

# King Charles Church of England Primary School

Western Terrace, Falmouth, TR11 4EP

**Inspection dates** 25–26 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement has improved markedly since the previous inspection. In all years and for all groups, pupils' progress is good and accelerating.
- Teaching is good overall, with a growing proportion that is outstanding. When the best learning occurs, teachers use their expert subject knowledge to motivate and inspire pupils, who rise to the challenges set.
- High-quality written and verbal feedback to pupils is helping their learning progress rapidly.
- Well-trained and motivated teaching assistants support groups, or pupils who need extra help in lessons, exceptionally well.
- Children in the Nursery and Reception classes receive exceptional-quality support and care from adults.
- Behaviour and pupils' attitudes to learning are outstanding. This contributes significantly to their rapidly improving academic and personal achievements.
- The headteacher shows exceptional leadership. Her tireless dedication ensures that all in the school know exactly what is expected of them and how they can, and do, contribute to the drive for improvement.
- Senior leaders apply high-quality strategies to check on teaching and pupils' progress. This accounts for the rapid improvement to whole-school effectiveness.
- Parents and carers, staff and pupils are universally positive about the school and are greatly appreciative of the improvements that have been made.
- Governors, with the full backing of the staff, have created a culture which promotes excellence and a commitment to continued improvements.
- The range and quality of activities available stimulate pupils' enjoyment of learning exceptionally well.
- All adults use their extensive knowledge of pupils' needs to keep them extremely safe.

### It is not yet an outstanding school because

- While gaps in achievement between groups of pupils are closing rapidly, some remain.
- A small minority of teaching still requires improvement.

## Information about this inspection

- Inspectors observed 26 lessons or part-lessons. Every teacher was observed. Many observations were carried out jointly with senior leaders at the school.
- Meetings and discussions were held with the headteacher, senior and middle leaders, teaching assistants, members of the governing body and a representative from the local authority.
- Inspectors met with two groups of pupils to discuss their work and explore their views about behaviour at the school. An inspector heard some Year 2 pupils reading.
- The views of stakeholders were gained from talking to some parents and carers before school, analysing 41 responses to the school's own questionnaires, examining 28 responses to Ofsted's online questionnaire (Parent View) and scrutinising 26 responses to Ofsted's staff questionnaire.
- A range of documents were looked at, including the school's plans for improvement, records of lesson observations, information on pupils' progress, lesson plans, work in pupils' books and reports of behaviour incidents and attendance.

## Inspection team

Richard Light, Lead inspector

Her Majesty's Inspector

Tracy Hannon

Seconded Inspector

Dee Wheatley

Additional Inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.*

### Information about this school

- King Charles is a larger than average-sized primary school in Falmouth.
- Most pupils are of White British heritage.
- Children in the Early Years Foundation Stage (EYFS) are taught in a Nursery and two Reception classes.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported at school action plus, or with a statement of special educational needs, is well below average.
- The proportion of pupils eligible for the pupil premium funding is average. This is additional government funding provided to schools to support pupils who are known to be eligible for free school meals or those in local authority care.
- The school manages a breakfast and after-school club.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve teaching and raise pupils' achievement further by making sure teachers and other adults:
  - help pupils make effective punctuation, word and sentence choices in their writing and understand the impact these have on the reader
  - question pupils precisely to check their understanding, and to progress their learning, throughout all parts of lessons
  - continue closing the gaps in achievement between those pupils eligible for pupil premium funding, those who are disabled or have special educational needs, and all other pupils.

