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Mrs Deborah Ward  
Headteacher  
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West Midlands  
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Dear Mrs Ward

### **Short inspection of Templars Primary School**

Following my visit to the school on 7 February 2017 with Angela Westington HMI, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2012.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You, your senior leadership team and governing body have a shared commitment and enthusiasm to continually improve the school. The high expectations you set ensure that there is a strong focus on achieving the best for all your pupils. Pupils in your school make good progress from starting points that are generally below those that are typical to outcomes that are above the national average.

The school's values of respect, responsibility, honesty, trust and equality are central to everything that happens at Templars Primary. Pupils speak openly about these values and understand how they impact on their everyday lives. For example, younger pupils talked to me about how 'it's okay to be different', while older pupils explained that they 'celebrate and respect each other'. Pupils explained that there is 'zero tolerance' in school for bullying or racist behaviour and that teachers and leaders set high standards for behaviour. The pupils support this approach and feel that it is fair and consistent.

Pupils generally behave well in lessons, at breaktimes and around school. In lessons pupils are given opportunities to share their work with their peers. For example in Year 6, I observed pupils supporting each other to learn their spelling words, while in Year 5, pupils listened respectfully to each other as they outlined their 'storyboard' for a modern Greek myth.

Parents are very positive about the school's work and a great majority say that they would recommend the school to others. Parents value your leadership and say how much the school has improved in recent years. As one parent wrote, 'Templars' leadership team are committed to making this school the very best it can be! They are visible both morning and afternoon, for parents/carers to discuss any issues.' A number of parents specifically mention how pleased they are with the progress that their children are making and how well leaders and teachers support pupils who have special educational needs and/or disabilities.

At the previous inspection, leaders were asked to ensure that teachers set work that is closely matched to pupils' needs and to raise attainment to levels above the national average in reading, writing and mathematics. Leaders were also asked to improve pupils' punctuality to school.

Teachers plan lessons in line with the school's comprehensive and well-planned curriculum, taking into account the variety of pupils' needs. In an increasing number of lessons, pupils are able to accurately choose tasks at the right level of challenge for their ability and understanding. Pupils generally make sensible and reasoned choices, for example one pupil said, 'My choice is based on what I can do and what I need to improve.'

Pupils' outcomes are improving overall. At the end of the early years, outcomes are above the national average for both boys and girls, while outcomes for pupils who are disadvantaged are close to those for other pupils nationally. In 2015 and 2016, outcomes at the end of key stage 2 were also above the national average. Progress in mathematics was very strong but you were disappointed with the outcomes in reading. As a result, you quickly identified which aspects of reading needed to be improved; for example, developing pupils' vocabulary and expanding the range of books pupils read.

Results in the Year 1 phonics screening check have improved year on year but remain below national levels. You and your leadership team also identified this as an area for improvement and you have introduced a new approach to the teaching of phonics to build on the good practice seen in the early years. You recognise that this approach is not yet fully effective and you are looking at ways to improve it further. From books seen during the inspection, key stage 1 pupils are working at the expected level in writing and mathematics.

As a leadership team, you closely monitor the progress that all pupils are making and identify what needs to be done to support those who are at risk of falling behind. For example, you currently have a focus on ensuring that there is enough challenge for the most able pupils in key stage 1. You and your team have produced detailed plans to address areas for improvement. However, these plans do not sufficiently focus enough on what will make the biggest difference in improving outcomes for pupils.

Pupils' attendance is better than that seen nationally and has improved for the last three years. You and your team are not complacent, however, and rightly identify

this as an ongoing priority. You promote good attendance through articles in your school newsletter and displays around school as well as rewarding good attendance through celebration assemblies. Improving pupils' punctuality to school also remains a focus. While there has been a considerable reduction in the number of late arrivals and the number of minutes lost to learning, too many pupils still arrive late. You are aware of the need to maintain constant vigilance to secure the improvements gained.

