

Inspection of a good school: King Charles Primary School

King Charles Primary School, Western Terrace, Falmouth, Cornwall TR11 4EP

Inspection dates:

9 and 10 February 2022

Outcome

King Charles Primary School continues to be a good school.

What is it like to attend this school?

Pupils are encouraged to 'shine' at King Charles Primary School. The SHINE (spiritual, hope, inspiring, nurture and environment) curriculum is central to how pupils learn and develop. This is underpinned by the school's Christian values. Staff make it a priority to create an inclusive and safe learning environment. There is a strong sense of community at the school.

Pupils enjoy coming to school. Parents and carers are overwhelmingly positive. They appreciate the care and support staff give to their children. Leaders are determined for all pupils to succeed. Pupils meet the high expectations that staff set for them. Pupils have consistently positive attitudes to learning, from Reception to Year 6. Pupils behave well and bullying is rare. Pupils trust adults to deal with bullying and any other worries they may have. Relationships between adults and pupils are well established and respectful.

Pupils take great pride in the jobs and responsibilities they hold. These include being members of the school parliament (MPs). As MPs they play an active role in school improvement. This helps pupils to develop a sense of responsibility and tolerance of others.

What does the school do well and what does it need to do better?

Leaders are ambitious for all pupils. Subject leaders are knowledgeable about their subjects. They monitor their subjects closely to accurately identify areas for improvement. Pupils, too, are included in monitoring subjects through their roles as MPs. This adds to the information collected by subject leaders to keep them informed about the effectiveness of the curriculum. As a result, teachers are well informed and supported to deliver the curriculum effectively. They use assessment well to identify gaps in learning so that pupils know and remember more over time.

Pupils enjoy reading. They talk enthusiastically about the texts they read. Staff ensure pupils can read a range of different books and text types, including those which address

a range of issues, such as diversity and equality. From the moment children start school in Reception, they learn phonics. Staff share a wide range of rhymes, songs and stories with children to develop their early language and communication skills. Books are matched well to the letters and sounds pupils are learning. When pupils fall behind, teachers provide effective support to enable them to catch up quickly.

Children in early years are well prepared for the next stage in their education. They develop key knowledge they will use later in school. This includes the use of ambitious vocabulary in mathematics and recounting events that happened in the past. The youngest children are challenged by 'star tasks' in the same way that older pupils are. The use of 'big questions' helps to focus pupils' learning in the wider curriculum. Through this, they recall what they learn about their local area in subjects such as history and geography. However, leaders have not identified the most important knowledge they want pupils to learn clearly enough in some foundation subjects. At times, this weakens pupils' wider knowledge in applying what they already know to other ideas or concepts.

Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities. Teachers identify the precise next steps for pupils to learn successfully. They adapt learning so that pupils' needs are met well.

Staff model clear expectations for pupils' behaviour. Pupils enjoy their learning and are keen to do well. They talk positively about the different roles and responsibilities available to them. For example, older pupils can apply to become MPs, mentors or ambassadors. Pupils understand how the school is preparing them to be more tolerant and accepting of others through their wider development.

Leaders, including those responsible for governance, have a detailed and accurate view of the school. They understand the school's work, the curriculum and the school's values and ethos. Leaders, including members of the local advisory board, are considerate of staff workload. Staff appreciate this and are positive about their experience of working at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Procedures for keeping children safe are clear. Staff are trained to be alert to any signs of potential risk of harm. They know that safeguarding is their responsibility. Staff are quick to report concerns. The team of designated safeguarding leaders works effectively together. They work closely with external agencies to provide appropriate and timely support. Recruitment procedures are thorough.

Pupils learn how to help keep themselves safe through the curriculum in areas such as online safety, water safety and mental well-being.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not identified the most important knowledge they want pupils to learn clearly enough in some foundation subjects. This means that, at times, the implementation and sequencing of the intended curriculum are not as effective as they could be. Leaders need to ensure that the specific knowledge they want pupils to learn is identified so that pupils learn and remember more over time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, King Charles Primary School, to be good in June 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144061
Local authority	Cornwall
Inspection number	10212144
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	Board of trustees
Chair of trust	David Parker
Headteacher	Lee Moscato
Website	www.kingcharles.kernowlearning.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- King Charles Primary School converted to become an academy school in September 2017, when it joined Falmouth Multi Academy Trust. The school joined Kernow Learning Multi Academy Trust in September 2020.
- The school has a nursery but there are currently no children attending.
- The school uses no alternative provision.
- The school is a voluntary controlled Church of England school. The most recent section 48 inspection took place in February 2020.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, curriculum leaders, the special educational needs coordinator, staff and members of the local advisory board, including the chair. In addition, the inspector met with a representative from the diocese, the chair of trustees and the trust's chief executive officer.

- The inspector carried out deep dives in these subjects: early reading, history and mathematics. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- The inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- The inspector considered how well the school protects pupils and keeps them safe.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector listened to the views of parents at the start of day two. The 102 responses to the online survey, Ofsted Parent View, including 74 free-text responses, were also considered, along with 33 responses to the staff survey.

Inspection team

Leanne Thirlby, lead inspector

Her Majesty's Inspector

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