## Inspection judgements

### The achievement of pupils is good

- Children join the Nursery class with skills and levels of knowledge below those typically expected for their age, particularly in communication, language and literacy. As a result of good and better teaching this year, pupils' progress has accelerated dramatically in all year groups and subjects. At the age of 11, pupils' standards in reading and writing are now above average, and average in mathematics, when compared to all schools.
- Achievement is also good because pupils have extremely positive attitudes towards learning. Pupils like coming to school, learning new skills, acquiring new knowledge and responding to teaching with enthusiasm and enjoyment. They share their ideas thoughtfully in lessons.
- This enthusiasm starts early in the Nursery and Reception classes where children make outstanding progress. Expert organisation of the learning environment allows children to share their ideas and explore their understanding of the world when studying real crabs, mackerel or other fish as part of their sea creatures theme.
- Pupils in receipt of pupil premium funding, along with disabled pupils and those with special educational needs, share in the good progress being made by other pupils. Any pupil in danger of underachieving is rapidly identified and given high-quality, targeted support in lessons or in small-group work.
- The school is aware that a very small group of pupils eligible for pupil premium funding, and some disabled pupils or with special educational needs in Year 3, simply require more time with this high-quality support to fully catch-up on their previous underachievement.
- The headteacher sets highly ambitious targets for pupils' progress. Current school data and work in pupils' books show that in every year group and subject, and for all abilities, progress is much faster than the average for all pupils nationally.
- Pupils' progress has accelerated for three main reasons. First, the frequency of high-quality activities that challenge pupils to extend their reasoning and thinking, for example regularly solving mathematical problems in Year 2. Second, the high-quality teaching and targeted support pupils now receive. Third, the expert checks on teaching by senior leaders.
- Pupils in Year 1 do better in the phonics (the sounds that letters make) check than is expected nationally. The well-structured reading programme is enabling pupils to read with a high level of accuracy and confidence as they move through the school. Pupils are expected to apply the knowledge gained from reading when writing. For example, devising rhetorical questions when writing persuasive letters in Year 2.
- The new sports funding is benefiting all pupils equally from the learning opportunities within lessons and during after-school clubs. A high proportion of pupils participate in new sports clubs including 'What's my sport?' that provides a different sport each week. Activities are well supported by the local secondary school through tailored programmes that meet the needs of the school and wider community effectively. Pupils' participation in physical activities has increased significantly. Currently, 78% of Key Stage 1 pupils and 87% of Key Stage 2 pupils attend at least one of the many sports clubs on offer.
- School staff use homework thoughtfully to extend pupils' skills. For example, menus completed as part of the additional activities for pupils who attend the breakfast club build their information and communication technology ability well, as well as learning about healthy eating.
- Parents and carers are highly supportive of the school, acknowledging the rapid improvements that have been made. In a typical comment, one parent said, 'Both my children are very happy at school. Since September 2013, I couldn't be more pleased with their progress – keep up the great work!'

**The quality of teaching is good**

- Meetings with pupils, staff and governors confirm the rapid improvements in the quality of teaching seen during the inspection. The school's highly detailed and accurate monitoring of teaching and its impact on learning reinforces the inspection evidence. Teaching is typically good, with a growing amount that is outstanding.
- Policies for lesson planning have been fully and consistently implemented. This is driving up the quality of teaching at the school. Highly individualised and interesting activities linking directly to National Curriculum levels challenge, engage and motivate pupils to achieve well.
- Teachers use their secure subject knowledge well to meet the different learning needs of pupils. Lessons typically move at a lively pace, are very effectively planned and build well on pupils' prior learning. Where the best learning occurs, teachers' expert subject knowledge is used to link activities in different subjects exceptionally well. This brings learning alive for pupils.
- Teachers and other adults use their well-developed understanding of pupils' learning to adapt planned activities between lessons. Most adults use effective questioning within lessons to re-shape activities. This results in pupils being challenged throughout lessons and ensures learning progresses at a rapid pace. In a small minority of lessons, pupils' progress slows because some questioning lacks precision when checking pupils' understanding or to progress their learning at a faster rate.
- Teachers' marking in books and oral feedback accelerates pupils' achievement rapidly. Teachers carefully plan in time for pupils to respond to marking, resulting in a mature approach to learning. They have an extremely well-developed notion of their next steps and can identify immediately where the 'purple marking' has helped them.
- The school regards all adults who work with children as 'teaching partners' and teaching assistants play a key part in the school's success. They are confident in their own skills and not afraid to adapt planning when they realise a learning goal has been achieved or learning needs to be developed further. Teaching assistants contribute equally strongly to the marking process because pupils' small steps in learning are shared during planning meetings.
- Provision in the Early Years Foundation Stage is excellent. A highly skilled team of adults deliver very carefully designed activities that shape and build children's emotional, social and key early academic skills extremely well.
- For example, immersion into the world of 'Tiddler' the fish under the sea enabled children to develop their moving and handling skills exceptionally well. Highly imaginative planning linked together areas of learning. Children also developed very good communication skills due to adults' high-quality questioning and creative approaches.
- Staff successfully strive to achieve even better practice by constantly trying to fine-tune their delivery of lessons. This is demonstrated through the refined personal care and specifically targeted support vulnerable pupils receive which is meeting their pastoral needs exceptionally well.
- The teaching of writing is well structured and is helping pupils understand how to write in a wide range of genres. Where effective, such as in Year 5, pupils use a well-developed range of vocabulary and sentence structures to produce engaging autobiographies. However, teachers sometimes fail to explain to pupils the impact of punctuation, word or sentence choices which restricts even better progress.

**The behaviour and safety of pupils are outstanding**

- The behaviour of pupils is outstanding. Their exceptionally positive attitudes to learning contribute significantly to their good academic achievement and personal development. Year 6 girls demonstrated great determination and highly effective teamwork when systematically solving complex algebraic problems in a highly challenging mathematics lesson.
- Pupils, staff and parental questionnaires show that the overwhelming majority agree the school

manages behaviour very well. Pupils spoken to report that learning is never interrupted in lessons because 'we are so involved in our learning, we don't have time for anything else'.