### **Safeguarding is effective.**

Keeping children safe is at the heart of your work. You have ensured that all safeguarding arrangements are fit for purpose and records are detailed and of a high quality. You have created a culture where staff know that safeguarding is everyone's responsibility. As a result, the school is a safe environment for pupils and they are well cared for at all times. Pupils say that they feel safe and secure in school and know whom to talk to if they have any worries or concerns. Pupils are confident that any issues raised will be quickly resolved.

All staff have regular and appropriate training to understand their responsibilities in keeping pupils safe and they are clear about what they should do if they have any concerns. You and your safeguarding lead teacher are persistent when concerned about a pupil's welfare and work with external agencies as necessary.

Governors understand their responsibilities in relation to safeguarding and regularly monitor whether school procedures are being followed. You and your leadership team have a good understanding of the specific safeguarding concerns that relate to the context of the school and are alert to issues including extremism and radicalisation.

### **Inspection findings**

- You and your leadership team regularly gather information about the progress pupils are making. You have a clear system that is used effectively by leaders and teachers to record which pupils or groups are making progress and which need some additional support or challenge. You then check that actions to address any needs have been taken.
- Your leadership team have planned a broad and balanced curriculum that gives all pupils a wide range of experiences and opportunities and this is helping to raise their aspirations. Pupils' experiences are enhanced through a range of theme weeks, trips, including residential visits from Year 2 onwards, and visitors to school. They receive specialist teaching in music, French and PE. Pupils speak very positively about the curriculum and how it helps them to learn about the world. Pupils also appreciate the range of extra-curricular music and sports clubs available on a daily basis.
- Many children start early years with skills and knowledge below those typical for their age, and some well below. High-quality assessments provide the early years leader with a very clear understanding of the children's needs. As a result, the children receive swift input to support their development and they make rapid

progress. The early years team works closely with parents to help support the children's learning. Children leave the early years well prepared for key stage 1.

- You have been focusing on improving writing across the school and pupils' books reflect the progress they are making. Pieces of work at the start and the end of each unit of work clearly demonstrate the impact of the teaching and pupils are able to pinpoint how their writing is improving. However, you recognise that handwriting and presentation in pupils' books are not yet at the same consistent high level, although there is a policy in place and your expectations are clear.
- Governance is strong. Governors are knowledgeable about the school's strengths and what needs to be done to improve the school further. They provide a balance of support and challenge to you and the school leadership team and actively use assessment and other information available to them to ask pertinent questions. They share your ambition to improve outcomes for all pupils. The chair of governors is actively involved in ensuring that safeguarding within school is effective.
- You and your staff regularly work with a range of local schools, including those within the 'Compass Network', to compare pupils' work and share effective practice and training. This means that you and your staff can be confident that judgements about the progress pupils are making are accurate and robust.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- plans for improvement are focused on actions which will have the greatest impact on pupils' outcomes
- pupils in key stage 1 read books which are more closely matched to their developing phonics skills and that all children read more often and more widely
- punctuality continues to improve.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Coventry. This letter will be published on the Ofsted website.

Yours sincerely

Catherine Crooks

**Her Majesty's Inspector**

### **Information about the inspection**

During the inspection we met with you and your senior leadership team. We visited most classes during the day, where we observed teaching and learning, and we spoke to pupils about their work. We talked with parents at the start of the day and with pupils both formally and informally. We listened to some pupils read and talked to them about reading and the books they enjoy. We observed pupils' behaviour in lessons and around school. We scrutinised several documents, including your school

self-evaluation, the school development plan, behaviour and incident logs and documents relating to safeguarding. I met with the chair and vice-chair of governors and with a representative of the local authority. I took account of the 41 responses to Parent View, Ofsted's online questionnaire, and the 21 comments received electronically. I also took account of the five responses to Ofsted's staff questionnaire.

At the start of the inspection, we agreed to focus on four lines of enquiry:

- How well do leaders use assessment information about the performance of key groups to inform planning?
- How effective is the teaching in key stage 1, particularly phonics, reading and writing?
- How effectively does the school promote good attendance and punctuality?
- Are pupils safe and secure in school?