

Templars Primary School

Templar Avenue, Coventry, CV4 9DA

Inspection dates 24–25 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- As a result of good teaching, pupils of all ages and abilities achieve well.
- Standards are rising at the end of each key stage and they are now broadly average at the end of Year 6.
- Behaviour in most lessons is either good or outstanding. Pupils settle to their tasks quickly and sustain their concentration well.
- Pupils are cared for very well, particularly those who come from backgrounds that make them vulnerable.
- In a short time, new leadership has brought significant improvements to key areas of the school's work. The impact of these improvements is clear in higher standards and improved pupils' progress.
- Monitoring of the school's performance, in particular the quality of teaching and learning, is very rigorous and underpins much of the school's recent success. As a result, current leadership is showing an excellent capacity to improve.

It is not yet an outstanding school because

- Although pupils achieve well, progress is not good enough to raise standards to levels that are above the national average.
- Not all teachers match work carefully enough to pupils' needs and abilities.
- Too many pupils are late in arriving to school and miss out on important learning opportunities.

Information about this inspection

- Inspectors observed 25 lessons taught by 20 teachers and they saw small-group sessions aimed to boost the progress of different groups of pupils.
- Most lesson observations were carried out jointly with the headteacher and the two deputy headteachers.
- Inspectors heard pupils read and scrutinised their work in books and on display in classrooms and around the school.
- Meetings were held with members of the governing body, senior leaders, staff and pupils. Inspectors met with a representative of the local authority.
- Inspectors looked at a wide range of documentation including improvement plans and self-evaluation, as well as assessment data relating to the monitoring of pupils' progress. Inspectors also examined the school's arrangements for safeguarding pupils.
- The responses of 10 parents and carers to the online questionnaire (Parent View) were considered as well as outcomes of the school's own questionnaires.
- Questionnaire responses from 37 members of staff were taken into account.

Inspection team

David Speakman, Lead inspector	Additional Inspector
Richard Boswell	Additional Inspector
Linda Rowley	Additional Inspector

Full report

Information about this school

- The school is larger than most other primary schools.
- Most pupils are White British, with a small number coming from a range of minority ethnic backgrounds.
- A few pupils speak English as an additional language. Very few pupils are at the early stages of learning English.
- A well below-average proportion of pupils is eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is lower than in most schools, but the proportion supported at school action plus who are disabled or have a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since September 2011, a new headteacher and deputy headteacher have taken post and in the academic year 2011 to 2012, 16 teachers left the school and were replaced. Eight newly qualified teachers are on staff.
- There is a breakfast club and an after school club that are managed by the governing body. A Nursery forms part of the school Early Years class.

What does the school need to do to improve further?

- Ensure the quality of teaching and learning is always at least good by ensuring teachers:
 - set work that is closely matched to pupils' capability and builds on secure past learning
 - engage pupils fully in learning by setting a brisk pace in all lessons so that pupils are fully motivated
 - use teaching styles that are appropriate to pupils' age and stage of development.
- Raise attainment by the end of Year 6 to levels above the national average in reading, writing and mathematics by:
 - ensuring pupils who enter Year 3 at below average levels make accelerated progress to reach the nationally expected level for this age at the end of Year 6
 - increasing the proportion of pupils attaining the higher levels by the end of both Years 2 and 6
- Improve pupils' punctuality to school so that those who are occasionally or persistently late do not miss out on important parts of the school day.

Inspection judgements

The achievement of pupils is good

- Children enter nursery with skills and knowledge that are low when compared to those typical for their age. They achieve well throughout the Early Years Foundation Stage, but standards remain below average when they move into Year 1. The school is helping children catch up, with an increased number of children reaching age-related expectations at the end of both Nursery and Reception.
- Good progress continues at Key Stage 1. Pupils achieve well from their starting points but attainment remains below average in reading and in mathematics. In writing, standards are close to the national average and this represents a significant improvement over previous years. Pupils in Key Stage 1 are currently making accelerated progress in reading, writing and mathematics, due to good teaching. Standards are rising.
- Pupils achieve well at Key Stage 2. Attainment has been falling since 2009, but this trend was reversed in this year's national tests. Overall attainment was broadly average although below in English. However, inspectors observed clear evidence that the standards of pupils currently in the school are improving in both English and mathematics.
- Pupils from minority ethnic backgrounds, disabled pupils and those with special educational needs, and those for whom the school attracts pupil premium funding achieve well. The percentage of these pupils making or exceeding the nationally expected two levels of progress compares favourably with national averages.
- From a very early age, pupils are increasingly developing effective learning skills. They are attentive and are comfortable with the fast pace of learning that is typical of most lessons. They tackle challenge confidently and are accustomed to solving problems. This was evident in a Key Stage 1 science lesson, where pupils worked out the best method to supply food to the birds for which they had built shelters in a previous forest school session. They investigated with confidence, discussed with others and made sensible predictions, which they tested effectively to make sensible conclusions.

