

Inspection of Archbishop Temple Church of England High School

St Vincent's Road, Fulwood, Preston, Lancashire PR2 8RA

Inspection dates:	28 and 29 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are proud to attend this school. They typically live up to the school's values of respecting others and serving the community. For example, they relish opportunities to fundraise for charity or to help each other. Pupils are happy and feel safe.

Pupils benefit from the revised behaviour management systems. They have clarity on the high standards of behaviour that are expected of them. Most pupils respond well to these expectations. This creates a calm and orderly learning environment.

The school has high expectations of pupils' achievement. The ambitious curriculum helps most pupils to achieve well. The work pupils produce in some subjects is of high quality. This reflects the positive commitment that most pupils have to their learning.

In recent times, the school has developed and implemented a strong programme to promote pupils' wider development. Pupils enjoy pursuing their interests and nurturing their talents through a vast array of clubs, such as robotics, choir, dance, chess and badminton. Some pupils benefit from international trips that expand their knowledge of the wider world. For instance, some pupils visited New York to learn about business. Others valued their visit to Iceland to deepen their geographical knowledge. Such opportunities prepare pupils well for life beyond school.

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

The school has a well-crafted curriculum that meets the needs of pupils, including those with special educational needs and/or disabilities (SEND). The curriculum identifies the essential knowledge that pupils should learn. This knowledge is sensibly ordered so that pupils can deepen their understanding over time. Most teachers use their strong subject knowledge to deliver the curriculum well. They present subject content and key vocabulary clearly. Pupils successfully use this vocabulary to make sense of new subject content.

Teachers routinely check that pupils' recall of previous learning is secure. They use these checks to identify misconceptions and address pupils' gaps in knowledge. Most teachers give pupils clear guidance on how to improve their learning. However, some teachers implement these practices less effectively. This limits how well some pupils, including disadvantaged pupils, achieve.

The systems to identify the additional needs of pupils with SEND are effective. Many staff know the suitable ways to meet the additional needs of these pupils. However, these strategies are not implemented consistently well. At times, some pupils with SEND do not access the curriculum and achieve as well as they could.

Reading is promoted well across the school. Staff put suitable support in place for pupils who struggle to read. This helps these pupils to gain confidence and reading fluency. Reading for pleasure is promoted through author visits, library clubs and reading challenges. Most pupils enjoy reading and do so avidly.

Most pupils are typically well behaved. They attend school regularly and follow the school routines sensibly. Even so, from time to time, a small number of pupils continue to struggle to regulate their behaviour. The strategies that staff use to support these pupils are not as effective as they could be. Occasionally, this leads to some pupils not participating in lessons as well as they could.

The personal, social, health and economic education curriculum is embedded well throughout the school. Pupils learn about keeping healthy, different relationships and how to keep safe. For instance, they explore the dangers of vaping, knife crime and online safety. Pupils demonstrate responsibility and resilience through various leadership roles. For example, pupil ambassadors support their younger peers with their reading and welfare. This instils a sense of community and compassion. Pupils learn about religions from visiting different places of worship. They also celebrate diversity through their form 'temple time' and 'diversity days'. This helps pupils to develop an appreciation of differences in modern society. Pupils receive comprehensive careers advice. They are well informed and prepared for their future career choices.

Governors support and challenge the school appropriately. Most staff value the direction and guidance that they receive to make school a productive and positive place to be. They appreciate the consideration that is given to their workload and well-being. This keeps staff morale high.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff do not check pupils' understanding effectively. Consequently, gaps in some pupils' knowledge are not remedied well enough. This means that some pupils, including disadvantaged pupils, do not build on their learning as well as they could. The school should ensure that teachers routinely check that pupils' learning is secure before moving on to new concepts so that pupils can build on what they know and can do.
- Some teachers do not use effective strategies to adapt their teaching for pupils with SEND. This limits how well some pupils with SEND achieve. The school should ensure that teachers are equipped to design effective learning activities so that pupils with SEND can access the full curriculum.
- Some staff do not apply the behaviour management systems consistently well. This means that a small number of pupils do not engage fully with their learning. The school should ensure that staff implement strategies to manage behaviour effectively so that pupils are supported better to participate in their lessons fully.

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

Unique reference number	119814
Local authority	Lancashire
Inspection number	10348214
Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	834
Appropriate authority	The governing body
Chair of governing body	Janice Astley
Headteacher	Ivan Catlow
Website	www.archbishoptemple.com
Dates of previous inspection	21 and 22 September 2022, under section 5 of the Education Act 2005

Information about this school

- The school is a Church of England academy in the Diocese of Blackburn. The most recent section 48 inspection took place in March 2019. The next section 48 inspection is due to take place by 2027.
- The school uses one registered alternative provision for a very small number of pupils.
- The school's published admission number has increased since the previous inspection.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- The inspectors discussed any continued impact of the pandemic with the school and have taken this into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders and subject leaders. Inspectors met with a range of other staff and leaders during the inspection. Inspectors also met with a representative of the diocese.
- Inspectors spoke with representatives of the governing body, including the chair of governors. Inspectors also spoke with a representative of the local authority and the alternative provision.
- The inspectors observed pupils' behaviour across the school, including at social times.
- Inspectors carried out deep dives in the following subjects: English, science, mathematics, art and design, history and modern foreign languages. For each deep dive, they held discussions about the curriculum, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with subject leaders and looked at pupils' work in some other subjects.
- Inspectors spoke with the leaders responsible for pupils' personal development, behaviour and attendance, alternative provision, careers, the provision for SEND and reading.
- Inspectors reviewed a range of documents, including the school's self-evaluation and records relating to pupils' attendance and behaviour.
- 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.
- The inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online surveys for staff and for pupils.

Inspection team

Amina Modan, lead inspector

His Majesty's Inspector

David Bell

Ofsted Inspector

Andy Burton

Ofsted Inspector

Paul Slater

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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