

It is the aim of our staff that our learners feel safe, happy and are supported to be the best version of themselves. We believe learning is best achieved when learners are enthused, valued and feel a sense of achievement. A close partnership between parents/carers learners and the school staff gives a child the best foundation for a good education and we place great importance on relationships within our school and wider community.

Our vision and ethos is based on Colossians 3:23 and supported by our core Christian Values of *love, hope and respect* which underpin all that we strive to achieve to ensure the whole school community '*works at it with all their heart*'.

Each value was chosen because:

Love: We want our learners to know that they are loved by us and by God and be secure in offering love to those around them. Love is seen in both our actions and our attitudes towards one another throughout the school. We shall work with all our heart to provide the best possible education for every child, and do so with empathy and an understanding of the whole person.

Hope: We want all our learners to have abundant hope driven by ambition for a positive future. A hope that comes from knowing that they are precious and valued. It is our hope that every child may grow and learn academically, socially and spiritually with a desire and confident expectation to reach their full potential.

Respect: We are a school where respect for: learning, staff and learners are all prioritised and valued. We support children to understand that respect is earned and emphasise valuing and appreciating others, including their feelings, choices, and decisions.

Our Key Priorities 2025-26:

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 embed the school's Christian vision and values across all aspects of school life.

Leadership and Management

- Refine the implementation of the non-core curriculum and improve the effectiveness of assessment.

Early Years Foundation Stage

- Improve outcomes for all children in EYFS, with a specific focus on engagement, closing the gender gap, and ensuring seamless transition to Year 1

The Den

- Establish a successful SEND base ensuring positive outcomes for learners with moderate and severe learning difficulties.

Contact Us

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Knights Templar Community Church School

Work at it with all your heart



School Development Plan 2025-2026



Pupils are happy and safe at this welcoming and inclusive school. Staff build nurturing relationships with pupils. Pupils care about their school community and support each other with respect, kindness and inclusivity. Parents and carers are overwhelmingly positive about the school.

Ofsted, October 2024

Our Strengths

Quality of Education:

- ❖ The school has established an ambitious curriculum. It has identified the key knowledge pupils should learn.
- ❖ The school's ambitious curriculum and targeted implementation, is ensuring that all pupils achieve well.
- ❖ Pupils, including those with special educational needs and/or disabilities (SEND), enjoy learning the ambitious and varied curriculum.
- ❖ The provision for pupils with SEND is a considerable strength of the school. In line with the inclusive ethos, pupils with SEND learn the same curriculum as their peers.

Behaviour and Attitudes:

- ❖ Pupils take pride in their work and achieve well.
- ❖ Older pupils act as role models to younger pupils around school.
- ❖ From the youngest age, there are high expectations of children's behaviour. Pupils have a very positive attitude to school. Lessons are calm and orderly. Older pupils are courteous and kind to each other.

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 Framework.

Personal Development

- ❖ Pupils live out the school values of 'hope, love, commitment and belonging'
- ❖ Pupils are proud to hold leadership roles. Their views are listened to and they play a part in improving the school.
- ❖ Pupils learn how to keep themselves safe in the school, online and in their community.
- ❖ The personal development program is a strength of the school.
- ❖ Pupils learn about the diverse world they live in which helps them to appreciate different beliefs and cultures.
- ❖ Pupils are encouraged to develop their talents and skills, for example, through musical opportunities, as eco warriors and prefects.

Leadership and Management:

- ❖ Leaders, including governors, have addressed previous shortcomings in the school successfully.
- ❖ Throughout the drive for improvements, the school has looked after people well. This has resulted in well-trained, happy staff who focus skillfully on effective teaching and support for pupils.

EYFS:

- ❖ In the early years, children sustain focus on playing, talking, and learning. They share and care for each other.
- ❖ Children in early years make a strong start. Routines and behaviours are established quickly. Children benefit from planned adult activities and child-led opportunities to further their learning.