

# King Charles Primary School

## Inspection report

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<b>Unique Reference Number</b>	111995
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	337807
<b>Inspection dates</b>	30 September –1 October 2009
<b>Reporting inspector</b>	Stephen McShane HMI

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 category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	463
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jackie Glassonbury
<b>Headteacher</b>	Heather Taylor
<b>Date of previous school inspection</b>	7 November 2006
<b>School address</b>	Western Terrace Falmouth TR11 4EP
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 20 lessons, and held meetings with governors, staff, pupils, parents and the headteacher from the local secondary school. They observed the school's work, and examined school improvement planning, monitoring records and presentations of the pupils' work. The team also considered the 117 parental questionnaires that were returned to them.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of different groups of pupils as they move up through the school
- the impact of plans to improve the teaching so it is consistently good
- the effectiveness of leadership at all levels to bring about consistent and sustained improvement.

## Information about the school

King Charles is a large school. Below average proportions of pupils have free school meals or special educational needs and/or disabilities, although the numbers vary between different year groups. Recently the school has admitted more pupils with special educational needs and/or disabilities, particularly pupils with learning or behavioural difficulties. The vast majority of pupils at the school are White British. There are two classes in each year group. The Early Years Foundation Stage provision consists of two Reception classes and a nursery, where children attend part time. Approximately half the children attend the nursery before they start in Reception. The school has been extensively refurbished, although recently there have been problems with the site which have restricted the amount of space available for pupils to play in. The school is working hard with the county council and its Private Finance Initiative (PFI) partner to resolve this situation.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

King Charles is a satisfactory school. It has many good features. Satisfactory teaching means that pupils leave the school with above average attainment, having made satisfactory progress. They also leave with a range of other good and sometimes outstanding outcomes, for example, their very good awareness of how to lead a safe and healthy lifestyle. This is because the school cares for them well, and provides a good curriculum.

In the Early Years Foundation Stage, caring and experienced adults support the children so that they settle well into a vibrant and stimulating learning environment. However, as there are differences between classes in the ways children are assessed and the resulting information used to inform teaching, some children are challenged more than others and therefore progress is inconsistent. This picture of high quality care but inconsistency of teaching and progress is reflected throughout the school.

Inspectors saw lessons that were good with outstanding features and lessons that were barely satisfactory. This confirms the school's own monitoring of teaching. Despite a great deal of hard work by some managers and staff over the last few years, this has meant that in some year groups or classes, pupils have made inadequate progress. This has had to be compensated for by good and outstanding progress in other years or classes. Whole-school systems have been introduced, particularly related to assessment and marking, but these are not consistently improving learning. In some classes they are evident, embedded and making a strong contribution. Work is well matched and teaching is responsive to the pupils' needs. Marking and feedback are encouraging and ensure that pupils know how to improve their work. In some classes, these systems are evident but not having enough impact; for example, marking is regular but does not help pupils improve. In some classes, the systems are not evident.

Pupils are very happy at King Charles. They are polite and well behaved, and feel confident that adults and staff will sort out any problems that may arise. They are interested in learning and are stimulated by a strong curriculum that is enriched by outings, visitors, and the good use of information and communication technology (ICT), including film-making and the production of King Charles news podcasts.

The school is led by an ambitious headteacher who has tenaciously strived to improve things for pupils despite personnel and building issues. She has taken strong action and has been backed by her governors, and this has led to clear improvements in teaching and learning since the last inspection. However, some aspects of improvement have not been fast enough. This is because too much work and responsibility has resided with the headteacher alone and the roles, responsibilities and accountability of senior managers

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are not clear. Monitoring, although generally regular and detailed, has not had enough impact. The school has accurately recognised some of the weaknesses in management through its self-evaluation. Building on some good work by individual and energetic subject coordinators, it has now restructured its middle management team and allocated more time to the deputy headteacher to develop its currently satisfactory capacity to improve.

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

- Improve further the use of assessment to support learning, by ensuring that:
- whole-school data systems are consistently used to inform planning for personalised learning
- feedback, including marking and dialogue, is of a consistently high quality
- pupils understand in detail how to improve their work
- pupils are engaged in the learning process through targeted self-assessment.
- Re-evaluate and redefine the roles of senior leaders to ensure that:
- leadership and management are effectively and appropriately distributed
- lines of accountability are clearly demonstrated and are related to the performance of pupils
- leadership and management are sharply focused on school improvement priorities.
- Improve monitoring and evaluation systems to ensure that:
- inconsistencies in the quality of teaching and learning across the school are tackled and by September 2010 most teaching is good or better.

**Outcomes for individuals and groups of pupils****3**

Pupils' achievement is satisfactory. The school's historical data suggests that progress has been uneven through the school and sometimes has been inadequate, but improvements have clearly been made, and during the inspection, pupils' progress and learning in lessons were never less than satisfactory, and were sometimes good.

