

# King Charles Primary School

Western Terrace, Falmouth, Cornwall, TR11 4EP

**Inspection dates** 2–3 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- The school does not ensure all pupils to achieve as well as they should.
- Pupils who are eligible for free school meals are not achieving the standards they are capable of, especially in mathematics. As a result, their attainment is much lower than other pupils at the school.
- Too many pupils are not making the progress that they are expected to make in reading, writing and mathematics.
- Not all teachers have high enough expectations of pupils. They do not push pupils enough to make faster progress. In lessons, tasks do not meet pupils' needs and challenge pupils to do the best they can.
- Often, the pace of learning in lessons is slow, and pupils do not produce enough work.
- Teachers' marking sometimes misses important mistakes pupils have made.
- Teaching is not consistently good enough and, consequently, pupils' achievement varies considerably between similar classes.
- In lessons when the work is not well matched to their ability, pupils' attention deteriorates. Pupils sometimes cannot continue with the work on their own or lose interest in it.
- The school's overall judgement about its effectiveness has not been accurate.
- Leaders are not monitoring the information they receive about pupils' achievement in enough detail and do not take swift enough action to ensure that all groups of pupils achieve well.
- Leaders and managers are not doing enough to improve teaching.
- Governors are not pushing the school hard enough to improve. They do not have a clear view of how good teaching and pupils' progress are, or of how well additional funding is being used.

### The school has the following strengths

- Pupils are well cared for. They report that they feel safe in and around the school. They are respectful of each other and their teachers.
- Pupils are proud of their school and are keen to represent it in a wide range of sports, music and artistic activities.

## Information about this inspection

- Inspectors visited 26 lessons and observed 15 teachers. The headteacher joined an inspector for a number of observations. In addition, inspectors made a number of short visits to observe small group work, to look at phonics (linking letters and sounds), literacy and numeracy teaching.
- Discussions were held with the headteacher, staff, pupils, the Chair of the Governing Body, a representative from the local authority and a number of parents who requested to speak to the lead inspector.
- Inspectors observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement information and documents relating to safeguarding children.
- Inspectors took account of the 75 responses to the on-line Parent View survey and the 38 responses to the staff questionnaire during the inspection. Inspectors spoke to some parents in the playground at the start of the day and received four letters from parents during the inspection.

## Inspection team

John Cavill, Lead inspector

Additional Inspector

Jan Edwards

Additional Inspector

Linda Rafferty

Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- King Charles is a larger-than-average-sized primary school; most children who attend are from within the town.
- Children in the Early Years Foundation Stage are taught in Nursery and Reception classes.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for pupils known to be eligible for free school meals, for those who are looked after by the local authority and for children from armed service families, is below average.
- The school meets the government's current floor standard, which sets the minimum expectation for pupils' attainment and progress.
- The school manages a breakfast and after-school club.

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

- Improve the quality of teaching so that it is always good by ensuring that teachers:
  - plan lessons with tasks that meet the needs of all pupils and challenge them to do the best that they can
  - make better use of the information gained on the progress pupils are making to reshape and extend individual pupils' learning
  - teach lessons at a suitably brisk pace and demand that more work is produced by the pupils in a sustained and uninterrupted way, especially in writing
  - mark pupils' work accurately, highlighting mistakes to eliminate any misunderstanding for pupils.
- Improve the progress of those pupils who are losing ground, so that all pupils make at least expected rates of progress in English and mathematics, and that those eligible for free school meals do better, by:
  - making sure teachers have high expectations of what pupils can achieve, especially those who are eligible for free school meals
  - making better use of additional adults in classes, ensuring they support pupils' learning well, especially those pupils identified as needing additional support to accelerate their learning
  - monitoring how effectively the additional pupil premium funding is used to improve the achievement of eligible pupils, making changes where required to ensure their attainment improves.
- Improve leadership, management and governance by ensuring that leaders:
  - develop better skills in accurately judging the effectiveness of the school and the actions it takes, and that self-evaluation clearly focuses on outcomes for pupils
  - use the data on pupils' achievement to monitor more closely the progress made by different groups of pupils and take swift and effective action to eliminate any inconsistencies and raise

pupils' attainment

- use data about pupils' achievement more effectively when monitoring the quality of teaching, and take steps to eliminate the inconsistencies that exist between classes
- improve governors' understanding of well pupils are doing and how well funding is being used, so that they have a clear picture of where there are weaknesses in teaching, and rigorously challenge the school to improve
- undertake an external review of governance in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### is inadequate

