

National Society Statutory Inspection of Anglican Schools Report

King Charles Church of England Voluntary Controlled Primary School

Western Terrace,
Falmouth,
Cornwall
TR11 4EP

Diocese: Truro

Local authority: Cornwall

Dates of inspection: 30th November 2006

Date of last inspection: April 2002

School's unique reference number: 111995

Headteacher: Mrs. Heather Taylor

Inspector's name and number: Dr Vanessa Rowe 187

School context

The school is a large school (457) situated in a residential area of Falmouth. Although the town itself is a high deprivation area, the school has lower than average free school meals and also below average number of children with special needs. There are hardly any children of different ethnic background. The head has been in post since January 2006.

The distinctiveness and effectiveness of as a Church of England school are

The distinctiveness and effectiveness of King Charles School, as a Church of England school, are good. Children are at the centre of the school's life and there is a total commitment to promote and encourage the full potential of each child through positive relationships and the Christian ethos of care and respect.

Established strengths

- Strong leadership which is passionate and determined to provide the best for each child.
- The strong Christian sense of responsibility, care and concern for others shown across all aspects of school life
- Christian values which underpin the rich and diverse curriculum and the excellent relationships that support the development of the whole child.

Focus for development

- Ensure the Christian values apparent in school are made explicit in the school's documentation and the status of being a Church school is overtly made and celebrated
- Continue to develop and embed RE across the school including the development of its range of pupil recorded work and the use of assessment to inform future planning and learning
- Involve the local clergy and church members in the life of the school so that links between churches and school can be strengthened

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The school is good at meeting the needs of all its learners. The school's commitment to 'every matters' means that children feel well cared for, safe and happy. The imaginative and integrate curriculum maximizes enjoyment, relevance and learning and contributes well to children's all r development. Opportunities for spiritual development are planned across the curriculum and m that children are ready to respond to and experience these aspects of their development as pa their everyday life. Examples of integrated work in Art, RE, history and literacy, are particularly noteworthy in this respect. Continued developments of the teaching and learning policy will ens greater consistency and entitlement to these opportunities across the curriculum and across th school. Children feel listened to and valued although the school's council is not yet used reliabl across the school. Children with SEN are particularly well supported. However, some children v

like more support with their work whilst others would like greater challenge. Children are confident, polite and enthusiastic to learn, to think and to reflect and they work very well together. Behaviours and relationships are exceptional, being rooted in the Christian values of respect, encouragement and forgiveness. The good opportunities for multi cultural development means that there is a high awareness of both local, national and global issues to which the children respond with compassion, understanding and practical action.

The impact of collective worship on the school community is good

The impact of collective worship on the school community is good. It is well planned and links in with other themes throughout the curriculum which helps give meaning and relevance to daily lives. There are well planned opportunities for follow-up work with children producing their responses to worship through drama, prayers, poems and posters. Children enjoy and participate fully in worship. It clearly contributes well to children's spiritual and moral development and to knowledge and understanding of the Christian faith. It helps to build up the sense of Christian community by celebrating and affirming a range of achievement in the children and by leading to practical action. This sense of community is strengthened by all staff attending and participating. The worship area provides a sense of occasion and intimacy but could be strengthened by the greater use of Christian symbols. Greater use of the clergy and church members as a resource in collective worship would increase the impact on children of the essentially Anglican character of worship in a Church of England school and lead to greater cohesion between church and school.

The effectiveness of the leadership and management of the school as a church school is good

The Leadership and management of the school as a Church school is good. There is an excellent headteacher who has brought about fundamental changes and improvements since she has been in post. A model of shared leadership means that staff and governors are involved in these developments and they should be commended for the progress that has been made over the past few months. RE is still in the early days of development but the present leadership of both head and RE coordinator, has brought about significant improvement in its timetabling, syllabus and planning which should provide a firm basis on which to build and securing greater consistency of practice across the school.

The ethos of the school is clearly based on Christian values which are shared and lived out by staff and governors. However, the school's documentation is insufficiently explicit about its Christian foundation and distinctiveness and this is reflected in its priorities and planning. The school's foundation is also insufficiently promoted by the scarcity of icons, signs and symbols around the school, particularly in the outside, the reception area and the hall although other displays are very good and contribute well to the Christian ethos of the school. The school questionnaire to parents also does not reflect the school's distinctiveness. Links with the local community and awareness of the wider, global community are excellent.

SIAS report November 2006 King Charles, Western Terrace, Falmouth, Cornwall TR11 4EP