

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Knights Templar Community Church School and Nursery

Vision

‘Whatever you do, work at it with all your heart, as if working for the Lord and each other.’ Colossians 3:23.

Knights Templar aims to support, encourage and nurture each and every child to reach their fullest potential and to instil in the children that, by working hard and being committed, success will be achieved enabling them to flourish into confident individuals, successful learners and responsible citizens.

This is embedded through our Core Christian Values of Love, Hope and Respect.

Knights Templar Community Church School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- Leaders and governors have a deep understanding of ‘the work of God in this place’. They are careful custodians of the school’s mission now, and in planning for the future. The re-imagined vision drives the Knights Templar community in its wholehearted commitment to every aspect of school life.
- Worship, centred on the vision and values, is the beating heart of the school. It develops pupils’ confidence to ‘work at it with all your heart’, and nourishes a rich sense of inclusion and belonging.
- The school is distinguished by its remarkable ethos of care. Because pupils and adults know that they are valued, mutual love and respect spread throughout the school community. This translates into high levels of trust and wellbeing.
- Commitment to its most vulnerable pupils has led the school to establish its own specialist base for pupils with moderate to severe learning difficulties. To do this, leaders have worked with all their hearts, demonstrating remarkable diligence and energy. As a result, Knights Templar is also expert in meeting a wider range of special educational needs and disabilities (SEND).
- Leaders’ wholehearted willingness to work with others enriches the life of the school. It opens up wider opportunities and support for both pupils and staff. The relationships with religious partners, such as the churches, the diocese and Methodist Education, have proved particularly beneficial.

Development Points

- Strengthen religious education (RE), in line with new local and national developments, to embed a thoughtful and challenging curriculum for religion and worldviews. This is to promote learning which develops both depth and rigour.
- Secure strategies that support spirituality and global awareness across the wider school curriculum. This is so that opportunities for spiritual and cultural development are not missed.



Inspection Findings

Vision and Leadership

A Christian vision of 'working with all your heart' is the strong foundation on which life at Knights Templar is built. New leadership has refreshed and simplified the vision, so that it is readily embraced across the whole school community. Alongside the deeply treasured values of love, hope and respect, the vision drives a commitment to transformation. This is a school which is embedded in its local community and responsive to its needs. For example, leaders have worked passionately to establish the school's base for pupils with moderate to severe learning difficulties. This means that the community's children can stay local, growing and developing alongside one another in the Knights Templar community. At the same time, the school is strongly outward looking. Significant support from the Methodist Academies and Schools Trust (MAST) and the diocese have proved invaluable to the school's improvement journey. Working with a range of other partners gives talented staff opportunities to lead and share their good practice more widely. Governors give sterling support to the school and bring wise counsel to its decision making. Together leaders, staff and governors, along with their religious partners, grow Knights Templar as a place of hope, love and flourishing.

Vision and Curriculum

The school's vision of working wholeheartedly is strongly reflected in leaders' approach to learning. Teachers instil high expectations, but they are also skilled in tailoring the curriculum to differing needs in the classroom. Because of this, pupils across the range of abilities make strong progress over their time in the school. Pupils are proud of their achievements. They love expressing their learning through creativity and delight in finding new words, such as 'rumbunctious'. However, it is just as important to them to be able to say, 'I tried my best'. The range of extra-curricular opportunities gives pupils opportunity for rounded personal growth. For example, there are strong links with the local art gallery and skate park. Thoughtfully chosen topics and resources enable pupils better to understand life within and beyond Watchet. Leaders have carefully planned for spirituality across the curriculum, offering a structure for reflection and wonder. However, this is not embedded. As a result, pupils do not recognise links between their wider learning and their spiritual development.

Worship and Spirituality

Coming together in daily collective worship roots the school community in its Christian vision. Leaders plan a careful programme blending the biblical story, told over the church's year, with Methodist tradition and the school's values. This nourishes pupils' understanding of Christian thinking and how people might live well together. For example, in worship about doing 'all the good you can', pupils considered the importance of small acts of kindness. Leaders are also adept at responding to stories in the news. This helps pupils make sense of wider, sometimes troubling, events and consider them through the lens of faith. Staff structure worship around the 'in, out, up' model for spirituality. This clearly supports inward reflection, outward action and thinking about life's big questions. Pupils take leading roles, participate enthusiastically and love to sing. They find involvement in events, such as the town's Remembrance parade, particularly memorable. Local churches enhance provision by regularly leading worship, offering visits and giving much-valued wider support. For example, the gift of weekly chaplaincy supports staff wellbeing while also deepening teachers' subject knowledge. Lively events such as the 'Easter Eggstravaganza' enhance local life, strengthening the bridges between church, school and community.

Vision and School Culture

Care of the highest quality is a hallmark of Knights Templar. Leaders' first priority is to make sure people know they are safe and cared for. Love is the language of the school, lived out in kindness, consideration and respect. Strong relationships across the community are built on a bedrock of trust. Leaders seek out and resource partnerships with an extensive range of experts who can strengthen pastoral provision. The school's commitment to working well with the most vulnerable pupils has led them to pioneer therapeutic approaches.



For example, Knights Templar was Somerset's first Trauma Informed Accredited School, and has won awards for its work. This model, built on support and compassion, is the foundation on which the wider life of the school is built. It results in an understanding, kind and determined school community, where the mental wellbeing of pupils and adults is prioritized. Staff are able to flourish because leaders support their personal and professional development, in a culture of collaboration. Pupils thrive because, as they grow through the school, they take values of love, hope and respect to heart. These values transform their understanding of themselves and their relationships with others.

Vision, Justice and Responsibility

Inspired to 'work at it with all your heart', pupils undertake their responsibilities with great commitment. There are many formal roles, such as school councillor and house captain, which spread leadership opportunities widely. These involve genuine service, decision making and oversight of younger pupils. They are strongly committed to a sense of what is fair. Responsibility is also seen more widely in the ways pupils take their turn, take care and watch over one another. Office holders show diligence and humility. For example, one of the duties of the head boy is to help the youngest children cut up their dinners. Pupils are learning that they can be change makers in their own community. They are strongly motivated by activities with an observable benefit, such as fund-raising for new play equipment or beach cleaning. Their sense of living on a wider map, able to act regionally, nationally and globally, is less well developed.

Religious Education

Knights Templar has worked with its partners to create a blended curriculum for RE. Carefully combining the local syllabus, Anglican resources and Methodist units gives pupils a good breadth of study and rounded understanding. The programme of learning is well balanced so that pupils encounter a range of world faiths alongside a deepening grasp of Christianity. This sensitively introduces pupils to a diversity they would not otherwise encounter locally. They look to understand how people who are different also have ideals in common and are intrigued by what they learn. Fresh approaches to RE are being carefully introduced by new, enthusiastic subject leadership. In this, the diocesan training has been 'inspirational'.

Pupils enjoy RE and engagement is high. They particularly enjoy the activities through which they access learning and express their ideas. They retain some of what they have learned over time, especially where a topic has piqued their curiosity. Newly introduced characters such as 'Theo the Theologian' and 'Sophie the Philosopher' help pupils to access more complex thinking. Using this structure for approaching matters of faith, pupils are beginning to ask their own 'big questions' independently.

Information

Address	Liddymore Road, Watchet, Somerset TA23 0EX		
Date	26 March 2026	URN	123860
Type of school	Voluntary aided	No. of pupils	174
Diocese	Bath and Wells		
Methodist district	South West Peninsula		
Headteacher	Laura Weaver		
Chair of Governors	Linda Bulpin		
Inspector	Barbara Easton		