

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

King Charles Church of England Primary			
Address	Western Terrace , Falmouth, Cornwall. TR11 4EP		
Date of inspection	27 February 2020	Status of school	Academy inspected as Voluntary Controlled The Falmouth MAT
Diocese	Truro	URN	144061

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgement	The impact of collective worship	Grade	Good

School context

King Charles is a primary school with 415 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school became part of Falmouth MAT in 2017.

The school's Christian vision

'Where everyone shines'

'Let your light shine before men, that they may see your good works and glorify your Father in heaven'
Matthew 5:16

Our school vision starts with our values, from which all else flows – Friendship, Creativity, Aspiration, Achievement and Teamwork – creating an environment where everyone can shine. Our core values thread through everything that everyone does which enable every member of our school family to flourish and shine.

Key findings

- The school's distinctive Christian vision is well established and pupils have a deep understanding of its significance for them. It shapes the school's strategic direction and improvements and makes a transformational impact on behaviour and relationships.
- The vision has inspired a range of innovations. These include a rich engaging curriculum with rich related experiences and an extremely detailed understanding of spirituality. These enable pupils to flourish. However, pupils' understanding of key Christian concepts is not fully developed.
- There is a rich culture of aspiration shaped by the vision. This transforms pupils' attitudes to learning and belief in their own ability. At present, pupils have limited opportunities to plan and lead worship.
- Leaders are passionate and dedicated to the work of this Church school. They share a range of excellent practice which enables other communities to improve.

Areas for development

- Extend opportunities for pupils to plan and lead worship, so they develop greater ownership in this area.
- Deepen pupils' understanding of global Anglican communities so they can deepen their understanding of disadvantage and deprivation.
- Enable pupils to explore key Christian concepts in a variety of creative ways so they become confident to articulate how Christianity can influence daily lives and society.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Pupils are extremely enthusiastic about shining, developing and showing their talents. They are equally delighted to celebrate peers shining. Pupils confidently explain how they shine as friends showing concern for others and God's world. They link shining to the school's vision and recognise that everyone has God-given talents. The vision is embedded in daily life and reflects the local context. Leaders succinctly articulate the theological principles underpinning the vision. They talk about everyone being special to God as they are made in his image. Leaders see their calling as showing God's love so pupils achieve their potential and flourish. Leaders welcome pupils who have particular needs and go beyond expectations to show how important each is. They are ambitious and completely dedicated to improving this Church school. Leaders inspire staff and pupils to show love and care. A strong staff team work impressively together and live out the vision.

The school stands out for its commitment to share innovative approaches. The vision inspires staff to provide high quality learning experiences. The diocese recognised the richness of its curriculum and signposted this to other schools. This exciting curriculum readily engages pupils. Learning themes are shaped by spirituality and a care for God's world. High quality opportunities for spiritual reflection are built into planning across all subjects, so pupils understand the importance of these. Pupils become passionate about their environment and how they can care for it. There are impressive examples of pupils caring for God's world, challenging the use of plastics and independently initiating beach clean-ups. The curriculum is enhanced by introducing big questions which challenge pupils to explore. Off timetable opportunities, called Ex-days, are eagerly anticipated. In these pupils use imaginative ways to investigate current issues and how Christian values have a relevance for daily life. Senior leaders led influential training across local schools on how pupils learn. They encouraged staff to individual research which has seen creative strategies adopted. For example, pupils share how they have developed their learning enabling peers to understand how different approaches to learning could help them. A skilled mathematics leader shared detailed strategies for calculation which numerous schools have adopted. She has introduced sentence starters which effectively encourage pupils to use the higher order thinking skills. The headteacher works closely with aspiring leaders sharing the school's evaluation strategies which are highly effective. His work on progression in prayer and spirituality has been highlighted as work of high quality. On behalf of the diocese he leads training on 'Valuing all God's children' and supports new headteachers.

Pupils explain how the story of Noah provides strategies which help them overcome barriers. They say how each of their Christian values is demonstrated in the story and how each is valuable to their learning. Pupils point to the importance of teamwork and creativity. There is a rich culture of high expectations coming from the vision of shining. Pupils use the language of 'yeti', which they explain as 'I can't do this yet'. Pupils are consistently challenged to consider the more demanding learning questions and verbalise ideas. There is a distinct culture of being the best that God made you to be. Pupils make good and better progress where attainment is frequently above national expectations. Vulnerable pupils are excellently supported, often with highly individualised programmes enabling them to make comparable progress to their peers.

The vision informs the school's partnerships so they share and learn from one another. Leaders are ambitious and continuously seek to improve practice. Diocesan training is well focused and enhanced the teaching in RE. The relationship with local churches is influential with strong contributions to governance and providing workshops which deepen pupils' understanding of the main Christian festivals. Pupils show an understanding of disadvantage and deprivation in the local community, although their awareness of global communities is not fully developed. The provision for pupils' mental health and well-being is particularly strong. Pupils in Year 6 highlighted the weekly opportunities they have to share concerns with a designated adult. Staff feel a valued part of the team and share where they have grown their talents. A significant number have successfully moved on to leadership roles in other Church schools. Monitoring and evaluation is exceptional. Evaluations identify high quality practice which is effectively shared. It also informs the next steps so training is closely matched. Governors' visits are carefully planned, whilst conferencing with pupils informs improvements. A fine example was the development of class reflection spaces, highly valued which are now interactive and designed by pupils.

Pupils treat one another with an exceptionally high degree of dignity and respect. They consistently link their impressive behaviour and relationships to the vision and values. The headteacher meticulously reviews behaviour

and puts in place activities to address minor issues. The importance of values and relationships has been effectively shared enabling a local school to change its whole approach to behaviour. The school's care is recognised by the local authority who placed a refugee family, knowing staff would go beyond expectations to support them.

Collective worship is increasingly becoming the pulse of daily life. Pupils are confident to talk about where it challenges and shapes their thinking. There is a well-developed understanding of prayer and reflection. Leaders have identified how prayer is developed across each age group, with carefully matched activities. A pupils' worship team is taking greater responsibility for planning and leading worship. However, this is at an early stage of development. They are leading prayers and informing improvements, such as new worship songs. Pupils articulate an understanding of the trinitarian nature of God using different images and what this might mean God is like. They have an extensive knowledge of biblical stories which they use to inform how they treat others.

The enquiry approach to learning introduced into RE is now extensively used across the curriculum. Pupils are challenged and inspired by the questions and are confident to share their thinking, knowing these will be valued. Leaders have established a highly developed programme to deepen pupils' spirituality. Rich experiences are woven across all subjects. Staff have identified what this might look like in each age group and shape opportunities to enhance pupils' thinking. Pupils have a well-developed understanding of other world faiths and use specific vocabulary confidently, making insightful comparisons. However, they are less confident to talk about some of the key Christian concepts and how these influence individuals and society. Pupils are really engaged in RE, they enjoy the variety of approaches, which are frequently highly interactive. They certainly valued creating a rap to explain their ideas. Assessment is rigorous. The school is trialling a new approach for RE leaders. Each Key Stage has a leader so support is closely matched to age groups.

Headteacher	Lee Moscato
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