

# Knights Templar Church of England and Methodist Community First School

Inspection report

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<b>Unique Reference Number</b>	123860
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	346417
<b>Inspection dates</b>	9–10 June 2010
<b>Reporting inspector</b>	Grahame Sherfield HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	First
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	156
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sheila Clavey
<b>Headteacher</b>	Heather Good
<b>Date of previous school inspection</b>	20 November 2008
<b>School address</b>	Liddymore Road Watchet Somerset TA23 0EX
<b>Telephone number</b>	01984 634385
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<b>Email address</b>	office@knightstemplar.somerset.sch.uk

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## **Introduction**

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited fifteen lessons and observed seven teachers. They held meetings with governors, staff and pupils and informal discussions with parents. Inspectors observed the school's work, and looked at key documents, such as the improvement plan and the minutes of meetings of the governing body. Inspectors also considered the outcomes of a survey of the views of parents and carers recently conducted by the school in which 93 questionnaires were returned, representing 62% of those issued.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether the school is now providing an acceptable standard of education for its pupils.
- The extent to which strategic planning focuses rigorously on improving pupils' progress.
- Whether teaching is now consistently of sufficiently high quality to enable all pupils to make satisfactory and increasingly better progress, particularly in numeracy in Years 3 and 4.

## **Information about the school**

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This small school serves a largely White British community in a Somerset coastal town. The proportions of pupils with special educational needs and/or disabilities and of those known to be eligible for free school meals are above average. The governing body manages the before- and after-school provision in the Parrot Club while the Little Vikings Children's Centre on the school site is subject to separate inspection arrangements. There was some disruption in the leadership of the school with the illness and subsequent resignation of the previous headteacher and a short period of acting headship by another member of staff. The school has been led by an acting headteacher from another school since April 2009. She will return to her permanent post in September when a new headteacher will take up her appointment.

At its previous inspection in November 2008, the school was judged to require special measures. Subsequently, the school was monitored on four occasions. At the last monitoring visit the school was judged to be making good progress.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. As a result of the committed, high-quality leadership of the acting headteacher, the determination of all staff to address the school's weaknesses and carefully planned support from the local authority, Knights Templar has improved rapidly and it is now providing its pupils with a satisfactory education. Pupils' progress has improved significantly and is now satisfactory.

As a result of improvements in provision, children now make good progress in the Early Years Foundation Stage and get off to a good start. The school has successfully improved the progress pupils make in English and mathematics by the end of Year 4 as a result of rigorous and frequent monitoring of progress and teaching that is now good. Pupils are reaching broadly average standards as they approach the end of Year 4. A very effective blend of individual advice and support for staff; training and demonstration sessions utilising the expertise of local authority staff; and existing strengths within the school, has been used very well to improve teaching. It is now good overall, although there has not yet been enough time for the impact of the good teaching to be reflected fully in pupils' progress by the end of Year 4. There remains some satisfactory teaching with a slower pace of learning and a lower level of challenge for some pupils, particularly the more able.

Pupils behave well within a caring environment where their personal development is promoted well. They enjoy school, sense and value the improvements of the last 18 months and work well in lessons. As one put it, lessons are, 'fun and interesting'. Pupils make a good contribution to the school community, taking on a range of responsibilities within the classroom as well as contributing through the Pupil and Eco Councils. There are good links with the local community but pupils' understanding of the cultural diversity of much of Britain is underdeveloped. The curriculum provides well for pupils' personal development, although there are too few opportunities for them to develop their skills in literacy, numeracy and information and communication technology in the various subjects.

Clear, detailed plans have helped the school to take successful action to address its weaknesses and raise standards. Good systems to track pupils' progress ensure that any necessary action to address identified difficulties can be taken quickly. Challenging targets have been set and reached. Leadership has been developed at all levels and a strong senior leadership team is in place to help guide future development. A firm, shared commitment to further improvement permeates the school, underpinned by accurate self-evaluation and clearly identified priorities for future action. A new

headteacher has been appointed for September 2010 and the foundations for a smooth transition to new leadership are in place. Consequently, the capacity to improve further is good.

