

# Inspection of a good school: Temple Guiting Church of England School

Temple Guiting, Cheltenham, Gloucestershire GL54 5RW

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Inspection date:

26 April 2023

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

## What is it like to attend this school?

Staff and pupils at Temple Guiting say it is like a big family. Pupils live out the school's values very well, treating each other with sincere respect, courtesy and care. Parents comment positively about the school and the way pupils treat one another.

Teachers' high expectations mean that pupils have positive attitudes to learning. Pupils try their best and express pride in their work. The curriculum is designed to make sure that pupils learn what they need to get a good start in their education. However, the way the curriculum is taught sometimes does not help pupils to learn well. This is the case in areas such as early reading and reasoning in mathematics.

There is no bullying at Temple Guiting. Pupils learn to resolve problems independently, including those between friends. As a result, they get along well with one another. They have a strong understanding of how to keep themselves safe and have trusted adults to talk to if they have a problem. Pupils enjoy a wide range of opportunities through extra-curricular clubs, such as sports and music clubs, and educational visits.

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

Leaders and teachers have created an ambitious and engaging curriculum, which interests pupils. In all subjects, teachers have identified the important knowledge they want pupils to know in preparation for the next stage of their education. This is carefully organised so that pupils' knowledge and skills can build step by step over time. However, in some areas of the curriculum, teachers do not have a strong enough knowledge of what they are teaching. This means that pupils do not always learn effectively. For example, in

mathematics, pupils learn number facts and how to perform calculations, but they do not apply their knowledge and skills sufficiently to different problems and contexts.

Leaders promote a love of reading across the school. Pupils have access to a range of books and talk about the books they read. They particularly enjoy novels that are connected to the history they learn. In the early years, children start learning phonetic sounds straight away. New sounds are introduced systematically, and this continues as they move into key stage 1. However, pupils are not always given reading books that match the sounds they are learning in lessons. Pupils who are falling behind receive some additional support, but staff do not always have the expertise they need to make sure they catch up. This results in some pupils struggling to read fluently.

Teachers present content clearly to pupils. They check on what pupils understand during lessons. However, there are occasions where errors are not identified or corrected, and pupils do not know they have made a mistake. Teachers are using a new system of checking what pupils have learned in the foundation subjects. They are beginning to use this information to make sure that pupils close any gaps in their learning.

Leaders and staff work together to identify pupils with special educational needs and/or disabilities (SEND). Teaching is adapted for pupils with SEND, so they can learn the same curriculum as their peers. These pupils often work independently, supported with learning aids. Pupils with SEND are fully involved in all aspects of school life. They take part in the full range of clubs offered by the school.

Pupils behave very well at Temple Guiting. This is because the governing body, headteacher and staff all have a clear vision for the school. They work together to create a caring and respectful culture, which infuses pupils' character as they grow. Pupils explain the school's values with enthusiasm and clarity. They are proud to be a member of the school, and they are equally proud of their behaviour and their learning. Pupils are prepared for life in modern Britain and have a secure knowledge of concepts such as democracy.

The governing body works closely with the headteacher, providing appropriate support and challenge. Together, they support staff and consider ways to reduce workload. The staff and governing body work collaboratively to drive school improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure there is a culture of safeguarding at the school. Governors diligently check on the school's safeguarding procedures. Leaders provide regular training for staff and make sure they know how to identify and report concerns. Leaders work with external agencies to provide additional help when needed.

Leaders ensure that the curriculum provides opportunities for pupils to learn how to stay safe, including when online. As a result, pupils know how to keep themselves safe.

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

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

- The books that pupils are reading and practise in interventions do not match the sounds they are learning in lessons. Consequently, pupils who are behind in reading do not catch up quickly enough. Leaders should ensure that pupils get the help they need to read fluently.
- Teaching does not always identify misconceptions and errors. As a result, some pupils do not have a secure and accurate knowledge of all the subjects that they learn. Leaders should make sure that teachers have the knowledge they need to teach all subjects.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged school to be good in October 2013.

## 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' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	115653
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10284075
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	88
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Helen Adebanjo
<b>Headteacher</b>	Ann Barry
<b>Website</b>	<a href="http://www.templeguiting.gloucs.sch.uk">www.templeguiting.gloucs.sch.uk</a>
<b>Date of previous inspection</b>	16 January 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of Gloucester. The most recent section 48 inspection of the school, which is an inspection of the school's religious character, took place in May 2019. The next section 48 inspection is due by May 2027.
- Temple Guiting is a smaller-than-average primary school.
- There are four mixed-age classes.
- The school does not use any alternative providers.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, curriculum leaders, the special educational needs and disabilities coordinator, the office manager and pupils.
- The lead inspector spoke with a representative of the local authority on the telephone.

- Inspectors carried out deep dives in three subjects, early reading, mathematics and geography. For each deep dive, inspectors met with subject leaders, visited lessons, looked at samples of pupils' work and met with teachers and pupils. An inspector listened to pupils reading to teachers and support staff.
- An inspector met with the governing body, including the chair.
- Inspectors took account of the responses to the Ofsted Parent View survey and considered responses to Ofsted's staff and pupil surveys.
- At the time of the inspection, the school was part way through a building project to expand the premises. As a result, one class was being taught in the village hall. Inspectors visited lessons held in the village hall, as well as within the school building.

### **Inspection team**

Jen Edwards, lead inspector

Ofsted Inspector

Chris Hansen

Ofsted Inspector

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