Wood’ for an appreciative audience. Pupils have a sound knowledge of a variety of religious festivals and their understanding of international communities is considerably enhanced by the school’s involvement in the Comenius Project. However, their understanding of the United Kingdom as a diverse multi-cultural society is less well developed.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	1
The quality of pupils’ learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</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>1</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?

Curriculum provision is outstanding and leads to high attainment levels and exceptional progress for all pupils, including those with special educational needs and/or disabilities. This means that high-level skills are then drawn upon extremely

<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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well to learn about other subjects. The arts curriculum, particularly drama and music, contributes strongly to pupils’ learning. A visiting drama group provided memorable World War II experiences and inspired pupils to write poignant letters to ‘loved ones’ at home.

The quality of teaching and use of assessment is consistently good and improving. In all lessons, good relationships between adults and pupils support learning. In the best lessons, information and communication technology is used well to enhance learning, work is well matched to pupils’ needs and abilities, and adults work well together to support pupils’ learning. In a very small minority of lessons, there is insufficient challenge for the more able and pupils are not as actively involved in learning as they could be. Teacher’s marking is generally informative. It is stronger in English than in mathematics. It is exemplary in providing explicit feedback to pupils in their extended writing. This is because it celebrates pupils’ successes and is clear about what needs to be done to improve its quality, or as the pupils call it, to ‘up-level’ their writing.

Excellent attention is given to all aspects of care, guidance and support. Pupils’ assessments are regularly monitored. Pupils with special educational needs and/or disabilities are identified early and appropriate action taken in conjunction with a range of external agencies. Pupils new to the school are warmly welcomed and, as a result, they settle quickly and make good progress.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

‘I feel very privileged to be part of the Temple Grafton family.’ This is the view of a member of staff and describes the way in which staff are valued and encouraged to play their part in school improvement. Leaders, staff and the governing body are highly effective because there is a strong, cohesive team in place, led by the drive and enthusiasm of the headteacher. This is clearly focused on pupil outcomes. The quality of teaching is good and improving because staff are encouraged to be reflective and supportive of each other’s professional development. Initiatives are introduced at a sensible, manageable pace and as a direct result of accurate self-evaluation. They are monitored and evaluated rigorously by the entire school community. The role of the governing body in monitoring and evaluating the work of the school is exemplary because it is directly focused on pupils’ learning. At the time of the inspection, safeguarding procedures were extremely thorough. The governing

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body and staff are meticulous in carrying out detailed checks and risk assessments. The effectiveness of partnerships in promoting learning and well-being is outstanding. Particularly strong is the relationship with the local cluster of schools and local community groups which help to provide pupils with an enriched curriculum. For example, the school hosts a weather station for the secondary school and, in turn, utilises its facilities and staff expertise. The school is seen as leading developments in reading and mathematics in local schools. The school’s engagement of parents and carers actively supports pupils’ learning exceptionally well. They are regularly consulted about a range of the school’s practices and provide helpful comments to staff. An example of this is the recent amendment to the annual report format to parents and carers, and feedback has been highly positive.

A good plan for community cohesion shows that the school knows the community it serves well. Pupils learn about different countries and express their views perceptively about similarities and differences between cultures. The school is currently strengthening links with other contrasting localities, so that pupils can develop a deeper appreciation of the United Kingdom as a diverse society. The school is committed to providing equal opportunities. Regular assessments track pupils’ progress and take swift action where necessary. As a result of targeted provision, an overwhelming majority of pupils with special educational needs and/or disabilities make outstanding progress academically, socially and personally.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children settle quickly into the Reception class because of the welcoming learning environment, warm relationships with parents and carers, and good induction arrangements. Children enter the Early Years Foundation Stage with skills above



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those expected for their age. They make good progress so that they are well above national averages in the Early Learning Goals by the time they enter Year 1. This is because of good provision. In the best sessions, children learn a new skill and are then provided with opportunities that enable further exploration of their ideas. For example, after learning new phonemes, children enthusiastically play related games with adults; others dig for buried letters in the sand with the help of their dinosaurs and then practise reading them. Children move freely between in and out of doors, practising a range of skills by choosing from a wide range of interesting and stimulating tasks. There is an appropriate balance of child-initiated and adult-led activities. However, on occasions, the outdoor environment is not sufficiently used or stimulating enough to engage children fully in the setting’s existing outside facilities.

Adults are skilled in their interactions with children. They praise and encourage children for their efforts and make suggestions as to what they might like to try next. Children show high levels of confidence and self-assurance. They demonstrate that they can play equally well on their own and with others, and with sustained concentration. Parents and carers are fully involved in their children’s learning through regular and comprehensive communication in the setting’s ‘dialogue books’. Leadership and management of the setting are good. Adults make regular formal and informal assessments of the children’s achievements and use these to inform future planning and to identify strengths and areas for improvement.

*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**

More than two thirds of parents and carers completed the inspection questionnaire which reflects a well above national average response. An overwhelming majority expressed highly positive views, mostly about the way in which the school treats their children as individuals and caters for their needs. They particularly appreciate how much their children enjoy school and how safe they are, with one parent commenting, ‘My child adores school and can’t wait to go in every day’. A few parents and carers expressed concerns about whether or not the school prepares their children for the future. Inspectors found that arrangements at times of transition are generally good and are particularly strong on transfer to secondary school. Activities currently in place include the completion of transition units of work, exchange of information between staff, preliminary visits and opportunities for past pupils to share their experiences. Additional opportunities are in place for pupils with special educational needs and/or disabilities according to their specific needs.

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

Ofsted invited all the registered parents and carers of pupils registered at Temple Grafton CofE Primary 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 99 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	75	16	24	1	1	0	0
The school keeps my child safe	55	81	12	18	1	1	0	0
The school informs me about my child’s progress	41	60	22	32	4	6	1	1
My child is making enough progress at this school	47	69	15	22	6	9	0	0
The teaching is good at this school	51	75	12	18	4	6	1	1
The school helps me to support my child’s learning	44	65	18	26	6	9	0	0
The school helps my child to have a healthy lifestyle	41	60	23	34	3	4	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)	39	57	19	28	5	7	0	0
The school meets my child’s particular needs	43	63	21	31	3	4	0	0
The school deals effectively with unacceptable behaviour	34	50	29	43	4	6	0	0
The school takes account of my suggestions and concerns	39	57	23	34	5	7	0	0
The school is led and managed effectively	48	71	17	25	3	4	0	0
Overall, I am happy with my child’s experience at this school	52	76	12	18	4	6	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



12 December 2011

Dear Pupils

### **Inspection of Temple Grafton CofE Primary School, Alcester, B49 6NU**

Thank you for making us so welcome when we visited your school recently. We really enjoyed meeting you, listening to your views, spending time in your lessons and watching your Key Stage 2 Christmas performance, 'Babes in the Wood'. We think it is an outstanding school. Here are some things we found out about your school.

- You know how to stay safe extremely well and know how to live a healthy life.
- Most of you behave well and are polite, friendly and helpful towards each other.
- You take on lots of responsibilities in school. We especially like the way in which the older children look after the young ones in collective worship.
- Your headteacher and the governing body are doing an excellent job of running the school and of caring for you. They know what they need to do to make the school even better.

As you know, there is always room for improvement. So, we have asked your school to build on the work they are doing to help you reach just as high standards in your writing as you do in other subjects. We have also asked them to improve the outside area for those of you in the Early Years Foundation Stage so that you can explore, play and learn more outdoors.

You can help by continuing to work hard and do your best every day. We wish you every success in the future.

Yours sincerely

Sarah Warboys  
Lead inspector

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