

Inspection of Temple Grafton CofE Primary School

Temple Grafton, Church Bank, Alcester, Warwickshire B49 6NU

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| Inspection dates: | 1 and 2 October 2024 |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

The headteacher of this school is Tara Yorke. This school is part Arden Forest C of E Multi-Academy Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Adam Walsh, and overseen by a board of trustees, chaired by Nick Moon.

Ofsted has not previously inspected Temple Grafton CofE Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Temple Grafton CofE Primary School to be outstanding for overall effectiveness, before it opened as Temple Grafton CofE Primary School as a result of conversion to academy status.

What is it like to attend this school?

Pupils enjoy attending this welcoming school. They describe it as a friendly place. The school is at the heart of this village community. There is a shared understanding of the school's vision. This is evident when talking to pupils, staff and other members of the school community.

Pupils feel safe. Professional relationships are strong between adults and pupils. Pupils say that adults listen to them and support them with any worries. Staff understand pupils' individual needs well. The school supports pupils' well-being effectively.

The school has high expectations. There is ambition to provide the best education possible for pupils. Most pupils behave well and demonstrate positive attitudes to learning. Pupils' attendance is tracked rigorously. As a result, pupils attend well. Children get off to a positive start in the early years. Routines are established straight away. This helps children to settle quickly when they start school.

Pupils take on meaningful leadership roles in the school. They value having the opportunity to make a difference. For example, Year 6 'buddies' support early years children to settle into school. Pupils who are members of the school council are elected democratically by their peers. They make suggestions on how to improve the school and act as a voice for other pupils.

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

The school has designed a broad and ambitious curriculum. It is sequenced well to ensure that pupils build their knowledge over time. In some subjects, pupils can discuss their recent learning in depth. For example, Year 6 pupils can discuss their learning about forces in science. They show a well-developed understanding of how to design and carry out a scientific investigation. In mathematics, pupils develop strong foundational knowledge. The school has focused on developing pupils' fluency. This has increased pupils' confidence in recalling number facts and multiplication times tables. However, in some subjects, pupils find it more difficult to make links between their current and previous learning. When this is the case, pupils do not build their knowledge as well as they could.

The curriculum starts in the early years. It supports children to develop their understanding in all areas of learning. They settle quickly, enjoy their learning, and form positive relationships with each other. Children learn to interact with each other and develop their independence. The learning designed for the children matches their abilities and interests. This means that children remain focused and develop resilience. Children learn confidently both inside and in the outdoor setting. Staff adapt their teaching of the curriculum so that all children learn successfully. Children develop confidence from an early age.

Reading is at the heart of the curriculum. Pupils begin to learn to read as soon as they start school. The reading curriculum is well-organised and sets out what pupils should

know and by when. All staff have the expertise to ensure that there is a consistent approach to the teaching of phonics. The school regularly checks pupils' phonics knowledge and identifies those who need extra support. These pupils receive the help they need. Reading books match pupils' phonics knowledge accurately. This supports pupils to read with fluency. Teachers read and discuss high-quality texts with their classes. As a result, pupils develop their reading skills and a passion for reading.

The school has developed an inclusive environment. The number of pupils with special educational needs and/or disabilities (SEND) has recently increased. The school ensures that pupils with SEND participate in all aspects of school life. However, learning is not always sufficiently adapted to meet the needs of pupils with SEND. As a result, sometimes pupils with SEND do not learn the curriculum as well as they could.

At social times, pupils of all ages play well together. They show care and consideration towards each other. As a result, playtimes and lunchtimes are enjoyable for all. Most pupils know how to behave well and demonstrate positive attitudes to learning. However, this is not consistently the case. Where expectations are not high enough in lessons, low-level disruption sometimes impacts on pupils' learning.

Pupils learn a well-devised personal development programme. This is designed to prepare them for life in modern Britain. Pupils are taught how to stay safe online and in the wider community. They understand about healthy relationships and know what it means to be a good friend. Pupils describe the school as friendly and kind. They are encouraged to demonstrate tolerance and respect to others. Pupils enjoy the many extra-curricular clubs, trips and enrichment opportunities on offer.

Trust leaders and local governors understand their roles well. They provide effective support and challenge to the school. They manage resources well and hold the school to account to bring about improvement. The trust prioritises developing staff expertise. This is valued by staff, who enjoy working at the school.

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 subjects, teaching sometimes does not sufficiently support pupils to recall their prior learning. When this is the case, pupils cannot connect what they are currently learning with what they have learned previously. The trust should ensure that the curriculum supports pupils to consistently recall prior learning and deepen their understanding of what they study across the full breadth of the curriculum.
- In some lessons, adaptations to learning are not precisely matched to the needs of pupils with SEND. This means that pupils with SEND sometimes do not build their

knowledge as well as they could. The trust needs to ensure that learning is adapted when necessary to enable all pupils, including those with SEND, to progress as well as possible through the curriculum.

- On occasion, the school's expectations for behaviour are not consistently high. As a result, low-level disruption in class sometimes impacts on pupils' learning. The trust needs to ensure that expectations for behaviour are constantly high in all lessons to enable all pupils to learn effectively.

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

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| Unique reference number | 145712 |
| Local authority | Warwickshire |
| Inspection number | 10290646 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 110 |
| Appropriate authority | Board of trustees |
| Chair of trust | Nick Moon |
| CEO of the trust | Adam Walsh |
| Headteacher | Tara Yorke |
| Website | www.tgschool.co.uk/ |
| Dates of previous inspection | Not previously inspected |

Information about this school

- Temple Grafton CofE Primary School is part of Arden Forest C of E Multi Academy Trust. It converted to become an academy school in April 2018.
- The school is a Church of England school. The last section 48 inspection took place in April 2024.
- The school does not use any alternative provision.
- The school runs a breakfast and after-school club for pupils.

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) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, assistant headteacher and early years leader for the school. The inspectors also met with a range of teaching and support staff.
- The lead inspector met with the chief executive officer from the trust.
- The lead inspector met with representatives from the board of trustees and the local governing board.
- 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 carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the 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 discussed the curriculum in other subjects.
- The lead inspector listened to pupils in Year 1, 2 and 3 read to a familiar adult.
- The inspectors observed pupils’ behaviour in lessons and around the school site.
- The inspectors gathered parents’ views by considering the responses to Ofsted’s online survey, Ofsted Parent View, and by talking to parents before and after school. The inspectors also evaluated responses to Ofsted’s online staff and pupil surveys.

Inspection team

Matt Fletcher, lead inspector

His Majesty's Inspector

Kate Wilcock

Ofsted Inspector

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