- Pupils thoroughly enjoy lessons and coming to school, as shown by their much-improved attendance. They respond enthusiastically to their teacher's questions and the engaging and motivating activities which help them concentrate for sustained periods of time.
- Behaviour is modelled by adults and managed exceptionally well throughout the school day so that no learning time is lost between lessons or after planned breaks. All adults are extremely respectful and thoughtful to pupils' individual needs.
- The outstanding behaviour seen on inspection is typically reflected in the very small number of recorded incidents in the school's logs. Pupils are extremely confident that any issue, no matter how small, will be resolved immediately.
- Pupils have a very mature and well-developed understanding of the difference between various forms of bullying and disagreements between friends. This maturity extends to the sensitivities witnessed on inspection when some pupils reassured and supported a class friend to overcome their anxieties.
- The school's work to keep pupils safe and secure is outstanding. Pupils have an excellent grasp of how to stay safe including when using new technologies. They act very safely and sensibly in lessons and around the school. Parents and carers agree that the school is a very safe place.
- Pupils play extremely sensibly outdoors and use the range of play apparatus very responsibly. The extremely wide variety of organised activities keeps pupils as 'busy learners'. They are understanding of each other's needs and respect everyone's view in a very caring environment.
- Pupils speak with a high degree of knowledge about the wider aspect of safety beyond the school. Trips and visitors, such as lifeguards, police officers and road safety officers, contribute very well to pupils' awareness of keeping safe in unfamiliar settings.

## **The leadership and management** are outstanding

- The outstanding leadership of the headteacher is fundamental to the transformational journey of improvement the school is undertaking. Her selfless and tireless devotion to helping others, both adults and pupils, is enabling all to thrive in a culture of high expectations and mutual support.
- Senior and middle leaders support the headteacher exceptionally well. They understand their role in the drive for improvement with great clarity. The school's precise action plans are brought to life by the way senior leaders conduct their work with passion and enthusiasm.
- Parents and carers, senior and middle leaders, staff and pupils are united in their overwhelming praise for the ongoing developments at the school. This collective drive for improvement results in all wanting to be the best they can be, as part of a genuine 'learning community'. One member of staff wrote, 'I have never learnt so much, so quickly, and had so much support. There has been an incredible improvement this year with a positive, hardworking management who are happy to lead by example.'
- All staff and governors are involved in the very broad range of insightful monitoring activities. These provide an extremely high degree of analysis and precise information from which improvements can be built. The accuracy and impact of these systems shines through in the quality of teaching and pupils' work seen on inspection.
- The leadership and management of teaching are exemplary. Performance management procedures are not seen as a 'stand-alone' activity but permeate all aspects of the school's work. Exceptional modelling by the headteacher, with an unfaltering emphasis on mutual support and personal development, is enabling all to grow and flourish. Developmental feedback by all senior leaders builds exceptionally well on previous targets and is helping all staff to develop their repertoire of teaching skills rapidly.
- The curriculum is impressive. It provides a range and quality of activities that promote a high level of pupils' enjoyment when learning. Teachers use their good subject knowledge to make highly effective links between subjects. For example, when studying the moon landings, pupils

write in a wide range of genres; this is one reason for pupils' improved achievement. The high attendance at additional school clubs (160 pupils for the various 'book clubs') is typical of pupils' positive attitude to learning.

- External support from the headteacher, initially brokered through the local authority, has been very successful. The school has also drawn well on the expertise provided by two additional members to the governing body to ensure rapid improvement in the effectiveness of governance at the school.
- Spiritual, moral, social and cultural development are outstanding. Year 6 pupils are challenged in their thinking to use emotive language when writing to 'the unknown soldier' as part of their historical enquiry. Such activities are developing pupils' personal development exceptionally well.
- **The governance of the school:**
  - Governance is outstanding. Governors use the detailed information provided for them, and the penetrating questions recorded in the 'challenge log', to rigorously check on the pace of improvement to teaching, leadership and pupils' achievement. They undertake a very wide range of first-hand evidence-gathering activities alongside senior and middle leaders. This enables them to check the success of subject leaders' action plans while gaining a deeply insightful view of the quality of teaching. As a result, governors are highly visible in school and seen very much as part of the whole team. They have a precise understanding of how performance management is used to improve teaching, how this links to teachers' pay progression and how the processes are bringing about improvements to all aspects of the school's work. Governors demonstrate considerable skill in analysing pupils' progress data. Consequently, they understand exactly the impact that the pupil premium funding is having and hold an acute understanding of how well the school is performing in relation to other schools nationally. Safeguarding is given a very high priority in all aspects of governors' work; this ensures that all statutory requirements are met.

## 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>	441482

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	425
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fiona Osman
<b>Headteacher</b>	Claire Fortey
<b>Date of previous school inspection</b>	2–3 July 2013
<b>Telephone number</b>	01326 313607
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