

Templars Primary School

Inspection report

Unique Reference Number	103692
Local Authority	Coventry
Inspection number	355434
Inspection dates	28–29 September 2010
Reporting inspector	John Eadie

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	518
Appropriate authority	The governing body
Chair	Rosemary Poole
Headteacher	Bill Hedges
Date of previous school inspection	17 June 2008
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Introduction

This inspection was carried out by four additional inspectors. They visited 32 lessons and observed 21 teachers. Meetings were held with leaders and managers; staff; the Chair of the Governing Body; the manager of the Rainbow Club; pupils, both formally and informally; and parents at the start and end of the school day. Inspectors observed the school's work, and looked at a range of documentation, including the school development plan; minutes of meetings of the Governing Body; and a range of policies and procedures, particularly those concerned with safeguarding. They also analysed the responses of 96 questionnaires for parents and carers, the questionnaires completed by a sample of pupils in Years 3 to 6 and those completed by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Whether teachers have sufficiently high expectations and there are good levels of challenge, particularly for pupils in Years 3 to 6.
- The quality of support for, and the progress being made by, pupils with special educational needs and/or disabilities.
- The reasons for the weaker performance in science and the effectiveness of the school's strategies to deal with this.
- Whether the difference between the performance of boys and girls in the national assessments in Year 6 in 2009 has been addressed effectively.

Information about the school

Templars is larger than the average primary school. The very large majority of pupils are White British, the remainder representing a range of other ethnicities. A few speak English as an additional language and only a small minority of these are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is higher than average. The proportion of those with special educational needs and/or disabilities is also higher than average; their needs include moderate learning difficulties, speech, language and communication needs, autistic spectrum disorder and behavioural, emotional and social difficulties. The proportion of pupils entering or leaving the school during the year is higher than average. Around one third of staff are new since the last inspection, just over two years ago. The school runs a before and after school club, the Rainbow Club.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Templars is a satisfactory school. It has many strengths and is improving. Its strongest suit is the outstanding care, guidance and support provided for pupils. This is reflected in the outstanding arrangements made for safeguarding. All pupils and their circumstances are extremely well known to staff, and there are countless examples of how the school goes well beyond the call of duty to ensure that exemplary support is provided. This is particularly evident in the care shown to vulnerable pupils, who often have considerable barriers to their learning eliminated. Outside agencies are used particularly well in this work, the school taking advantage of a wide range of support for these pupils.

The result of this outstanding care is that pupils feel exceptionally safe. All those who completed questionnaires and those spoken to were very positive about feeling safe and having someone to turn to if they have problems. The learning mentor was mentioned by several pupils as someone with whom they could share problems. Many aspects of pupils' personal development are good. For example, although there is a higher than average proportion of pupils in the school with behavioural difficulties or autistic spectrum disorder, these are managed well and behaviour observed during the inspection was good.

Pupils' attainment when they leave at the end of Year 6 is low, though it has improved in English and mathematics in each of the last two years. However, attainment remains stubbornly low in science. The school has recognised this and it is a current area for development. In particular, insufficient use is made of experimental and investigative science, and assessment does not allow teachers to evaluate the quality of pupils' learning in this subject. Pupils' progress through the school is satisfactory, though it is improving. In particular, progress in Years 2 and 6 is now good. Pupils with moderate learning difficulties or speech, language and communication difficulties are supported very well and also make good progress.

Teaching is satisfactory. Examples of good and outstanding practice were observed during the inspection, but there are limited opportunities for good practice to be shared and observed by other teachers. Where teaching is less successful, teachers do not have consistently high enough expectations of what pupils can achieve, particularly the more able. They also do not always make the best use of resources, especially the interactive whiteboards. Teachers use their assessments of what pupils know and can do well to identify those who are in danger of falling behind. The strategies that are put in place for these pupils are very effective and accelerate their progress considerably. However, assessment is not used well to identify what it is that pupils need to learn next to make faster progress. Although marking is thorough and often gives pupils pointers for improvement, the lack of clarity in precise next steps for learning means that pupils are not fully aware of how they can improve.

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There is a shared vision for improvement, which emanates from the headteacher. He is very ably supported by a skilled senior leadership team and all staff who completed questionnaires said that they are involved in what the school is trying to achieve and in the process of evaluating its work. The governing body is also involved in the rigorous self-evaluation procedures. The significant improvements in attainment in Year 2 and the improvements in English and mathematics in Year 6 show that the school is well placed to continue on the upward path.

What does the school need to do to improve further?

