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11 October 2013

Mrs Claire Fortey  
The Headteacher  
King Charles Primary School  
Western Terrace  
Falmouth  
Cornwall  
TR11 4EP

Dear Mrs Fortey

### **Special measures monitoring inspection of King Charles Primary School**

Following my visit to your school on 11 October 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in July 2013.

### **Evidence**

During this inspection, meetings were held with the headteacher, the Chair of the Governing Body and six additional members, a senior adviser from the local authority, a representative from the Diocese of Truro, all members of the senior leadership and management teams. The local authority's statement of action and the school's action plan were evaluated. The inspector conducted a learning walk with the headteacher. The single central record was evaluated.

### **Context**

There have been several changes since the previous inspection. The headteacher at the time of the inspection is currently not in post. A local headteacher of an outstanding school, who is also a National Leader of Education, has been appointed as interim headteacher until at least summer 2014. A new senior leadership team

and a senior management team have been created. Two experienced and skilled governors have been appointed to the governing body.

### **The quality of leadership and management at the school**

Since her arrival at the beginning of term, the interim headteacher has made profound changes to the leadership and management of the school. Governors, other senior leaders and managers and teaching assistants all talk with one voice when they say, 'This is now a completely different school to the one at the time of the inspection.' Morale is high because staff feel supported and they are encouraged to be active in contributing to school improvement.

The interim headteacher is leading decisively and has high expectations of her senior leaders and managers to drive the necessary improvements. Their skills are developing rapidly and they are becoming more effective in their roles because they are fully involved in, for example, joint monitoring activities. Effective classroom practice is being modelled well, such as marking pupils' work, and this is resulting in better consistency as observed first hand during a learning walk. New policies for teaching, learning and marking have established a consistent approach and served to raise teachers' expectations in lessons.

The school's action plan provides a comprehensive, clear and precise set of priorities to tackle the school's weaknesses. The plan articulates the ambition, vision and drive witnessed on inspection. Actions are carefully matched to the findings of the recent inspection and the local authority statement of action. How success will be measured is outlined and clear objectives set in a detailed timeline against which progress can be measured. To strengthen the plan even further, the interim headteacher and governors are planning to introduce some additional external 'checks and balances'. These external evaluations will provide a valuable additional independent validation of the progress the school is making and the success of the plan.

The governing body has reacted positively to the inspection findings. New roles and responsibilities have been established, with key named members overseeing vital areas, for example the use and impact of pupil premium funding. Arrangements to undertake an external review of governance have been made and an audit of skills conducted. The appointment of two new members has strengthened the skills set of the governing body. The newly established monitoring committee is receiving high quality information on the performance of the school. The new arrangements to record these 'key questions' asked during meetings provide clear and effective evidence of challenge from governors regarding the quality of education at the school. There are also appropriate arrangements in place to keep parents well informed and seek their views through the Parent Forum.

The local authority has provided prompt support. The appointment of the interim headteacher has immediately brought about significant improvements. The

statement of action supports the school's rapid improvement and identifies individuals responsible for each action. Systems to check and evaluate the difference that actions are making are clear and thorough. The interim headteacher and governors are held accountable for implementing agreed actions. External consultants have conducted training in the use of data for governors and carried out a planning and marking scrutiny. However, some advice offered to governors is inaccurate and the reporting on the impact of the school's actions to improve the quality and consistency of marking is not of a high enough quality.

Following the monitoring inspection the following judgements were made:

The local authority statement of action is fit for purpose.

The school's action plan is fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

I am copying this letter to the Secretary of State, the Chair of the Governing Body, the Director of Children's Services for Cornwall and the Diocese of Truro. This letter will be published on the Ofsted website.

Yours sincerely

Richard Light  
**Her Majesty's Inspector**