Inspection of a good school: Temple Herdewyke Primary School

Falkland Place, Temple Herdewyke, Southam, Warwickshire CV47 2UD

Inspection date: 15 February 2023

Outcome

Temple Herdewyke Primary School continues to be a good school.

What is it like to attend this school?

This school has a real community feel. Care, nurture and pupils' well-being are at the heart of what happens here. Leaders have high ambitions for every pupil, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), and want all to be the best they can be. Staff work hard to help pupils overcome any barriers to learning and regularly support families.

Children are a delight to speak to. They are courteous, welcoming and friendly. They enjoy learning. The positive and respectful relationships between adults and pupils are clear. Pupils describe teachers as caring, helpful and friendly. The school is a calm environment where pupils do well. Pupils' behaviour is good. They say that everyone gets on and that bullying is not tolerated. If it ever happens, pupils know that all staff would deal with it quickly and effectively.

Leaders have emphasised pupils' personal development. Pupils benefit from a wide range of activities that develop their personalities and further their interests and talents. The many activities include external visitors, trips, residentials and after-school clubs. Pupils enjoy these, and leaders ensure that all pupils, including disadvantaged pupils and those with SEND, can take part.

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

The headteacher, since his appointment in February 2022, together with trust leaders, has worked hard to improve standards at the school. Now, there is a new curriculum in place that ensures that pupils learn across a wide range of subjects. Senior leaders, together with subject leaders, have carefully thought about what pupils need to learn over time in each subject. This works very well. Leaders are ambitious and want every pupil to achieve their best. This includes disadvantaged pupils and pupils with SEND.

Teachers generally use assessment well to check on what pupils can do. However, at times, teachers do not spot quickly enough any gaps in knowledge and/or skills that

persist and so move learning on before pupils are ready. When this happens, teachers then do not adapt their teaching to address these misconceptions or close the gaps.

Pupils receive work that is matched well to their needs. This includes pupils with SEND. Teachers quickly identify any pupil who may need extra support. They know their pupils, and this means that teachers focus on pupils with SEND. Staff make sure that pupils who need extra support receive this in lessons as well as in bespoke and targeted intervention sessions. Consequently, pupils with SEND do well.

Leaders have made reading a priority. Effective teaching of phonics ensures that pupils increase their reading skills. The lowest-ability readers are well supported. Leaders know when pupils fall behind and put effective interventions in place to help them catch up. Pupils read widely and often across the curriculum. There are daily reading sessions and story times. Pupils enjoy these. Leaders are working with parents to ensure that all pupils have access to literature and appropriate books at home.

Leaders have high expectations of pupils' behaviour and attendance. Pupils' behaviour is good. Lessons are free from disruptions, and pupils play well together at social times. However, attendance is lower than leaders want it to be. As a result, some pupils are persistently missing out on valuable learning time.

Children in the early years settle in well. They quickly become used to routines and procedures and begin their learning. They are happy and safe. Adults model language and behaviours effectively. This ensures that children develop not only academic but interpersonal skills. Children enjoy time to learn and play in their own classroom and the outside spaces. The range of activities provided encourages children to explore and be curious. Children in the Nursery begin to learn about the sounds letters make. All children in Reception learn phonics as soon as they start.

Leaders promote pupils' personal development very well. Pupils have many opportunities to discuss topical issues. These include how to keep themselves safe online and what it means to be a citizen in Britain. This helps them to be well prepared for their next stages in life. Pupils enjoy the many extra-curricular activities on offer. Pupils take part in and enjoy sports clubs and competitions, as well as trips and residentials.

Staff are unanimous in their support and praise for leaders. They say that senior leaders are mindful of their workload and care for their personal well-being. All staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff are well trained to spot, report and support pupils who may be at risk of harm. Leaders know their families well and use this effectively to support not only the child but the whole family. Leaders take appropriate actions and consult with external agencies when needed to ensure that children are safe. Leaders complete all relevant checks on adults working at the school.

Pupils feel and are safe. They all can name a trusted adult to speak to if they are ever worried about anything. Pupils learn about how to keep themselves safe in everyday situations, such as online and when using busy roads.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not use assessment effectively enough to check what pupils have learned. Sometimes they move learning on too quickly and gaps in pupils' knowledge and misconceptions are not addressed. Leaders should ensure that teachers use assessment consistently well to check pupils' understanding before moving learning on.
- Attendance is below where leaders want it to be. This means that some pupils miss too much learning time. Leaders should ensure they engage effectively with all parents so that they value the importance of and support regular attendance.

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 the predecessor school, Temple Herdewyke Primary School, to be good in February 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

Unique reference number	146691
Local authority	Warwickshire
Inspection number	10268517
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	93
Appropriate authority	Board of trustees
Chair of trust	Clare Chevassut
Headteacher	David Hibbert
Website	www.templeherdewykeprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Temple Herdewyke Primary School converted to become an academy school in February 2013. When its predecessor school, Temple Herdewyke Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is a smaller-than-average-size primary school.
- The school offers before- and after-school provision for its pupils.
- The school does not make use of any alternative provision for its pupils.

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.
- The inspectors met with senior leaders, including the headteacher and assistant headteacher. The lead inspector held a meeting with governors, including the chair of governors, as well as the trust's chief executive officer, director of safeguarding and primary lead. Meetings were held with curriculum leaders.
- The inspectors carried out deep dives in these subjects: reading, mathematics and art.

For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors visited the early years for each of the deep dives.

- The lead inspector listened to pupils read to a familiar adult.
- Inspectors observed pupils' behaviour and interactions during lessons and at breaktimes and lunchtimes and spoke to many pupils about their experience at school.
- Inspectors spoke to staff, including support staff, about safeguarding arrangements. The lead inspector scrutinised school documents relating to safeguarding.
- Inspectors took account of the parent free-text comments and the responses on Ofsted Parent View. Inspectors also considered the responses to the pupil and staff surveys.

Inspection team

Bianka Zemke, lead inspector	His Majesty's Inspector
Sara Arkle	Ofsted Inspector

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