



# King Charles Primary School

## Inspection Report

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**Unique Reference Number** 111995  
**Local Authority** Cornwall  
**Inspection number** 289138  
**Inspection dates** 27–28 November 2006  
**Reporting inspector** Derek Watts

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

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<b>Type of school</b>	Primary	<b>School address</b>	Western Terrace
<b>School category</b>	Voluntary controlled		Falmouth
<b>Age range of pupils</b>	3–11		TR11 4EP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01326 313607
<b>Number on roll (school)</b>	461	<b>Fax number</b>	01326 312998
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Jackie Glassonbury
		<b>Headteacher</b>	Heather Taylor
<b>Date of previous school inspection</b>	22 April 2002		

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

King Charles is a much larger-than-average primary school. Most pupils are from a White British background and only a few pupils speak English as an additional language. The proportions of pupils with learning difficulties and disabilities and those eligible for free school meals are below average. Children's attainment on entry to the school is above average. The current headteacher took up her post in January 2006.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is an improving school which provides a satisfactory standard of education for its pupils. Pupils' personal development is good and a real strength of the school. Their academic achievement is satisfactory. Parents are pleased with the way the school is improving and a number praised the new headteacher. 'The new head is enthusiastic, energetic and willing and able to make changes to make the school even better' wrote one, while another commented, 'Since the new head arrived there have been many improvements'.

Leadership and management are satisfactory and improving under the strong direction of the new headteacher. She has thoroughly reviewed the school's performance and has taken effective action to bring about changes. More rigorous assessment and target setting are giving teachers a clearer idea of how well individual pupils are doing but systems are too new to have had a significant impact on raising achievement. The developing curriculum is satisfactory but not yet fully effective in meeting the needs of higher attainers. It is being revised to create more meaningful links between subjects and greater emphasis on investigative work. The curriculum is enriched with a very good range of additional activities. Subject leaders' roles have been extended so they are more involved in monitoring and developing their subjects. These changes are beginning to have a positive effect on pupils' achievement, particularly in writing. Nevertheless, the school is aware that there is more to be done in order to accomplish its vision of good achievement for all pupils.

There have been significant improvements to the Foundation Stage curriculum recently. Children in Nursery and Reception are benefiting from a wider range of learning experiences. Progress is satisfactory in all areas of learning and improving. Pupils continue to make satisfactory progress throughout the school and attain above-average standards in Year 6. Standards in mathematics are not as high as those in English because too few pupils reach the higher levels of attainment. Action is being taken to tackle this by matching tasks more effectively to pupils' needs and increasing investigative and problem-solving work. Teaching and learning are satisfactory and improving as a result of regular monitoring, training and support for all staff. Most teachers use assessment data well to plan and match tasks to pupils' needs so they are suitably challenged. In some lessons, challenge and pace are not high enough and this slows the rate of learning.

Good pastoral care and support contribute significantly to pupils' good personal development. Pupils enjoy school and have very positive attitudes to learning. Clear expectations and excellent relationships within the school lead to exceptionally good behaviour. Pupils readily take on responsibilities. They show a good understanding of the importance of healthy lifestyles and keeping safe. Pupils are well prepared for the next stage of their education.

## What the school should do to improve further

- Raise achievement, particularly in mathematics, so that more-able pupils attain the higher levels.
- Make more consistent and effective use of assessment, target setting and tracking information to ensure that all pupils make the best possible progress as they move through the school.
- Ensure that all lessons are suitably challenging and that tasks are well matched to pupils' needs.

## Achievement and standards

### Grade: 3

Across the school, pupils' achievement is satisfactory. In Reception, many children exceed the standards expected by the end of the year. This represents satisfactory achievement, given their above-average attainment on entry. Standards in Year 2 are well above average in reading, above average in writing but broadly average in mathematics. Pupils make good progress in reading because of well-planned reading programmes. There is underachievement in mathematics because not enough of the more able pupils attain the higher Level 3. Standards in Year 6 are above average in English and science. Effective action has been taken to raise attainment for the more able pupils in writing across the school. Standards are only just above average in mathematics because too few pupils are attaining the higher Level 5. In mathematics, there has been an over-reliance on a published scheme. Work has not always been well matched to pupils' needs and there were insufficient opportunities for pupils to apply mathematical skills. These shortcomings are being tackled. More investigative work is being introduced and tasks are matched more closely to pupils' needs.

## Personal development and well-being

### Grade: 2

Pupils really enjoy learning. They said that learning is now more fun and they have opportunities to expand their own ideas. Behaviour in and around the school is outstanding. Pupils are extremely friendly and polite. Spiritual, moral, social and cultural development is good. Attendance and punctuality are satisfactory. Appropriate strategies are being introduced to improve attendance further.

