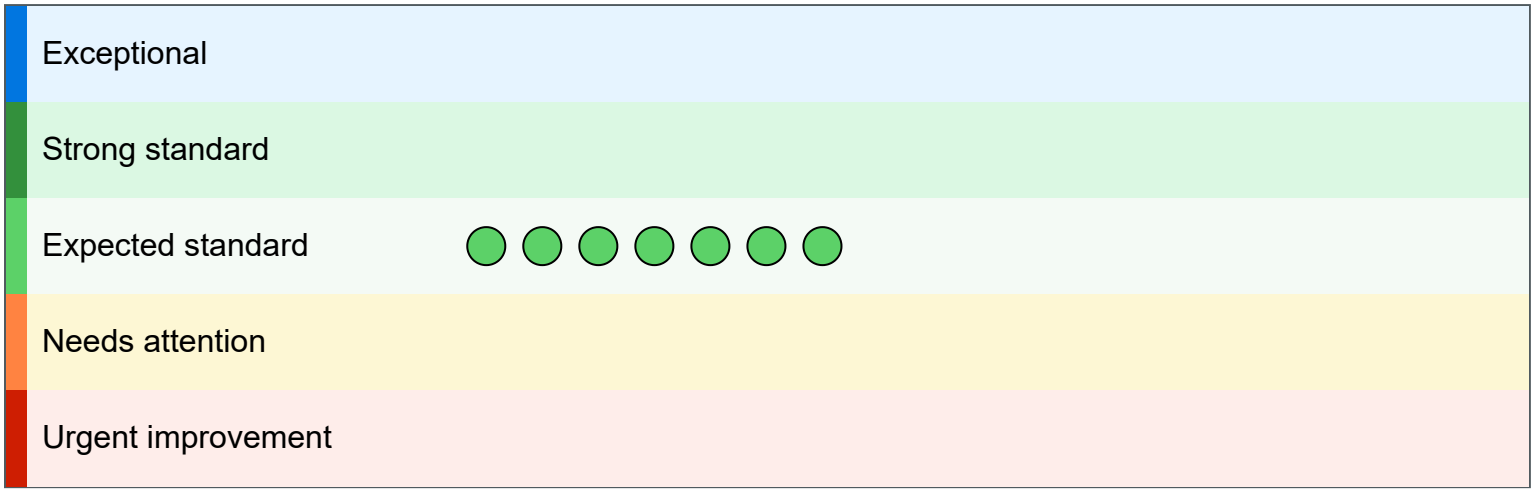
Abbas and Templecombe Church School

Address: School Lane, Templecombe, Somerset, BA8 0HP

Unique reference number (URN): 150031

Inspection report: 15 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Leaders have strengthened curriculum planning, assessment and teaching across the school, creating a broad curriculum with clear expectations for all pupils. Leaders focus on securing the foundations of early reading, writing and mathematics while providing timely support to help pupils catch up when needed.

Most pupils develop secure knowledge across subjects, recall previous learning confidently and apply their understanding effectively. Although some adaptations within the wider curriculum could be more closely matched to individual needs, pupils generally access learning successfully and retain key knowledge over time.

By the end of Year 6, pupils achieve broadly in line with national outcomes. Where outcomes for particular groups have been lower, leaders have taken effective action to address gaps and strengthen provision. Leaders use assessment information well to understand pupils' starting points, identify barriers to learning and provide targeted support, helping more pupils to achieve success.

Attendance and behaviour

Expected standard

Leaders actively promote regular attendance. They monitor it closely through regular and detailed tracking. Leaders demonstrate a clear understanding of attendance trends, both for groups and individuals, and take effective targeted action to improve pupils' attendance. Leaders identify barriers to attendance early and work effectively with families to address them.

Attendance is improving across the school, including for the key groups of pupils that leaders have focused on. Consequently, more pupils attend the school regularly and benefit from the full range of opportunities that it provides.

Leaders have successfully created a culture that combines high expectations with a strong focus on positive relationships and emotional regulation. Pupils understand leaders' expectations and develop the skills to manage their emotions effectively.

Typically, pupils demonstrate positive attitudes to learning and respond well to the school's clear routines and expectations. Classrooms are calm, active and engaging environments where pupils participate enthusiastically in learning. They show respect and kindness towards one another, and bullying is very rare.

Staff apply the school's behaviour expectations and routines with growing consistency, creating a calm and predictable environment where pupils feel safe, supported and ready to learn.

