

# Templars Primary School

## Inspection report

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<b>Unique Reference Number</b>	103692
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	308390
<b>Inspection dates</b>	17–18 June 2008
<b>Reporting inspector</b>	Marian Harker HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	488
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dave Batten
<b>Headteacher</b>	William G Hedges
<b>Date of previous school inspection</b>	12 January 2004
<b>School address</b>	Templar Avenue Coventry CV4 9DA
<b>Telephone number</b>	02476 466337
<b>Fax number</b>	02476 421217

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and two Additional Inspectors.

## Description of the school

Templars' Primary is a larger than average school situated on the outskirts of Coventry. Approximately two thirds of the pupils come from the local area with the rest from surrounding neighbourhoods. Pupils are from a variety of backgrounds although the general socio-economic profile is less favourable than the national picture. A higher than average proportion of pupils are eligible for free school meals. The proportion of pupils entering or leaving the school during the year is higher than average and rising. This is a particular issue for the school and has a marked effect on pupils' achievement. The majority of pupils are of White British origin.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Templars' Primary is a good school, which is distinguished by a caring ethos where everyone works together well. The school works very effectively with outside agencies, and parents are positive and supportive. One parent commented, 'I have been consistently impressed by the caring ethos of the school and by the willingness of staff to both listen and act upon any concerns.' By the time pupils leave the school in Year 6, standards are broadly average in English and mathematics but remain below average in science, where subject leadership has been inconsistent. Taking account of the low starting points when children enter the school, this represents good overall achievement, most notably in Key Stage 2. Rates of progress are particularly disrupted in year groups where many pupils come and go during the year.

A strength of the school is that pupils' personal development and well-being are outstanding. Pupils' spiritual, moral, social and cultural development is particularly strong. They are polite and mature young people who respect the adults they work with, and relationships are harmonious. Behaviour is good in lessons and around the school. Pupils have a good awareness of how to keep healthy and safe. They make an outstanding contribution to the school and wider community. For example, each class has an 'eco knight' who is responsible for promoting energy saving and environmental issues across the school. Pupils enjoy coming to school and as a consequence attendance has improved. The school has exceeded its attendance target and it is now satisfactory. The curriculum is good, meets the needs of the pupils and has improved since the last inspection. It is suitably adapted for pupils with learning difficulties and/or disabilities, who are fully included and achieve well. For example, the school allotment has raised bedding areas to enable pupils with disabilities to grow their own vegetables. Specialist support staff make a positive contribution to these pupils' achievement and progress. Extra-curricular opportunities are very good. Pupils enjoy the educational visits and the wide range of extra-curricular clubs. Parents agree, as illustrated by the comment, 'My child has been able to join a wide variety of after school clubs which she has really enjoyed.'

The quality of teaching and learning is good. In the majority of lessons, relationships are a strength, behaviour is well managed and learning activities are interesting. However, in some lessons there is a lack of clarity in what pupils are expected to learn by the end of the lesson and there are not enough opportunities for pupils to demonstrate their understanding. The quality of care, guidance and support is good. Leadership and management are good. The headteacher has formulated a clear direction for the school which is shared by the senior leadership team. The school has an accurate understanding of its strengths and the main areas for development. It has made good progress since the last inspection and is well placed to continue to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

The Foundation Stage is well led and provides children with a positive and enjoyable start to their education. Children join Nursery and Reception with knowledge and skills that are below those that are expected for their age. Attainment on entry to the Nursery is declining, particularly literacy and speaking and listening skills. Despite these poor skills, children make satisfactory progress in the Nursery, although by the time they enter Key Stage 1 a few children do manage to achieve beyond the expected levels. As in the other parts of the school, progress is disrupted by the high levels of mobility. The introduction of Forest Schools is a curricular strength that

supports all areas of learning. For example, one child busy digging was heard to say, 'Look it's a big, fat, wiggly worm.' Teaching seen during the inspection was good, and assessment systems are well established and effective. Children enjoy a wide choice of activities both inside and outside, and physical activity is keenly supported. Creativity is valued and art work is on show in the corridors and entrance hall of the school. Children's learning is well planned with a clear emphasis each day on phonic skills, leading to early reading and evidence of emergent writing. Numeracy is well structured with clear cross-curricular links to other early learning goals, for example using the sand and water trays for learning about space, shape and volume.

### **What the school should do to improve further**

- Ensure that pupils in all years make consistently good progress in English and mathematics; raise standards and increase the rate of progress in science at Key Stage 2.
- Ensure that all lessons have clear learning objectives and pupils have regular opportunities to demonstrate what they can do.

## **Achievement and standards**

### **Grade: 2**

The school's improvement strategies are having a positive impact, as shown in the steadily rising standards by the end of Year 6. However, the school is aware that its focus on raising standards in English and mathematics has been at the expense of standards and achievement in science. Children make satisfactory progress in the Foundation Stage and standards remain slightly below average when they enter Year 1. In Key Stage 1, pupils' achievement is also satisfactory. Standards at the end of Year 2 are closer to national expectations. In Key Stage 2, achievement is good although the rate of progress made by pupils varies. Achievement is good in Years 3, 4 and 5, particularly in English and mathematics. The school has robust systems in place to support new pupils who join the school part way through the school year. However, the high proportion of pupils joining the school, particularly in Year 6, has had a marked impact on overall test scores in this year group. By the time pupils leave the school, standards are broadly in line with the national average in English and mathematics. Standards in science are below average and here pupils are not doing as well. This is because there have been a number of changes in subject leadership in recent years which had an impact on pupils' achievement. Pupils with learning difficulties and/or disabilities make good progress in relation to the targets in their individual learning plans.