Pupils start school with attainment that is above the level expected for this age group, and although test scores vary between years and subjects, they leave with above average standards. Boys often attain higher standards than those expected nationally. Pupils with special educational needs and/or disabilities make satisfactory progress. It is clear that a few individuals have made outstanding improvements in their behaviour and attitude to learning and school.

From the very earliest age, with only isolated incidents, the pupils behave well and are very responsive to teaching. They know the rules and abide by them. They are confident and eager to learn. They play well together and are sensitive to each other's needs. Pupils are very thoughtful and reflective. They are proud of their school, and their strong moral, spiritual and social behaviour contributes significantly to the strong whole-school community feel.

Pupils have an excellent understanding of safe practices. They are acutely aware of the importance of a healthy lifestyle and promote this in their school, including, during the

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inspection, giving advice to one of the inspectors on how his life might be healthier. Pupils eagerly participate in activities such as 'wake and shake', are energetic on the playground and are very successful in local sports competitions. They are very involved in their local community and participate in festivals and activities throughout the year. Their contribution to 'Falmouth in Bloom' was a significant factor in the town winning a gold medal. The gardening club's produce was eagerly enjoyed at the local community's 'Big Lunch'. Through an effective school council, pupils fundraise successfully for different charities, and make suggestions for improvement to school activities. The pupils, however, do not have a consistent voice in improving learning in the school. Pupils are confident about the next stage in their education. Feedback from the secondary school suggests that King Charles pupils make an excellent contribution to their new school from the start. They are eager to participate, are confident in they way they present themselves and are very successful.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The best teaching in the school is based on detailed knowledge of pupils' progress and

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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levels of attainment, including the use of whole-school data. It is planned to meet the needs of different individuals and challenge them. It includes interesting activities that pupils engage in, can see the relevance of, and enjoy. It is carefully adapted according to the responses of the pupils to perceptive questioning. Teachers often have good subject knowledge.

Some of the teaching in the school is not closely matched to the needs and attainments of different groups. There is too much talk to the whole class, activities are mundane, misconceptions are not clarified and some pupils are not challenged sufficiently. Too many pupils are simply completing activities rather than being actively involved in learning.

A number of teachers ensure that marking, and resulting feedback, is a significant factor in the progress pupils make, being regular, encouraging, clearly related to learning and giving points for improvement. However, some books have not been marked by a teacher for quite a period of time.

Pastoral support is a strength of the school. Pupils are known well to staff. Welcoming administrative staff and attentive lunchtime staff ensure that pupils are cared for well. Teaching assistants consistently help pupils with special educational needs and/or disabilities effectively because of sensitive individual and small group work. Innovative transition from the Reception class to Year 1 is very well planned and pupils settle well.

There is a clear system in place to support any pupil who may be vulnerable and individual plans are in place where appropriate. The school works closely with other agencies and there are clear examples of individuals and families who have been supported successfully and sensitively by the school. However, the school does not systematically evaluate its work in this area to ensure that pupils are making the best progress they can and the school is getting the best value for money from the support it provides.

The school has worked hard to improve attendance. It has implemented whole-school systems and individual support to good effect. The well planned curriculum, with key learning skills closely related to subject development, is another strength of the school. It strongly supports the good outcomes in pupils' personal development. It is interesting and is enhanced by a wide variety of outings, for example, to museums, the beach and churches, and by enrichment activities, particularly in sport. Pupils' work is valued and is attractively displayed through the school.

*These are the grades for the quality of provision*

<p><b>The quality of teaching</b> Taking into account: The use of assessment to support learning</p>	<p><b>3</b></p>
	<p>3</p>
<p><b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b></p>	<p><b>2</b></p>
<p><b>The effectiveness of care, guidance and support</b></p>	<p><b>2</b></p>

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## **How effective are leadership and management?**

The headteacher has worked hard to improve the school. She has met a number of challenges along the way but the school environment is now bright and lively, teaching is better than it was and the majority of staff are now eager and committed to the next stage of the school's development. However, there are still too many inconsistencies in practice, and important weaknesses are yet to be tackled effectively so pupils make consistently good progress.

Self-evaluation is broadly accurate and recognises the overall strengths and weaknesses of the school. The process involves governors and staff, as does the good school improvement planning that has clear targets and activities.

Governors know the school well, are well organised and are visible in the school. They have supported the headteacher but have not sufficiently held the school to account for its rate of progress. Historically, they have been too content with the school's reputation and results. They have not been sufficiently ambitious to ensure that King Charles is a good or outstanding school.

The school monitors outcomes carefully and takes effective action to ensure that no group of pupils underachieves because of gender or ethnicity, for example. Its caring environment is reinforced by effective policies to ensure good equalities practice.