Curriculum and teaching

Expected standard

Leaders have created a broad curriculum that helps pupils develop the knowledge, skills and confidence they need to succeed. Teachers build learning carefully over time, helping pupils strengthen their understanding and make connections between new and previous learning. They identify gaps in knowledge, adapt learning and provide additional support where needed so that pupils can keep up and achieve.

Staff place growing emphasis on reading, writing and mathematics. This helps pupils secure these skills from an early age. Teachers' subject knowledge, alongside consistent expectations, makes learning engaging and meaningful. Positive relationships between staff and pupils create classrooms where pupils feel valued and ready to learn.

Growing consistency in routines helps pupils understand what is expected of them. As a result, classrooms are generally calm, purposeful and focused on learning.

Leaders regularly review the quality of teaching and provide support and professional development to help staff continue to improve their practice. They have a clear understanding of the school's strengths and areas for development and take effective action to improve outcomes for pupils.

As a result, pupils generally develop knowledge across the curriculum, remember important learning and build the skills they need for the next stage of their education.

Early years

Expected standard

Leaders make sure every child gets the best start to their education. The learning environment is welcoming, stimulating and well organised to support learning. Leaders have established clear routines and expectations. They work closely with pre-school settings to gather information before children start school. As a result, children settle quickly, engage well in activities and build positive relationships from the outset. Children show increasing independence and confidence in their learning.

Adults support children well through teaching that meets their individual needs. Leaders focus on securing children's communication, language and early number skills. Staff teach early reading effectively, model letter formation clearly and correct mistakes quickly. Leaders' ambition for children to become confident readers is clear. Children enjoy books and stories. They develop positive attitudes towards reading from the start.

Staff know children well. They identify gaps in learning and provide timely support through interventions and well-designed learning opportunities. Adults regularly check children's understanding and adapt activities when needed. Staff receive effective support to interact positively with children, making the most of opportunities to extend language and develop communication. This helps children make progress from their starting points and ensures they are well prepared for Year 1.

Inclusion

Expected standard

Leaders are fully committed to supporting disadvantaged pupils, those with special educational needs and/or disabilities and those who may have other vulnerabilities. Robust systems enable the accurate identification of need and ensure that staff implement effective strategies to support both learning and wellbeing.

Staff know and understand pupils' individual needs well and adapt teaching and provision accordingly. While consistency continues to strengthen, practice across the school increasingly reflects leaders' high expectations of inclusive practice. Leaders use pupil premium funding effectively to reduce barriers, improve access to learning, and promote wider participation and achievement.

Pupils are supported by clear, measurable targets that reflect their individual needs. The school works closely with external agencies to secure specialist advice and support for pupils and families.

Leaders maintain effective oversight of provision through regular reviews, pupil progress discussions and ongoing monitoring. They evaluate the impact of support with increasing rigour, adapting interventions and deploying resources in response to emerging needs. Regular training and collaborative review opportunities ensure all staff understand pupils' needs and follow agreed and consistent ways to help them progress. As a result, pupils receive timely support, and many make positive gains in their learning, wellbeing and independence.

Leadership and governance

Expected standard

Leaders demonstrate a clear and accurate understanding of the school's strengths and priorities for improvement. They identify areas for development effectively and take decisive action to secure continued improvements for pupils. The trust and local governing body provide effective support, challenge and accountability. They understand the school's context well, maintain high expectations and hold leaders to account for the quality of education.

Leaders develop the skills of staff well. They provide appropriate challenge and professional development, enabling staff at all career stages to improve their expertise.

Leaders have created a supportive culture that values staff wellbeing alongside high expectations. Staff feel well supported while remaining focused on securing the best possible outcomes for pupils.

Since joining the trust, the school has benefited from increased collaboration and support. Leaders work well as a team, share a clear vision and demonstrate a strong commitment to improvement. They have strengthened key systems, including behaviour support, consistency of routines and expectations, attendance monitoring, and provision for pupils with special educational needs and/or disabilities. At the same time, they recognise areas requiring further development and have clear plans in place to drive continued improvement.

Personal development and wellbeing

Expected standard

Leaders have designed a comprehensive personal development programme that brings together personal, social and emotional development, wellbeing and relationships education. Pupils develop knowledge and skills that support them in becoming responsible and respectful citizens.

Staff teach key themes, including belonging, equality and personal safety. Pupils' understanding builds progressively each year. The school teaches pupils about specific local risks, including railway safety. This ensures pupils understand how to keep themselves safe in their local environment.

