

# Inspection of Temple Guiting Church of England School

Temple Guiting, Cheltenham, Gloucestershire GL54 5RW

---

Inspection dates: 25 and 26 June 2024

## **Overall effectiveness**

**Good**

---

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

Good

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

The school lives out its mission 'Everyone to thrive' in the way it thoughtfully considers pupils' experiences so they receive a broad curriculum. Pupils are encouraged to find their interest at Temple Guiting. Leaders aim for pupils to be articulate and resilient individuals ready for the wider world. This underpins everything the school does. For example, the school commissioned a resilience audit and, as a result, pupils build each other up. They are highly supportive and encouraging of one another.

Pupils have a thirst for learning. They live up to the very high expectations for behaviour at this warm and welcoming school. In the lower years, pupils benefit from firm routines. This leads to exemplary behaviour in the upper years becoming second nature.

Pupils are inspired by the many opportunities on offer to them. For example, in history, they learn about Brunel's designs and the way that he persevered. Pupils enjoy a wealth of clubs. Karate, cricket and football are particularly well loved. Pupils develop a strong understanding of fundamental British values. For example, they learned about British law, prepared a case as barristers and debated. Pupils were commended by the police and the mayor of Cheltenham for their diligence.

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

Leaders have taken decisive action since the previous inspection. Central to this has been the work to develop the early reading curriculum. All staff have been trained in the programme. Leaders check how well pupils are learning. Pupils benefit from clear routines. For example, they say and blend sounds to read the words in unison. This helps teachers to check all pupils have understood. Any pupils who have not grasped new learning are given swift support. This helps them keep up. Pupils practise reading books with the sounds they are confident in. Consequently, pupils learn to read quickly.

The curriculum is coherently planned and sequenced in most subjects. In these subjects, pupils build their learning well, including those with special educational needs and/or disabilities (SEND). This is because of the way knowledge is sequenced in small steps that lead towards bigger end points. Pupils articulate this learning well. For example, in design and technology, pupils can explain how learning about cross-stitching builds on running stitches learned in lower year groups. However, in a small minority of subjects, the curriculum is not precise enough. The most essential knowledge pupils need to learn has not been considered. This means some pupils do not remember the knowledge that is most important for their next stage.

Teachers design activities for pupils that are matched to the intended curriculum. For example, in early years, pupils develop fine motor skills and an understanding of number bonds. They place small objects such as beads on pictures of ladybirds and

make each side equate to 10. Pupils get ample opportunity to apply their knowledge when problem-solving and reasoning. This helps pupils develop a strong understanding of number.

Pupils want to come to school because they love to learn. This is demonstrated by their high attendance. Pupils behave well because they know it is the right thing to do. This starts in the early years where children maintain concentration on their learning. Pupils support the well-being of others through their highly esteemed leadership roles. For example, they raised money and purchased new playground equipment. Older pupils model to younger pupils how to sit as a school family at lunchtimes in their mixed-age table groups. Here, they learn skills for life. Pupils care about their local community. For example, they raised money for the new church organ by running a craft stall.

The school's work to develop pupils beyond the academic is exceptional. Pupils have a firm appreciation of diversity. Trips to the mosque help pupils learn about how those of other faiths respect their religious buildings. Pupils learn to sing multicultural songs and read books from other countries. They become entrepreneurial by selling the eggs the school chickens lay. Pupils conduct a water walk around the village to collect donations of water. This raises awareness for the 'Hands Around the World' charity. Pupils understand why they do these activities and how this develops their character.

Governors know the school well. They hold leaders to account effectively. Staff feel well supported by leaders. The way the school has engaged with support since the previous inspection is commendable. The school puts pupils at the heart of each curriculum decision.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some wider curriculum subjects, the most important knowledge pupils need to learn has not been defined. This means pupils do not build their knowledge as well as they could. The school should refine these subjects so that staff emphasise the most important learning when teaching, assessing and retrieving knowledge.

## **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>	115653
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10322220
<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>	95
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Helen Adebajo
<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>	26 April 2023, under section 8 of the Education Act 2005

## Information about this school

- The school is designated as having a religious character. The school is part of the Diocese of Gloucester. At the most recent section 48 inspection of the school, carried out in May 2019, the school was judged to be good.
- There is a before- and an after-school club for pupils who attend the school.
- The school does not use any alternative provision.

## 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, school staff, parents, pupils, governors, a representative from the local authority and a representative from the diocese.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also spoke to leaders and pupils about the curriculum in some other subjects.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes. In addition, the inspectors met with pupils formally and informally to hear their views.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses.

### **Inspection team**

Lakmini Harkus, lead inspector

His Majesty's Inspector

Sarah O'Donnell

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024