Pupils have a clear understanding of the need to stay healthy. They take regular exercise through physical education lessons and enjoy the wide range of sporting activities on offer. They make good use of the equipment available for them at lunchtimes to help them keep fit. Pupils take their responsibilities as monitors and members of the School Council very seriously and are actively involved in raising money for charities. Many pupils, particularly the choir and orchestra, take part with enthusiasm in community events. Above-average attainment in English, good information and communication technology (ICT) skills and plenty of opportunities to work in teams all help to prepare pupils well for their future lives.

## Quality of provision

### Teaching and learning

#### Grade: 3

The headteacher, with local authority support, has introduced effective strategies to improve teaching and learning. Most teachers are now using assessment well to plan their lessons so that activities and tasks are matched to pupils' abilities. Pupils make good progress in those lessons where teachers' expectations are high and pupils are challenged by interesting tasks. However, this is not the case in all lessons. On occasions the rate of learning slows because pupils are given work that provides insufficient challenge. Pupils are becoming increasingly confident in assessing their own learning. Through the use of writing targets, they are beginning to take more responsibility for their learning. In a few lessons, pupils are not given sufficient opportunity to participate in their learning because activities are mostly directed by the teacher. There are well-established systems for identifying and supporting pupils with learning difficulties and disabilities. These ensure that they make satisfactory progress.

### Curriculum and other activities

#### Grade: 3

A new curriculum is in the early stages of development. It aims to increase pupils' enjoyment by making more effective links between different subjects. For example, pupils have good opportunities to apply and improve their writing skills in geography and history. The curriculum has not been effective enough in meeting the needs of the more able pupils. Investigative and problem-solving opportunities are being increased in mathematics and science as part of the current drive to raise achievement. The teaching of skills in ICT has improved considerably since the last inspection. Learning to speak French in Years 3 to 6 prepares pupils well for life in the European community. The curriculum is enriched by a very good range of additional activities, such as educational visits and links with the local community. Year 6 pupils exhibited their high quality digital art work at Falmouth Art College and the singing club have produced a commercial compact disc recording.

### Care, guidance and support

#### Grade: 3

Pupils are well cared for and parents are happy with the care their children receive at school. Staff know their pupils well and ensure they are taught in a secure and safe environment. There are effective procedures to ensure that all pupils are protected and safe. Good links with external agencies help to provide for the needs of all pupils, including those with learning difficulties and disabilities. Teaching assistants are well deployed and provide appropriate support for pupils.

Effective assessment systems have been introduced very recently and teachers are beginning to track the progress of individuals and groups of pupils. This is starting to have a positive impact on raising achievement, particularly in writing, but is not yet

established in other subjects. Pupils have clear learning targets for writing but targets for mathematics are not consistent across the school. Good marking enables pupils to know how well they are doing and what they need to do to improve.

## **Leadership and management**

### **Grade: 3**

Leaders and managers are successfully promoting pupils' personal development. Under the new headteacher, they are becoming increasingly effective in raising achievement. The headteacher brings enthusiasm, relevant experience and clear educational direction to the post. She has successfully encouraged staff and governors to focus on raising achievement and improving the quality of provision. As one subject leader said, 'She has shared her vision and she's inspiring'. The roles of subject leaders, which have been relatively limited until recently, are being extended so they are more involved in monitoring provision and raising achievement. Subject leaders said, 'Since the arrival of the head, we have been empowered to do the job'. The deputy headteacher provides effective support to the headteacher and subject leaders are leading initiatives such as extending writing opportunities and developing problem-solving skills in mathematics. There have been many improvements to provision during the last year but most of these are too recent to have had a significant impact on pupils' achievement.

School self-evaluation is accurate and thorough and gives staff and governors a clear overview of the school's strengths and areas for development. Improvement planning is sharply focused on the most pressing issues of raising achievement, improving teaching and the curriculum and developing subject leaders.

Since the last inspection, the school has made inadequate improvements, particularly in areas such as raising achievement for the more able and developing subject leaders. Recent improvements in these areas, along with improvements in teaching, the curriculum and standards in writing, demonstrate that the school now has at least a satisfactory capacity to improve.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found out. We think that King Charles is a satisfactory school. Under the leadership of your new headteacher, the school is showing signs of getting better. The teaching you receive is satisfactory and improving and many of you have said that learning is now more fun.

These things were strengths of the school

- You clearly enjoy school and the very good additional activities offered.
- Your behaviour is outstanding and you are courteous and friendly.
- You get on well with other pupils and adults.
- The staff know you and care for you well and you receive good support from them.
- Your new headteacher is leading many improvements in the school.
- Your parents are pleased with the way the school is improving.

These are the things the school has been asked to improve

- Help some of you to make more progress, particularly the more able pupils in mathematics.
- Give you all challenging targets to achieve and track your progress very carefully
- Make sure that teachers always give you work that is hard enough so that you make good progress in every lesson.

Finally, thank you once again for all your help. We wish you all the best for the future.