## **Personal development and well-being**

### **Grade: 1**

Cultural awareness is very strong and is successfully fostered through links with a primary school in Ghana, celebrations of a range of festivals, and working towards the International Schools Award. Pupils' behaviour is good due to a clear and well structured behaviour policy. Playground Pals help pupils to look after each other at playtimes and there are quiet gardens where children can sit if they do not want to join in. Bullying is rare, and is quickly and effectively dealt with. The development of emotional literacy is a particular strength and is making a positive impact on pupils' behaviour. Pupils are encouraged to keep fit by participating in a wide range of physical activities. The school council is another important strength and is dedicated to the healthy schools agenda. Pupils are aware of the importance of a balanced diet and the school has achieved the Healthy Schools award. Pupils' fund raising committees work hard for the

school, for example to enhance the school Trim Track and help towards the cost of a computer for the Wakii School in Ghana.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils enjoy lessons because they are interesting. Their positive attitudes to learning and enthusiasm support them in making good progress. Teachers plan lessons carefully to ensure activities are well matched to pupils' abilities, and effective support is provided by additional adults. Teachers have good subject knowledge and this contributes positively to the quality of pupils' learning experiences. Teachers are particularly skilled at using technology. For example, in mathematics lessons teachers use the interactive whiteboards effectively to develop pupils' mental mathematical skills. In the lessons observed where pupils made good progress, the purpose of the lesson was clear and teachers took the activities at a brisk pace. In a few lessons, pupils' progress slowed because they were not sure what they were expected to learn and opportunities were missed to reflect on the progress that had been made.

### **Curriculum and other activities**

#### **Grade: 2**

The school's good curriculum is carefully planned to meet pupils' needs and includes a wide range of enrichment activities. Along with a strong programme of personal, social and health education, these have had a positive impact on pupils' outstanding personal development and contribute to their enjoyment of learning. Progression routes are clear and well established, giving the pupils good opportunities to make progress. This is carefully monitored by subject leaders. The school provides a very wide range of extra-curricular opportunities which are well attended and very much enjoyed by the pupils. For example, the gymnastics club is very popular and the art club has a waiting list. Pupils particularly appreciate learning a modern foreign language in Key Stages 1 and 2 including French, Punjabi, Spanish, Welsh and Japanese.

### **Care, guidance and support**

#### **Grade: 2**

Children are very well supported and cared for. Parents agree. Pupils report that they feel safe and secure in school and know who to go to if they need help. The school works closely with parents to ensure pupils' pastoral and academic needs are effectively met. Links with external agencies to support pupils who have additional needs are excellent, as are the school's partnership arrangements. The school has good transition systems in place to help pupils move from class to class and there are strong links with local secondary schools. For example, pupils in Year 6 recently spent an enjoyable day engrossed in science and technology activities hosted by a local secondary school. Individual pupils' progress is regularly checked and marking helps most pupils to know what they have done well, and how to improve their work. The majority of pupils are clear about their personal learning targets, which they say help them to improve their work.

## Leadership and management

### Grade: 2

The school's collective leadership and management are good and have had a positive impact in moving the school forward. The determination of the headteacher and newly appointed deputy headteacher to drive school improvement is palpable. The whole school self-evaluation process is shared with managers throughout the school so that key priorities are clearly understood. School improvement planning procedures are robust and subject leaders are held accountable for the standards achieved by pupils. The arrangements for teachers' performance management are good. The quality of teaching is regularly checked and written feedback ensures that teachers know what to do to improve. Governors are very supportive of the school. They fulfil their statutory responsibilities and hold the school to account for the standards achieved by the pupils. Outside professionals associated with the school hold it in very high regard. They acknowledge the hardworking staff and the manners and enthusiasm of the pupils. Parents too are full of praise for the school and the way it develops happy and confident young people. One parent commented, 'I have nothing but praise for Templars', my son loves school and comes out each day with his head held high.'

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

19 June 2008

Dear Pupils

Inspection of Templars' Primary School, Coventry CV4 9DA

Thank you for making members of the inspection team so welcome when we visited your school. We enjoyed talking to you, looking at your work and watching you learn. We thought you would like to know the outcome of the inspection and what we thought the school could do to become even better.

- We think you go to a good school, where you are looked after very well.
- You develop into confident and mature young people.
- You all look very smart in your school uniform.
- Your teachers work hard to prepare interesting lessons for you.
- You make a valuable contribution and enjoy taking on responsibilities to make your school even better.
- You know how to stay healthy and keep active.
- We think your headteacher leads the school well.
- We think your school is a really welcoming place with lots of lovely work on display.
- You get on well together and enjoy coming to school.
- We were impressed with your good behaviour, both in lessons and outside on the playground.

In order to make your school even better, we have asked your headteacher and senior staff to do the following.

- Ensure that you know exactly what you are going to learn in every lesson and are given the opportunity to show what you can do.
- Ensure that you all do as well as you can in English and mathematics, and make even better progress in science by the end of Key Stage 2.

Yours sincerely

Marian Harker HMI Her Majesty's Inspector