- Improve the overall quality of teaching so that, by July 2011, at least 80% of lessons are good or better by:
 - ensuring that teachers have consistently high expectations of what pupils can achieve, particularly the more able
 - sharing the good and outstanding practice evident in the school
 - ensuring that teachers use the resources available, including interactive whiteboards, to best advantage to support pupils' learning and raise the pace of lessons.
- Improve pupils' progress and raise standards, particularly in writing and mathematics, by:
 - setting precise targets for pupils' next steps in learning that accurately match each pupils' abilities and needs
 - ensuring that teachers use these next steps when they are feeding back to pupils on the success of their learning
 - sharing these next steps consistently with pupils and their parents and carers.
- Raise standards and improve pupils' progress in science by:
 - increasing the use of investigative and experimental work in lessons
 - improving the quality of teachers' assessment so that they can more easily evaluate pupils' progress.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Children join the Nursery with skills, knowledge and experience that are low for their age. Their progress through the school is satisfactory and, although attainment is improving in English and mathematics, they leave at the end of Year 6 with low attainment. Almost all pupils on their questionnaires said that they learn a lot in lessons. Their enthusiasm and interest was noted in most lessons. Even young pupils are keen to get on with their work and complete their tasks. This was evident in a class in Key Stage 1 where, when the pupils were sent off to plan items for their party, they quickly settled to work independently. A contributory factor to effective learning in lessons is pupils' good behaviour. Pupils particularly enjoy lessons which are based on first-hand experiences. For

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instance, pupils in Years 5 and 6 were fully involved in writing about what it must have been like to have been evacuated after experiencing a mock evacuation in the morning. Their feelings were very clear and came through well in their writing. Pupils with English as an additional language make the same progress as their classmates as they are supported well and the school makes good use of the local authority support available. Past differences in the performance of boys and girls have been ironed out well.

Pupils have good knowledge of how to lead a healthy lifestyle and many take advantage of the good range of sporting activities available after school. Their knowledge in this area is enhanced by helping to choose menus in collaboration with the school cook. Pupils contribute well to the smooth running of the school and are positive about the achievements of the school council. There is also good involvement in the local community, for example the neighbourhood watch scheme and a local redevelopment project. Pupils are developing some good skills to prepare them for their future. However, too many parents take their children away on holiday during term time and attendance is low because of this. Pupils' spiritual, moral and social development is good overall. While their moral development and social development are particularly strong, their awareness of the range of cultures represented in Britain is satisfactory.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

Teachers engage and interest the pupils well by providing a good range of curriculum experiences, particularly first-hand experiences on which pupils can base their learning. These are enhanced by visitors and a good variety of trips out of school, all of which add relevance to learning. A good start has been made at using information and communication technology to support learning in other subjects, though the school recognises this as an area for development. Teaching assistants play a valuable role in many lessons. They are not restricted to working with pupils with special educational needs and/or disabilities, but sometimes work with more able pupils, so extending their learning and giving pupils with special educational needs opportunities to work independently. The very good relationships between adults and pupils mean that pupils are keen to do well.

The school uses external support very well to further extend the outstanding care and guidance it provides for pupils. A wide range of agencies is accessed and the school has close relationships with these agencies, enabling very effective support. These links, and the exceptional support in school, enable some vulnerable pupils to make exceptional progress in both their personal and academic development. The school's care extends to the Rainbow Club, which provides a valuable service to parents and carers. It is well organised and provides a safe and welcoming environment at the beginning and end of each school day. A particularly good feature is the quiet time held before pupils are taken to join their classmates at the start of the day. This helps those with behavioural problems to calm down before the day begins.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has created strong leadership teams, and all leaders and managers play their full role in the ambition and drive for improvement that is very evident in the school. Data on pupils' progress are analysed very well, particularly to ensure that all groups of pupils are doing equally well and also to evaluate the effectiveness of strategies put in place to accelerate the progress of some pupils. This careful analysis is at the root of the school's work in promoting equal opportunities, which has a high profile. Because of this, discrimination is very rare and, when it happens, is tackled rigorously.

The extremely effective safeguarding procedures are recognised by parents, one of whom said, 'Their work on child protection is exceptional and they do everything possible to create a positive learning environment.' Policies and procedures are constantly under

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review and training for staff and members of the governing body is very regular. For example, safeguarding appears on the agenda for all meetings of the governing body and the school has excellent risk assessment procedures which are routinely adapted on the basis of information gained from pupils and parents.

