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7 March 2014

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

Dear Mrs Fortey

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

Following my visit with Jennifer Cutler, additional inspector, to your school on 5–6 March 2014, 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 previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in July 2013. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of special measures.

The school may appoint one newly qualified teacher before the next monitoring inspection.

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

Yours sincerely

Richard Light  
**Her Majesty's Inspector**

## Annex

### The areas for improvement identified during the inspection which took place in July 2013

- 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 how 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.

## **Report on the second monitoring inspection on 5–6 March 2014.**

### **Evidence**

Inspectors evaluated the impact of the school's work in addressing the areas for improvement identified at the last full inspection. They scrutinised monitoring documents, information on pupils' progress and the school's plans for improvement. Inspectors met with the headteacher and other leaders, two groups of pupils, teaching assistants and 11 members of the governing body, including the Chair. One inspector spoke informally to parents in the playground and held a phone call with two representatives from the local authority. Inspectors observed 16 lessons and every teacher was seen teaching.

### **Context**

Since the last inspection in October 2013 two new teachers and four teaching assistants have been appointed. The governing body has started the formal consultation process to become a sponsored academy.

### **Achievement of pupils at the school**

At the end of the last academic year the attainment of pupils in Year 6 was in line with the national average. However, their progress fell well below what is normally expected. Since that time the rate of progress for all groups of pupils has increased markedly and continues to accelerate. Consequently, standards are rising across the school in reading, writing and mathematics. School information, lesson observations and work seen in pupils' books on inspection indicate that Year 6 pupils are on track to catch up on any previous underachievement and make their projected targets for 2014. This represents a significant improvement on the performance of the previous year. This rate of improved performance is replicated in all other year groups.

School leaders correctly identified that previous assessments of pupils' attainment in writing were unreliable. Appropriate training to help teachers make accurate judgements about pupils' work is resulting in tasks being much more closely aligned to pupils' needs. Effective use of exciting texts, such as *James and the Giant Peach*, are capturing pupils' interest and helping to speed up their progress rapidly. As a result, the gap between pupils' performance in writing and other subjects is closing quickly. Local authority-led checks in the Early Years Foundation Stage fully support the school's judgement that children's progress continues to accelerate. School leaders are acutely aware of the importance of ensuring good quality provision in the Early Years Foundation Stage to embed and sustain longer-term improvements.

The overwhelming majority of pupils eligible for the pupil premium are now making or exceeding the progress of their peers. Governors keep a close eye on the impact

of pupil premium expenditure through regular reports and first-hand evidence gathering. Adults who work with disabled pupils or those identified as having special educational needs ensure they have enough support to achieve well but importantly, not too much that they become overly reliant on adults.

### **The quality of teaching**

Almost all lessons during this monitoring inspection were observed jointly with the headteacher or members of the leadership team to confirm their judgements and gauge their accuracy in giving feedback. Judgements provided are accurate and points for improvement systematically checked to see if the advice given previously has been followed. Steps taken to improve teaching through effective modelling of best practice by the headteacher and senior leaders are proving highly successful. Almost all teaching seen on inspection was good and some was outstanding. In good lessons teachers' planning ensures that activities accurately match and challenge pupils of different abilities well. Teachers use their subject knowledge of language features and the purpose and organisation of different texts well to support pupils' writing. Information gathered from activities to check on pupils' performance, school data and marking are used effectively to re-shape activities and ensure lessons progress at a rapid pace. Teachers' marking is now clear, manageable and enables pupils to know what they need to do to improve their work. Pupils spoken to could point quickly to where marking has helped them and how they have acted upon it.

Pupils' attitudes to learning have improved dramatically. For example, teachers have reorganised mathematics lessons in Year 6 into boys and girls classes to bridge the gender gap in performance. This step is successfully enabling girls to discuss, reason and justify their mathematical thinking in a methodical and systematic way. Pupils were very positive about the impact of this strategy. Very occasionally, lower ability pupils are not provided with enough structure to help them organise their work or scaffold their learning so they achieve as well as other pupils.

### **Behaviour and safety of pupils**

Pupils recognise the changed ethos within the school. This is also reflected in the improved attendance this academic year which has moved from being below the national average to above. Pupils welcome the new approach from the lunchtime supervisors and report that their playtimes are now more fun and enjoyable. They play sensibly and creatively on the playground and move around the school in an orderly manner. Younger children relish the opportunity to play out-of-doors and thoroughly enjoyed attempting to play hockey while being transported on space-hoppers. Pupils have a good understanding of how to keep themselves safe including the use of new technologies. Curriculum topics such as Seaside Rescue help pupils to know what to do about keeping themselves safe by the sea. Throughout the school pupils exhibit well-developed personal qualities and attributes; they are polite and courteous to each other and visitors. Relationships

between adults and pupils are very strong. Pupils work well in pairs, groups or on their own to complete tasks set. In lessons they demonstrate consistently positive attitudes to learning. They apply themselves purposefully to their work and discuss their findings in a confident and mature manner with their peers. Parents recognise that behaviour is improving and that lessons are now more challenging and exciting for their children. Significantly, the pupils spoken to were clear that they feel disappointed in themselves when things now go wrong.

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

The determined approach to improve the quality of education, aspired to by the headteacher for all in the school community, has touched every aspect of the school's work. Her commitment and dedication to bringing about the necessary improvements to the quality of teaching and pupils' achievement are raising the performance of all rapidly. Senior leaders and staff have been inspired and responded to the additional challenge and expectation in a united front, with willingness and enthusiasm. Senior and middle leaders are now playing an increasingly important role in driving improvements, for example by creating a new mathematics calculation policy based on the new National Curriculum.

Systems for tracking the performance of all pupils are being used effectively to check how well planned actions are working. Regular visits to lessons are providing staff and governors with high quality information from which to evaluate successes and plan next steps. Judgements made are detailed, specific and accurate. Opportunities for teachers to visit other schools and conduct joint training sessions are developing their skills and practice quickly. Most importantly the headteacher is providing exemplary guidance as a role model of best practice, drawing on her work as a national leader of education, from which others can emulate and raise their own performance.

The school action plan is the key vehicle for steering an accurate course for improvement. It articulates a high level of expectation and accountability and combines this well with effective support for staff and guidance for pupils. Senior leaders are aware that some middle leaders are yet to undertake first-hand monitoring activities, for example of intervention groups, in order to plan appropriate training for staff and judge the effectiveness of these programmes. Plans are in place to swiftly address this issue.

Governors are highly committed and determined for the school to succeed. Joint learning walks with school staff, attendance at pupils' progress review meetings, staff meetings and senior leadership training provide them with high quality, first-hand evidence of the work of the school. They receive regular reports from which they effectively challenge the school. Such challenge is recorded explicitly on detailed question logs which demonstrate a comprehensive range of interrogation and analysis of the school's performance. The governing body is now well placed to

make informed decisions about the school's future and has started the formal consultation process for the school to become an academy.

### **External support**

The local authority undertook a review of the school in December 2013, and the findings are in line with the finding of this monitoring inspection. The detailed report provides leaders with good advice to help the school move forward. Training for lunchtime supervisors and governors has been well received and helpful. This has resulted in improvements to governance and the playtime behaviour of pupils. Additional support for mathematics and 'assessment for learning' has been less effective. The local authority statement of action has provided an appropriate level of intervention to date; however, additional support and guidance for the school need to be defined more clearly from this point forwards. The statement lacks a clear definition of an exit strategy and the school is unaware of these arrangements. The local authority should seek to rectify and clarify this as a matter of urgency.