

# Inspection of a good school: Templars Primary School

Templar Avenue, Coventry, West Midlands CV4 9DA

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Inspection dates:

15 and 16 March 2022

## Outcome

Templars Primary School continues to be a good school.

## What is it like to attend this school?

Pupils are happy and enjoy their learning at Templars Primary School. They are polite, kind and respectful to each other. Pupils have pride in their school and work hard during lessons. They know their teachers have high expectations of them. The school vision is: 'Every pupil, every day, every chance'. This is clearly seen throughout lessons in school.

Pupils behave well in lessons and around school. They know what teachers expect of them. The school behaviour system supports pupils to behave well. Some occasional bullying is dealt with effectively. Pupils said there is a little bullying. They said adults deal with it quickly and to their satisfaction. There is a very calm and purposeful atmosphere in school. Pupils are kept safe in this school. They play happily together with their friends on the well-supervised playground. Pupils said they feel safe on the playground and in school.

Leaders and staff encourage pupils to participate in the wide range of clubs. These ignite pupils' interest and aspirations. Pupils enjoy taking part in clubs, such as the rowing club and the model car racing club. Lessons are supplemented well by trips to a wide range of locations to support learning. The clubs and visits are some of the ways leaders and staff work to widen pupils' horizons.

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

Leaders and staff are ambitious for pupils to succeed. Over the past two years, leaders have built a broad and well-structured curriculum to meet the needs of all pupils. From the early years to Year 6 the curriculum is well planned. It helps pupils learn important knowledge in all subjects, which builds over time. Teachers revisit prior learning before moving to the latest important knowledge to learn. This helps pupils to know and remember more over time. Teachers use assessment effectively to understand what pupils know and remember. This helps them to plan the next steps in learning and fill any gaps in knowledge. Lessons proceed without disruption. Occasional low-level disruption is well managed by teachers. They use the agreed school behaviour system effectively.

Teachers know their subjects well. They receive regular update training from subject leaders. Lessons are interesting and exciting. The teaching helps to build pupils' knowledge in subjects. Sometimes, the learning is not memorable enough for pupils. This means they do not remember key information over time. Leaders are aware of this and are putting plans in place to address this.

Children get off to a flying start in the early years. Reception is a calm and very purposeful area where children are well supported in their learning and development. As soon as they start school, they learn the sounds that letters make.

Leaders give reading high priority. Leaders and staff promote a love of reading. They understand how important it is for pupils to increase their vocabulary. Teachers teach pupils to read well. Pupils read widely and regularly. Pupils read books that are well matched to their reading abilities. As pupils get older, they read with greater confidence and fluency. Teachers are good at identifying pupils who fall behind in their reading. These pupils receive good support to help them catch up. Older pupils select books to read that spark their interests. Staff read to pupils daily. They bring books to life for the pupils.

The mathematics curriculum is well designed by leaders. It increases pupils' understanding of mathematical concepts and knowledge over time. The approach is sequential and builds over time.

The history curriculum is planned sequentially. This enables all pupils to develop their understanding of chronology. Local history is part of the wider curriculum. Pupils learn about key local figures, such as Lady Godiva.

Those pupils with special educational needs and/or disabilities (SEND) have full access to the curriculum. They are well supported by staff to access the same curriculum as others. As a result, they have a deep and vivid knowledge of the space race between the United States of America and Russia. They learned key facts as part of a recent class history topic. Leaders responsible for SEND in school are ambitious for this group of pupils, so they are successful.

Pupils' personal development is well supported by a vast range of clubs, which they enjoy attending. There are many visits that open pupils' eyes to the wider world. Visiting speakers inspire and motivate pupils to become well-rounded citizens of the future. Leaders work well to enhance pupils' wider personal development.

Governors provide clear, strategic direction. They work with leaders to ensure funding enhances the education of all pupils. Many teachers said leaders had reduced staff's workload effectively. They said that schemes of work and feedback books have also helped to improve their teaching.

## Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in school. Staff are well trained in keeping children safe. They identify those needing early help and work well with a wide range of external agencies to provide them with appropriate support. Training is regular and records of this are well documented. Regular updates supplement the training. The school curriculum has safeguarding woven throughout. Staff teach pupils how to keep themselves safe, including when they are using the internet. Pupils have an awareness of what constitutes sexual harassment. Pre-employment checks for staff are robust. Records of these checks are comprehensive and well maintained.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Subject plans identify the specific knowledge that pupils should learn. However, this key knowledge, in some subjects, is not always made memorable enough for all pupils. Leaders should ensure teachers identify and share the key knowledge with pupils in a memorable way so that pupils can remember what they need to know and recall over time.

## 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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in October 2012.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **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

<b>Unique reference number</b>	103692
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10212417
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	632
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Pam Reid
<b>Headteacher</b>	Corinne Biddell
<b>Website</b>	<a href="http://www.templars.coventry.sch.uk">www.templars.coventry.sch.uk</a>
<b>Date of previous inspection</b>	7 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The school works with a provider of unregistered alternative provision, run by Coventry local authority.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector spoke with the headteacher, the deputy headteacher and assistant headteachers. They also spoke with five governors, including the chair of the governing body. They also spoke with a representative of the local authority.
- The inspector met with the special educational needs coordinators and met with a group of pupils with SEND. The inspector reviewed samples of their work.

- The inspector met with the leaders in charge of safeguarding arrangements. The inspector discussed logs and records of actions the school had taken to keep pupils safe and ensure that they receive the support they need. The inspector reviewed documentation showing how the school deals with bullying and serious incidents. The inspector met with a wide range of staff to check the effectiveness of safeguarding procedures.
- The inspector spoke to a range of staff and pupils during the inspection. They also scrutinised records of attendance and behaviour.
- The inspector considered the 71 responses to Ofsted Parent View, including free-text comments, and the 45 responses to the staff survey. There were no responses to the pupil survey. The inspector also met with a small number of parents on the playground.

### **Inspection team**

Declan McCauley, lead inspector

Ofsted Inspector

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