

It is our aim for all children to flourish into confident individuals, successful learners and responsible citizens. This is achieved through our Core Christian Values of Hope, Love, Commitment and Belonging.

HOPE

- developing our own spiritual awareness and sense of awe and wonder in the world around us, supporting our mental health and well-being.
- aspiration for ourselves to live full and curious lives facing our challenges with bravery and faith
- following our own life pathways, with the guidance of Jesus and the belief that we can all succeed through perseverance and courage

LOVE

- live our lives following the example set to us by Jesus ensuring that our thoughts and actions enable us to make ethical choices and to be effective agents for change
- showing fairness and generosity to others with the belief that we are all equal in God's eyes
- loving ourselves by caring for our own physical and emotional well-being

COMMITMENT

- do all the good you can, to all the people you can through dedication to the works that we choose to do whilst showing loyalty to those we strive to help demonstrating consideration, dignity and respect in all that we do
- through developing independence, perseverance and energy in our learning to secure wisdom, knowledge and skills

BELONGING

- having pride in ourselves and as a member of our Church School community
- through developing an understanding and empathy for the diversity of others
- learning as part of our community, building strong relationships with others and living well together with dignity

Our Key Priorities 2024-25:

Quality of Education:

- Increase the proportion of learners achieving the expected standard or above in Reading, Writing and Maths.
- Increase outcomes in speaking and listening through implementation of the KT Oracy framework

Behaviour and Attitudes

- Ensure learners understand and can demonstrate the school's values and ethos; consistently having positive attitudes and commitment to their learning

Personal Development

- Further develop the school's Christian distinctiveness through the curriculum and beyond the classroom so that learners gain the skills necessary for future success enabling them to become responsible citizens, courageous advocates and agents of change

Leadership and Management

- Leaders ensure that teachers receive focus and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.

Early Years Foundation Stage

Further embed the school's key worker approach and further enhance the EYFS environment enabling each child to be highly motivated and eager to join in, demonstrating high levels of self-control and respect for others.

Contact Us

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Knights Templar Community Church School

Be the best you can be with a zest for living, a thirst for learning and a spirit of kindness.



School Development Plan 2024-2025



Pupils are happy and well cared for at Knights Templar school. Staff know the pupils well and make sure they have their needs met. Staff and pupils enjoy positive and respectful relationships, which means that learners trust adults.

Parents are overwhelmingly positive about the school.

Ofsted, May 2022

Our Strengths

Monitoring and Planning for the Future:

At Knights Templar Community Church School, we monitor and review our work in a number of ways to ensure that development plans are working documents that every stakeholder can engage in. We recognise that schools are in a constant cycle of self-improvement and we value the contribution that all our stakeholders make to this journey.

Leaders and governors monitor and review the school's progress in the following ways: teaching observations, reviews of pupil outcomes, governor monitoring visits, parent surveys, pupil surveys, School Council feedback and staff appraisal. These measures are used to inform the School Development Plan (SDP) and School Evaluation Form (SEF) which is directly linked to the Ofsted

Quality of Education:

- ❖ Leaders are ambitious for learners. They have clear aims for the curriculum.
- ❖ Content is sequenced from the early years to Year 4.
- ❖ In mathematics, learners, including those in the early years, develop fluency in number and specific mathematical vocabulary.
- ❖ Leaders prioritise and promote the teaching of reading. Learners love to read.

Behaviour and Attitudes:

- ❖ Learners have positive attitudes to their learning.
- ❖ Learners behave well. They interact easily and enjoy a range of social opportunities.
- ❖ Leaders' new approach to managing behaviour benefits all learners, particularly those who need the most care. The school was awarded the Trauma Informed Schools Award in recognition of its approach.

Personal Development

- ❖ Leaders make sure that learners have plenty of opportunities for personal development.
- ❖ There is strong focus on supporting learners, including in the early years, to manage their feelings and friendships
- ❖ Learners are familiar with the values that prepare them for life in modern Britain.
- ❖ They show a respect for different beliefs and understand how people can all be different.

Leadership and Management:

- ❖ Staff receive effective training in reading and mathematics. This means they have good subject knowledge in these subjects.
- ❖ Leaders have a detailed understanding of the needs of individual learners.
- ❖ Leaders engage well with staff. Staff say that they feel listened to and appreciate the training and support they receive.
- ❖ Governors are committed to the school and carry out their roles with diligence.
- ❖ Parents who have children with special educational needs and/or disabilities (SEND) say that the school is incredibly supportive. Parents are overwhelmingly positive about the school.

EYFS:

- ❖ Leaders have worked hard to help parents and carers support their child's reading, particularly the case in the early years
- ❖ In the early years, knowledge is broken down into suitable small steps so that teachers ensure that children know more, remember more and can do more over time.