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

- Accelerate pupils' progress so that, by the end of Year 4 in 2011, pupils have made good progress since the end of Year 2 in English and mathematics, and attained expected standards.
- Improve the quality of all teaching to the level of the best, by ensuring that:
  - staff enable pupils' learning to progress rapidly at all times
  - pupils are consistently challenged to think carefully and develop their own ideas.
  - Increase the opportunities provided across the curriculum for pupils to improve their skills in literacy, numeracy and information and communication technology.
  - Provide opportunities for pupils to develop a better understanding of Britain as a multicultural society.

### **Outcomes for individuals and groups of pupils**

**3**

Pupils are keen to do well and enjoy most of their lessons. They respond well to the interesting activities often provided. For example, pupils in Years 2 and 3 enjoyed identifying adjectives or adverbs appropriate for aspects of the seaside, arising from a poem they had read, while Year 4 pupils took pleasure in devising arresting similes and metaphors for their sentences about bullying. Pupils get on well with each other and with the staff. They work well both independently and in cooperation with others, particularly when given the opportunity to discuss ideas in pairs before contributing to a discussion.

A key strength of the school is the systematic tracking of the progress pupils make. Expectations of progress are high and additional support or challenge has been provided where needed. This has resulted in a significant improvement in progress in Years 3 and 4 so that achievement is now satisfactory overall. Pupils make good progress by the end of Year 2, although currently progress in Year 1 is slower as a new class organisation beds in. There is no significant difference between the progress made by girls and boys. Pupils with special educational needs and/or disabilities make good progress as a result of the well-targeted additional support they receive.

Pupils report they feel safe in school and have a good understanding of the importance of a healthy diet and of plenty of exercise. They are reflective and often consider and value the feelings of others. On several occasions during the inspection pupils spontaneously applauded a contribution from a classmate. Their understanding of cultures other than their own is limited. Pupils' average attainment in literacy and numeracy equips them soundly for their future economic well-being.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teachers are committed, enthusiastic and know their pupils well. They work effectively with teaching and learning assistants who make a positive contribution to pupils' learning. Pupils' targets have been rewritten in simpler language and they understand what they need to do to improve in English and mathematics. Their work is marked frequently and well. Teachers provide pupils with clear feedback on how well they have carried out the work and how to do better. Increasingly, there are invitations to rewrite a sentence or two in the light of the teacher's advice and opportunities for pupils to reflect on their own work.

The best teaching observed was characterised by well-planned sequences of lessons that built knowledge, understanding and skills systematically. Teachers provided engaging activities that sparked pupils' interests and took good account of any difficulties pupils had encountered in previous sessions. Lessons proceeded at a good pace and teachers' enthusiasm was infectious. Where teaching was satisfactory, teachers sometimes gave too much time to activities or missed opportunities to extend pupils in thinking for themselves. Unsettled behaviour was occasionally observed when

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

pupils were not fully engaged by the activities provided, particularly among some of the youngest pupils.

The curriculum makes a strong contribution to pupils' understanding of the importance of exercise and a good diet and how to get on well together. Support for pupils with special educational needs and/or disabilities is good and there are developing partnerships with other schools to help to meet the needs of gifted and talented pupils. The recent residential visit for Year 4 was much enjoyed and another is being planned for next year. However, other visits to support learning have been few. Although there are some opportunities to develop pupils' skills in literacy, numeracy and information and communication technology across the curriculum, the school has correctly identified that these are at an early stage. The new 'creativity weeks' have provided interesting opportunities for pupils to explore aspects of the curriculum in some depth, but these are not yet embedded as part of the school's planned provision.

Additional, well-targeted support is provided for more vulnerable pupils, resulting in noticeable improvements in their behaviour, their emotional well-being and in their work. There are good arrangements for promoting attendance, although their impact has been limited by some parents taking children on holiday in term time. The Parrot Club makes a positive contribution to the personal development of those attending.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

Good systems for monitoring and evaluating the school's work are well established and working effectively. The senior leadership team has been developed carefully and systematically by the acting headteacher and the activities of staff in leading developments in subjects are now making a good contribution to monitoring the progress pupils are making and the quality of the provision. Staff are ambitious for further improvement. The governors are strongly supportive of the school and its pupils. They receive detailed reports from the headteacher and are now better equipped to ask questions to probe how well the school is doing. Governors have recently established a monitoring plan to guide their activities in checking the school's progress and are beginning to be involved more systematically in establishing for themselves the progress being made with priorities.