The quality of teaching is good

- The quality of teaching seen during the inspection was good, with some being outstanding. However, teaching in a small minority of lessons still requires improvement, and this picture is confirmed by school leaders' own judgements. The quality of teaching and learning has improved since the previous inspection and this has contributed significantly to better progress and rising standards at the end of each key stage.
- In the Early Years Foundation Stage, the large majority of teaching is good or outstanding. Adults focus on developing children's literacy and numeracy skills, but balance this well with providing children with learning opportunities in each of the areas of learning. Teachers' planning gives clear guidance to teaching assistants, who consequently, are able to work effectively to support pupils' learning. Teachers interact well with children, constantly engaging them in dialogue and building their confidence and self-esteem.
- In Key Stage 1 and 2 lessons where teaching is good or better, the pace of learning is brisk and sometimes rapid. Teachers make full use of time. The school generally provides two focused teaching sessions in Literacy and Numeracy lessons so that the maximum number of pupils

receives directed teaching. Assessment is used effectively. For example, one group found difficulty in initially grasping the skill of adding combinations of two digit numbers. The teacher wisely asked the teaching assistant to keep an eye on this group during their independent follow up, before teaching a second group of pupils. Teachers' questioning in these lessons is a strength; it is used very effectively to extend pupils' thinking.

- Teachers generally plan interesting activities that engage pupils' interest. Subjects are often linked so that literacy skills are reinforced through 'theme' work. For example, lessons using role-play and computer based research into the holocaust helped pupils to develop empathetic writing.
- In a minority of teaching, teachers' classroom organisation and their match of activities and methods to pupils' abilities and prior learning need improvement. There is sometimes a lack of challenge for more-able pupils and, in the case of younger pupils, some teachers expect too much of them and give too little support.
- The teaching of disabled pupils and those with special educational needs is good. Work is matched accurately to their individual needs. Teachers and teaching assistants support learning well by helping them develop self-confidence.
- The teaching of pupils receiving the pupil premium is good. The school has carefully analysed these pupils' needs and used funding sensibly to address them, for example by allocating additional resources to allow these pupils to access and enjoy the same learning opportunities as other pupils and to devise programmes that will further support their personal and emotional development.

The behaviour and safety of pupils are good

- Behaviour in lessons and in other activities around the school is generally good. For the very large majority of pupils, good behaviour contributes well to their good learning and progress. It is not yet outstanding because teachers still need to manage and control the behaviour of a small number of pupils.
- The few instances of unsettled behaviour are related to the quality of teaching. On the few occasions when behaviour is not managed in line with the school's agreed policy, or when work is not matched well enough to pupils' capability, pupils are slow to settle and there is some low-level disruption. Generally, however, pupils who have difficulty in managing their own behaviour receive good support and their behaviour is improving.
- Pupils, parents and carers report that pupils are and feel safe, and that there is little bullying. Pupils confirm that behaviour has improved under new leadership.
- Attendance has improved recently and for the last complete year, was in line with the national average. However, pupils' punctuality to school is not good enough, with too many pupils arriving late to school. These pupils miss out on the smooth start which staff have gone to great lengths to establish and are depriving themselves of important learning opportunities.
- Pupils' spiritual, moral, social and cultural development is promoted well through teaching programmes and through the strength of the school's determination to care for and include all pupils equally. The school's approach to promoting pupils' personal, social and health education supports this area of their development well. It has a positive impact on behaviour, with pupils appreciating the difference between right and wrong. They appreciate diversity and pupils of all

backgrounds and abilities get on well together.

The leadership and management are good

- The headteacher and senior leadership team have very high aspirations for this school. They have set extremely challenging targets for school improvement. Using exceptionally robust checks and evaluations, they work relentlessly to ensure high quality teaching and good achievement by pupils. In the very short time since their appointment, they have set the school firmly on the path to achieving these goals.
 - Planning for school improvement is very good. The development plan has relevant and challenging targets and is constantly reviewed. Senior leaders hold class teachers to account for the progress their pupils make at pupil progress reviews each half term.
 - The school has used the new performance management arrangements effectively to bring about improvements in teaching and to raise standards. The senior leadership team has set clear minimum expectations of teachers' performance, in line with Government's Teachers' Standards and ensures that teachers' progression through the promotion scale now depends firmly upon results.
 - Pupil premium funding is used appropriately. Fully supported by governors, the school has introduced a number of new initiatives, including focused learning support, opportunities for pupils to benefit from additional experiences and learning activities outside lessons and individual counselling where needed. These actions are enabling these pupils to make better progress and have the same opportunity as others to achieve well.
 - The local authority has offered the school the 'light touch' support given to schools deemed to have a good or better capacity to improve. It knows the school well and is confident in the work of the senior leadership team and what they have already achieved.
- **The governance of the school:**
- is well organised and governance procedures are clear and efficient
 - has direct involvement with most aspects of school life and plays an important role in the strategic planning for improvement and in ensuring teaching is improving
 - is well informed through the headteacher's reports and their direct involvement in school life
 - is challenging and sets challenging targets for the school to achieve
 - ensures statutory duties, including safeguarding, are fully met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103692
Local authority	Coventry
Inspection number	404893

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	512
Appropriate authority	The governing body
Chair	Alex Linley
Headteacher	Deborah Anne Ward
Date of previous school inspection	28 September 2010
Telephone number	02476 466337
Fax number	02476 421217
Email address	admin@templars.coventry.sch.uk

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