The school has a good knowledge of the local community. However, leaders recognise that work remains to be done to promote awareness of the range of the United Kingdom community and communities in Europe and the wider world. A start has been made, with links with schools in Sweden and Ghana, but the impact has yet to be seen.

There is a very clear ambition, shared by all staff and governors. Challenging targets are set both for pupils' progress and school development. Governors have reorganised their committee structure to better support and challenge the school, and they are effective in this. Their knowledge of how to interpret data is an area for further development. The school has set its foot firmly on the upward path and there is a very clear shared determination to continue on this route.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Nursery gives children a good start and they make good progress in their first year in school. This progress then flattens out during their year in the Reception classes and they are still attaining well below average levels by the time they join Year 1. This is particularly the case in their development of literacy and numeracy skills. However, many children reach or exceed average levels in their personal, social and emotional development by the end of Reception and this is a strength of the school.

Children enjoy learning and the staff plan a good range of opportunities for them. Children develop independence and use tools and equipment safely. They talk confidently about

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their learning, for example telling an inspector about healthy eating. Children play well together and relate well to adults. The spacious outside area is used well to extend learning in the Nursery, but this is recognised as an area for development for the Reception classes. Teaching assistants are deployed well and are good at intervening to extend learning.

There is a relatively new team in the Reception classes and the leader of the Early Years Foundation Stage has very good plans for the development of provision. There has been a recent change in the curriculum for Year 1 so that children moving from Reception find the transition easier. There is rigorous tracking of children's progress and early identification of potential learning difficulties.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The proportion of parents and carers returning inspection questionnaires was lower than found in other schools. Those who did were overwhelmingly positive about the school. They are particularly pleased with the fact that their children are safe in school and the leadership and management of the school. Many commented on their questionnaires about the approachability of staff, saying such things as: 'Staff are very approachable and transition to the next class was very smooth' and 'We always feel welcome and that our child matters.' A very small minority of parents and carers expressed some concern about information received about their child's progress and the help that the school offers to enable them to support their children's learning. Inspectors looked into this and have included a recommendation to address this in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Templars Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 96 completed questionnaires by the end of the on-site inspection. In total, there are 518 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	55	38	40	2	2	1	1
The school keeps my child safe	59	61	35	36	0	0	0	0
My school informs me about my child's progress	39	41	41	43	10	10	1	1
My child is making enough progress at this school	40	42	47	49	6	6	1	1
The teaching is good at this school	41	43	47	49	3	3	1	1
The school helps me to support my child's learning	41	43	39	41	9	9	1	1
The school helps my child to have a healthy lifestyle	42	44	48	50	0	0	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	44	46	44	46	1	1	1	1
The school meets my child's particular needs	40	42	45	47	6	6	0	0
The school deals effectively with unacceptable behaviour	43	45	39	41	8	8	1	1
The school takes account of my suggestions and concerns	38	40	49	51	3	3	2	2
The school is led and managed effectively	45	47	46	48	2	2	0	0
Overall, I am happy with my child's experience at this school	48	50	42	44	2	2	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 September 2010

Dear Pupils

Inspection of Templars Primary School, Coventry, CV4 9DA

Thank you very much for welcoming us so warmly when we visited your school recently. We very much enjoyed talking to you and seeing how hard you work. We were delighted to hear how much you enjoy school. We are not surprised as your school has many good features, and although it is satisfactory at present, it is improving. You are making satisfactory progress, though this is also improving, particularly in Years 2 and 6.

These are the best things we found about your school.

All adults take outstandingly good care of you and you said that you feel exceptionally safe. Arrangements for safeguarding are also excellent.

You are developing into sensible young people, who behave well, contribute to the smooth running of the school and are adopting healthy lifestyles.

Your teachers plan a good range of interesting things for you to learn and you enjoy the trips and visitors into school, which make your learning more meaningful.

Your headteacher, staff and the governing body have good plans to make your school better.

These are the things we have suggested that could be improved.

Not enough of your lessons are good or better. Teachers need to always expect the best from you and learn from other teachers who are doing things better. Your teachers could help you make faster progress by making their lessons more interesting and using their interactive whiteboards better.

In order to help you make faster progress, especially in English and mathematics, your teachers should give you very clear guidance in what you need to do to improve. They can then use this guidance when they mark your work and share it with your parents.

You are not doing as well in science as in English and mathematics. You need to do more experimental work and teachers need to keep a better check on your progress in science.

I know you will help by continuing to work hard.

Yours sincerely

John Eadie

Lead inspector

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