The school makes the most of opportunities for involving partners in its work. Its good links with other schools in Falmouth ensure a continuity of approach when pupils go to secondary school and enhance its own curriculum. For example, secondary music teachers work in the school, and staff have opportunities to share ideas with other colleagues and become more informed together to improve teaching and learning. Together the schools have been able to develop extended services, and King Charles pupils make good use of them.

Links with the local community are a strength of the school, as is the way the school develops its pupils' knowledge of Cornwall. The school also provides pupils with other opportunities to learn about different cultures and faiths. It recognises, however, that it does not do as much to ensure that pupils have opportunities to engage with people from different religions and cultures, particularly within multiracial Britain.

Parents and carers are always welcome in the school. There are many ways in which the school keeps in contact with them. Parents are actively involved in fundraising for the school and running successful clubs. There have been workshops to support learning at home, particularly in reading and mathematics.

The school has good practice in relation to child protection procedures. Some aspects of its process of risk assessments of the environment, however, are not robust enough.

*These are the grades for leadership and management*



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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

As in the rest of the school, overall outcomes, provision and leadership and management in the Early Years Foundation Stage are satisfactory because the good features are not consistently seen.

The use of assessment varied between the classes during the inspection. Some good tracking and assessment meant that adults were able to focus on the most appropriate activities and the pupils who needed support or additional challenge. Where assessment was less effective, it was too infrequent or informal, and not used to influence teaching. Opportunities were lost to tailor activities and provide different activities or respond to children's needs, and teaching was at best satisfactory. The good teaching seen during the inspection led to strong personal development, enjoyment and interest in learning and good progress.

There are effective arrangements to ensure the safety and well-being of the children. Interesting and stimulating activities are provided in a bright, welcoming and very caring environment. There is a good balance of learning taking place inside and outside the classroom.

While on a day-to-day basis the provision is managed smoothly, the weaknesses in leadership mean that expectations are not clear and not all practice meets the standards of the best.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Most parents and carers are happy with their child's overall experience at King Charles School. Almost all agreed that pupils enjoy school, are kept safe and helped to have a healthy lifestyle, are well taught and are well prepared for the future. A very small minority of parents expressed concerns about how the school dealt with poor behaviour and bullying. Inspectors investigated these concerns and found that there are good procedures in place and pupils themselves feel that both are dealt with well. While inspectors found evidence of a number of ways in which parents have been involved in the life of the school and a number of parents commented how welcomed they feel, a significant minority of parents and carers still feel that they are 'kept at arm's length' by the school. Some feel their child does 'brilliantly' but inspectors agree with others who have concerns that some pupils may not be having their needs met and are not making the consistently good progress they should.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at King Charles to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 117 completed questionnaires by the end of the on-site inspection. In total, there are 463 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	49	55	47	5	4	0	0
The school keeps my child safe	66	56	49	42	2	2	0	0
The school informs me about my child's progress	22	19	74	63	18	15	2	2
My child is making enough progress at this school	31	27	68	58	7	6	3	3
The teaching is good at this school	36	31	72	62	5	4	0	0
The school helps me to support my child's learning	33	28	60	51	19	16	4	3
The school helps my child to have a healthy lifestyle	39	33	71	61	3	3	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	26	73	62	5	4	0	0
The school meets my child's particular needs	28	24	64	55	16	14	1	1
The school deals effectively with unacceptable behaviour	20	17	77	66	13	11	0	0
The school takes account of my suggestions and concerns	21	18	73	62	11	9	5	4
The school is led and managed effectively	27	23	72	62	14	12	1	1
Overall, I am happy with my child's experience at this school	38	32	68	58	10	9	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



2 October 2009

Dear Pupils

Inspection of King Charles School, Falmouth TR11 4EP

Thank you so much for making us welcome when we visited your school recently. We really enjoyed watching you at work, doing 'wake and shake' and singing and playing instruments so touchingly at your assembly. Thank you to those who talked to us and told us about life at King Charles.

We judged that the school is providing you with a satisfactory education overall and you are making satisfactory progress. These are some of the things we found out.

- You enjoy school; you feel very safe and know a lot about how to live healthy lives.
- You are very involved in the local community. We were very impressed by your 'Fork to Fork' areas, the 'Big Lunch' and your success in 'Britain in Bloom'.
- You are good at sport and win many competitions.
- Many of you are taught well and helped to move onto the next step of your learning. However, this is not always the case and sometimes you do not make the progress you should.
- The adults care for you very well.
- Your headteacher works very hard to keep improving the school but there is still more to be done.

In order to improve your school we have asked teachers and governors to make sure that teaching is good in every class. We would like them to make sure that you know how to make good progress in your work all of the time. You can help by asking how to get better at your work and telling your teacher if you are finding the work too easy or too hard.

We were very impressed by your behaviour and hard work and feel that with everyone working together, you will all do very well and continue to be very happy at King Charles.

We wish you success in the future.

Yours faithfully

Stephen McShane

Her Majesty's Inspector

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