- The progress of pupils who are known to be eligible for free school meals, especially in mathematics, is inadequate. This has resulted in a wide gap in attainment between these pupils and others at the school as measured by average point scores. In the 2012 Key Stage 2 national assessments, pupils who are eligible for free school meals attained levels almost two years behind their peers in mathematics. Although in English attainment for the two groups was similar, the school is not ensuring equal opportunities in terms of overall academic opportunities.
- Too many pupils do not make enough progress in reading, writing or mathematics, and progress rates vary widely between different classes. In many classes the proportion of pupils who are making at least the expected progress is well below the national average. As a result, achievement is inadequate.
- Almost no groups of pupils who left the school in July 2012 made more than the expected rate of progress. The data that compare how well pupils moved on in English and mathematics since Key Stage 1 show the school to be around the bottom 5% of schools nationally in mathematics; the position declined rapidly from 2011.
- The focus on mathematics across the whole school since September 2012, including the implementation of a new calculation policy, has improved progress in mathematics for some pupils. There is now much less difference in rates of progress between mathematics and reading and writing for most pupils, including boys, where some success has been had in closing the gap between them and the girls. However, current tracking data held at the school show that little has changed for pupils eligible for free school meals and, in most years, they are attaining levels that are between one and two years behind other groups.
- Some disabled pupils and those who have special educational needs, especially those with a statement of special educational needs or supported by school action plus, make progress that would normally be expected from their starting points, due to some focused support. However, too many pupils, particularly at school action, make inadequate progress.
- The school's scheme to support the teaching of phonics (linking letters to their sounds) is having a positive effect on raising pupils' achievement in reading, especially at Key Stage 1. Reading attainment at the end of Year 2 is average, and is above average at the end of Year 6.
- Most children join the school in the Nursery, but some join at the start of the Reception year. On entry, children's level of skill and knowledge is often below what would normally be expected for their age, especially in reading, writing and mathematics. Achievement within the Early Years Foundation Stage requires improvement, as the progress made by children in reading, writing and mathematics is not as good as the progress they make in other areas of development.

### The quality of teaching

### is inadequate

- The quality of teaching is not consistently good enough and is resulting in inadequate progress being made by a significant proportion of pupils. This has been especially noticeable in mathematics and has led to inadequate achievement.
- Teachers' expectations for what pupils, especially those who are eligible for free school meals, are able to achieve are not high enough. As a result, too many pupils do not make enough progress from their individual starting points in English or mathematics.
- Often the work teachers provide for pupils in lessons is not demanding and provides pupils with only a limited amount to get done in the lesson. In a Year 4 mathematics lesson, for example, pupils were given a chart showing temperature and hours of sunshine to work out the mode, median, mean and range, a task that should have taken a much shorter amount of time. Consequently, many pupils lost interest and stopped working.
- Teachers plan lessons based on ability groups within the class. However, this is not meeting all pupils' needs, as many are not making the expected progress. Teachers are not using the

information that is collected by the school on pupils' progress effectively enough to inform their planning. The work set is often too easy and does not extend or challenge pupils to make faster progress.

- When teachers monitor how well pupils in the class are doing they do not use this information to move individuals on to other work that would accelerate their progress. Often teachers talk to the whole class, going through the task for too long, before pupils are able to start working independently. This limits the time they have to work uninterrupted and develop extended pieces of work for themselves. This is especially the case in writing, where evidence in pupils' books indicates that most writing tasks are undertaken in a limited time slot.
- There are examples of better teaching. For example, in a Year 6 literacy lesson, pupils worked independently preparing to write an extended 'quest story'. The teacher challenged pupils to use high-level writing and punctuation and their learning was supported well with clear objectives and success criteria that enabled pupils to know when they had been successful. Consequently, pupils' progress in this lesson was good.
- Teachers mark pupils' books regularly, but the quality is variable. Comments are provided for pupils to help them improve, but not all of these are followed through to rectify the original problem. Teachers are not careful enough and are missing incorrect work, including misspellings, allowing pupils to think they have it right when it is not.
- In the Nursery and Reception classes, the teaching requires improvement as not all children, especially the more able, are appropriately challenged to make better progress. The setting is well planned and attractive. Children are encouraged to use the outdoor space that develops their practical and sensory learning well.
- In the Early Years Foundation Stage, teaching assistants generally work well with teachers on planned activities to develop children's learning. However, elsewhere in the school, this is not always the case and, in some lessons, additional adults are not always providing effective learning support in lessons.
- While the majority of parents spoken to by an inspector, or who completed the on-line questionnaire, were happy with the quality of teaching at the school, a significant minority, including some who contacted the lead inspector directly, disagreed. This mirrors the inconsistency within the quality of teaching observed at the school and reflects the inspection finding that teaching is inadequate.