The school successfully ensures that pupils with special educational needs and/or disabilities make good progress and its support for all pupils in need of a little extra help

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

is good. This shows its effectiveness in promoting equal opportunities for all pupils to achieve as well as they can. The school also ensures that discrimination against any group is avoided at all times.

The school makes a satisfactory contribution to community cohesion. There is a strong sense of community in the school with good links with the local area. The school has recently established a link with a school in a nearby town and another in France. However, plans to build a relationship with a school in a multicultural setting in Bristol have yet to bear fruit. The school's arrangements for safeguarding meet requirements well. A careful record is maintained of the checks made on all adults who work within the school and this is updated when needed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

When children join the school, their skills are a little below expected levels, with some having particular weaknesses in communication, language and literacy and in number skills. Most make good progress in all areas of their learning, particularly in their physical, personal and social development, and reach levels expected by the end of the Reception Year.

The children get on well together, are happy and behave well. They take pride in their achievements and have good relationships with the enthusiastic staff. All welfare requirements are met and children are well cared for in the welcoming atmosphere. Their play is active and creative and children show good levels of independence, for example in contributing to tidying resources. Children benefit from good teaching that



involves a wide range of approaches where there is a good balance of adult-led and child-selected activities. Resources are good and the remodelled accommodation and the outdoor area make a strong contribution to children's learning. There is a good partnership with parents and carers and links with the children's centre have improved significantly.

Leadership and management of the Early Years Foundation Stage are good. Where a problem has been identified, for example in the writing skills of some children, there is strong evidence of the positive impact of actions taken. The leader is rising to the challenge of managing a larger team and is developing her approach to monitoring the provision to ensure consistency. She has created a real sense of purpose and the team works well together, although the skills of some in intervening in child-selected activities to promote learning are at an early stage. There are good arrangements for assessing children's progress which is recorded in the 'Learning Journey' documents.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## **Views of parents and carers**

Parents' and carers' questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so. The school has recently conducted its own survey asking parents and carers for their views on a range of matters. The results of this survey are very positive. Almost all parents and carers are confident that their child likes school and is safe and that teaching is good. Inspection evidence indicates that these positive views are justified. A few parents expressed a desire for more visits. The inspection team agrees that provision in this area is relatively narrow. The school has rightly been focused on addressing weaknesses identified at the last inspection and is now beginning to provide a wider range of opportunities for pupils.

## **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 June 2010

Dear Pupils

Inspection of Knights Templar First School, Watchet, TA23 0EX

Thank you for the friendly and open way in which you talked to us during the recent inspection.

Some of you will know that I have visited your school every term since April 2009 to check that the school has been improving. I am pleased to report that there have been important improvements and the school is now providing you with a satisfactory education. This is the result of the hard work of your acting headteacher and the staff who have all been determined to make things better.

Here are some of the important things we found out about your school.

- You make satisfactory progress in your work, supported by good teaching and a satisfactory curriculum. Your progress is speeding up.
- The youngest children get off to a good start in Reception.
- Your behaviour is good.
- The school cares for you well and you feel safe.
- The governors, your new headteacher who starts in September and the staff are determined to carry on the hard work to make the school even better.

We have requested that the school does several things to keep improving.

- We have asked the school to help you to improve your progress to good in English and mathematics by the time you leave in Year 4 by ensuring that all the teaching in the school is as good as the best. You can help by always doing your best in your work.
- We have also requested that the school provides you with more opportunities to develop your skills in literacy, numeracy and information and communication technology in the various subjects of the curriculum.
- Life in some other parts of Britain is very different from Watchet. We have asked the school to help you to learn more about areas where there are several different cultures. You can help by showing your usual interest when these aspects are explored.

Thank you again for your involvement in the inspection and I wish you every success for the future.

Yours sincerely

Grahame Sherfield

Her Majesty's Inspector

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