House challenges and whole-school activities, including Diwali art projects, provide opportunities for pupils to work collaboratively. They celebrate different cultures and strengthen their sense of belonging within the school. Leaders carefully select books that feature diverse characters, helping pupils develop an understanding of different lives. Through collective worship, assemblies and Religious Education, staff introduce pupils to a range of world religions and beliefs, fostering empathy and respect.

Leaders recognise both the opportunities and challenges of a small rural community. They work to broaden pupils' experiences through residential visits, enrichment activities and curriculum-linked trips. Forest school sessions develop pupils' outdoor learning skills, resilience, independence and appreciation of the natural environment. Clubs such as football and craft club encourage participation, teamwork and the development of pupils' interests. While leaders have strengthened this offer, they recognise the need to plan opportunities more systematically to further raise aspirations and broaden pupils' awareness of the wider world. Leaders continue to increase participation in enrichment opportunities for disadvantaged pupils.

Leaders have developed a successful behaviour curriculum that helps pupils develop strategies to understand and manage their emotions. Pupils learn about nutrition, oral health, sleep, hygiene and healthy living, supported by initiatives such as the healthy snack Treat Shop. These initiatives demonstrate the school's commitment to developing happy, healthy pupils and responsible citizens of the future.

What it's like to be a pupil at this school

The school vision to be 'a place of safety and care where everyone is known and loved for who they are' is tangible. Pupils know they belong here and enjoy coming to this happy, village school. Adults know the individual pupils well and demonstrate a high level of care and respect towards them.

Pupils show trust and kindness towards one another and towards the adults who work at the school. Pupils know and understand the school’s clear routines and high expectations for both their learning and their behaviour. As a result, classrooms are focused and calm, and those who have barriers to learning are well supported to be successful.

Pupils achieve well, largely in line with their peers nationally, and receive targeted support if they have gaps in their learning. Pupils are active in lessons, and teachers support them to develop confidence and speak aloud. They are taught to have a voice and are encouraged to share their views. Pupils are supported to learn from mistakes and reflect on how to manage things that they may find challenging. The corridors are filled with the sounds of pupils learning a broad curriculum: learning to speak French, learning new songs and to play musical instruments and reading aloud together.

Playtimes support pupils to mix with their peers of all ages, and they enjoy the outside spaces together. Pupils demonstrate the school's high expectations of behaviour. Bullying is extremely rare and any reports are managed appropriately by leaders.

Residential experiences, visits and visitors help to broaden pupils' experiences. After-school clubs such as multisport club help pupils to develop their interests and talents. Most pupils attend well, and close working with families ensures any barriers to attendance are addressed.

Next steps

- Leaders should ensure that learning tasks across the wider curriculum are well designed to achieve the intended learning outcome and are well matched to the needs of all pupils, including those who are disadvantaged and those with special educational needs and/or disabilities.
- Leaders should continue to develop the opportunities and experiences available to pupils, including those that support their social, emotional and mental health needs. These should be ambitious, systematic and responsive to the needs of all pupils.

About this inspection

This school is part of the Bath and Wells Diocesan Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Nikki Edwards, and overseen by a board of trustees, chaired by Beverley Hobbs.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteacher, the regional hub director, the deputy CEO, the chair of the board of trustees and local governors during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character.

The school currently uses no alternative provision.

The school has undergone a significant change since the last inspection. Since academisation, the leadership structure has changed from having an executive headteacher and head of school to having a headteacher and deputy headteacher.

At the time of the inspection, there were 93 pupils on roll.

Headteacher: Melissa Brazier

Lead inspector:
Sophie Hillson, His Majesty's Inspector

Team inspector:
Michelle Williamson, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

109
Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

119
Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

32.11%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

2.75%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

20.18%
Above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (final)	64%	62%	Close to average
2023/24		61%	
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (final)	79%	75%	Close to average
2023/24		74%	
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (final)	79%	72%	Close to average
2023/24		72%	
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (final)	64%	74%	Below
2023/24		73%	
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (final)	S	47%	S
2023/24		46%	
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (final)	S	63%	S
2023/24		62%	
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (final)	S	59%	S
2023/24		58%	
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (final)	S	61%	S
2023/24		59%	
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (final)	S	69%	S
2023/24		67%	
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	S	81%	S
2023/24		80%	
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (final)	S	78%	S
2023/24		78%	
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	S	81%	S
2023/24		79%	
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.4%	5.2%	Above
2023/24 (3 term)	5.1%	5.5%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	14.4%	13.0%	Close to average
2023/24 (3 term)	11.8%	14.6%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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