### **The behaviour and safety of pupils** require improvement

- Too few pupils have the independent skills they need to be able to learn on their own without relying on adult support and guidance. This is limiting their ability to make better progress in their learning. In lessons, especially where the level of challenge is not good enough, there are too many occasions when pupils act passively, either listening to adults without contributing or sitting waiting for the next instruction. Pupils behave obediently without being sufficiently involved in their lessons and, therefore, behaviour requires improvement.
- Pupils are proud of their school and they behave well around the school. They are respectful and greet visitors politely. They are confident in their discussions and are extremely polite and courteous to each other and their teachers.
- The care of pupils is a strength and pupils are happy at school. They have a clear understanding of the different types of bullying, such as physical, verbal or cyber bullying, and know about the safe use of social media websites. All pupils interviewed said that they were not discriminated against and that the few instances of bullying are dealt with well by staff and, as a result, they feel very safe at school. There are few instances of exclusions.
- Almost all parents recognised that the school keeps their children safe and most thought that the pupils are well behaved.
- Pupils' spiritual, moral, social and cultural development is promoted well through the curriculum and a wide range of other activities, such as residential trips, sporting events and concerts. Pupils work together well in groups and appreciate each other's backgrounds. They show a

genuine interest in their school and the school council provides pupils with an opportunity to take an active interest in running it.

- Attendance has improved and is now average because of the work the school has done to promote regular attendance at school. The breakfast club provides pupils with a good start to the day. Pupils are well cared for in the after-school club.

## **The leadership and management are inadequate**

- Leaders have not demonstrated the capacity to sustain improvements. They do not analyse the progress made by different groups of pupils well enough, or check how well these groups are doing in comparison with pupils nationally. This is especially the case for pupils eligible for pupil premium funding. As a result, leaders have not responded quickly enough to these pupils' slower progress and much lower attainment. Many of the actions taken to tackle areas requiring improvement from the previous inspection have not been successfully addressed.
- As there are significant weaknesses in leadership and management, newly qualified teachers may not be appointed to this school.
- The headteacher and other leaders monitor the quality of teaching with regular lesson observations and individual pupils' progress is checked in meetings between leaders and teachers. However, this process is not effective in ensuring that all pupils are making at least the expected rate of progress. The data are not being used to check teachers' impact in the classroom and challenge the inconsistencies in outcomes for pupils across classes.
- The headteacher has not managed the performance of teachers sufficiently well to ensure that teaching improves achieve better outcomes are achieved for all groups of pupils. Although some teachers have not been allowed to progress onto the upper pay scale, teachers are not held fully accountable for the inconsistency in achievement of the pupils they teach.
- The school's self-evaluation is inaccurate as the overall judgements the school makes about itself suggest that the school is better than it is. However, observations made by leaders in the self-evaluation document more closely reflect the findings of this inspection.
- Only half of the parents who responded to the on-line questionnaire indicated that they thought the school was led and managed well. This was similar in proportion to the views of parents who either spoke or wrote to the inspectors during the inspection. Approximately one quarter of the on-line responses say parents would not recommend this school to others.
- The funding received through the pupil premium is not being used effectively to target support for eligible pupils. Leaders and governors have not monitored closely how much impact this additional funding is having and, as a consequence, have not supported these pupils well enough to accelerate their progress and close the gap in attainment with other pupils.
- The local authority supported the school with assistance to challenge the quality of teaching. More recently they have provided the school with some light touch support, as it was identified as not being at risk. However, the local authority did identify some weaknesses in pupils' achievement.
- **The governance of the school:**
  - Governors have supported the headteacher in starting to challenge underperformance. They receive information on how the management of teachers' performance is linked to pay progression. However, governors have not pushed the school hard enough to improve the quality of teaching in order to raise achievement for individuals and groups. Governors do not fully understand how well pupils are performing and where groups are not doing as well as they should when compared to national figures, so they are unable to fully hold the school to account. Governors check on teaching, but they do not have a clear enough view of the way weaknesses in teaching are having an impact on pupils' progress. Governors do not know how much impact the pupil premium funding is having on the achievement of eligible pupils. Governors ensure statutory requirements relating to safeguarding are fully in place. The governing body is experienced and undertakes additional training to increase its capacity.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	111995
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	401224

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

<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 of pupils on the school roll</b>	435
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fiona Osman
<b>Headteacher</b>	Heather Taylor
<b>Date of previous school inspection</b>	30 September–1 October 2009
<b>Telephone number</b>	01326 313607
<b>Fax number</b>	01326 312998
<b>Email address</b>	secretary@king-charles.cornwall.sch.uk

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