



King Charles C of E (VC) Primary School

Western Terrace, Falmouth, Cornwall, TR11 4EP

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Acting Headteacher: Mr Lee Moscato

School Development - Spring Update for Parents

23rd March 2018

Dear Parents and Carers at King Charles School,

I am writing to you following our recent School Development Governors' Committee Meeting. During this, I was asked to share with you some of the key developments relating to school improvement and development so far this year and more importantly, what plans we have to ensure continued and sustained improvements in our provision.

Within this update you will see the steps that are being taken by our revised Leadership Team to improve standards with a particular focus on:

- Increasing the percentage of pupils achieving the **expected standard in mathematics**.
- Increasing the percentage of pupils working at the **expected standard in reading**.
- Increasing the percentage of pupils working at **greater depth in writing** in KS2.
- The performance gap between boys and girls and disadvantaged pupils and their peers.
- The progress of pupils as they move through the school (see below).

Progress score in reading, writing and maths

Reading

Average

+1.3

Writing

Average

0.0

Maths

Average

+0.2

The published progress measures at King Charles (above) show that the school is average compared to others nationally and has been so for the last two years. This means that the 'finish points' for some pupils at the end of KS2, based on their performance at the end of KS1 should be better and because of this, and despite KS2 attainment being above the national benchmark, progress continues to be average.

Overleaf you will find a summary of the school's work so far this year and more importantly, the steps that will be taken moving forward to ensure continued school development and improvement.

Something that I am passionate about is communication – in order to ensure that the school's successes and plans for the next academic year are clear and shared, there will be an opportunity for all parents to attend an information session at the start of the academic year which I hope you will find useful.

As always, if you have any questions about what I have shared in this letter, please do come and chat with me.

Finally, I must thank our staff team for the incredible work they do here at King Charles for your children. Without them, the successes and plans in this letter would not be possible and I know that together, with your support and the dedication of your children, we will do amazing things!

Lee Moscato, Acting Headteacher

Professional Development
Accredited Lead

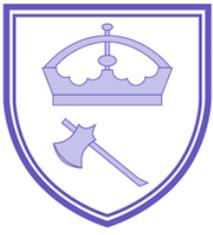
National Centre
for Excellence in the
Teaching of Mathematics



| What we need to work on | Our progress so far | Our plans moving forward |
|---|---|--|
| Increasing the percentage of pupils achieving the expected standard in mathematics | <ul style="list-style-type: none"> ✓ We have built on the success of our personalised calculation policy and this time, added to this with a focus on 'fluency', 'reasoning' and 'problem solving'. This is shown to be having a positive impact on pupils' learning outcomes and increasing opportunities to secure, deepen and extend mathematical learning. ✓ Focused interventions are in place to support children who can achieve even more. | <ul style="list-style-type: none"> ⇒ Staff training will continue to have a focus on mathematics and in particular ensuring that fundamental maths skills are taught by revising our calculation policy. ⇒ Interventions will be evaluated to ensure that there is clear impact. |
| Increasing the percentage of pupils working at expected standard in reading . | <ul style="list-style-type: none"> ✓ We are consolidating 'Read Write Inc' across the school and teaching and the learning of phonics is becoming embedded across the curriculum. ✓ Specific interventions are in place to support individual pupils. ✓ We have introduced resources to support the teaching of comprehension skills and pupils are now able to talk more competently about what they have read. ✓ Phonics is a core element of all timetables across the school starting in EYFS where synthetic phonics continues to be a fundamental part of the curriculum. | <ul style="list-style-type: none"> ⇒ Training in 'teaching reading' will be a focus and resources to hook pupils' interest will be introduced to support teachers. ⇒ A whole school reading week will launch our new 'Book Clubs' with the aim of as many pupils as possible being involved in reading clubs across the school. ⇒ Ensure high-quality, exciting texts are used across the curriculum. |
| Increasing the percentage of pupils working at greater depth in writing in KS2. | <ul style="list-style-type: none"> ✓ We have ensured that there is a whole school focus on writing and this will continue with a specific drive on planning and drafting, sharing and evaluating, revising and editing and publishing. ✓ Increased, planned opportunities for writing across the curriculum. | <ul style="list-style-type: none"> ⇒ Review handwriting policy. ⇒ Celebrate writing using display and the school website. ⇒ Opportunities to write across the curriculum are embedded through revisions to topic contents. |
| The performance gap between boys and girls and disadvantaged pupils and their peers. | <ul style="list-style-type: none"> ✓ We revise our curriculum as we work to ensure that we look for opportunities to include engaging and exciting writing topics for boys and girls. ✓ We have a 'girls' maths club' where challenges are designed to hook girls' interests. ✓ 'Boy ambassadors' are being used in the EYFS as role models to our younger pupils encouraging engagement in writing. ✓ Specific tracking of disadvantaged pupils and interventions to support progress and identifying gaps in learning. | <ul style="list-style-type: none"> ⇒ Further revise our curriculum identifying where opportunities can be made to provide topics to hook both boys and girls. ⇒ Maintain the rigour of tracking systems focusing on gaps between gender, disadvantaged and SEND pupils and their peers. ⇒ investigate best practice in other schools. |

In addition to a Standards Plan for improving progress in Reading, Writing and Maths, the School formulates detailed action plans under three headings consistent with Ofsted Inspection Areas:

| Quality of Teaching, Learning and Assessment | Personal Development, Behaviour and Welfare | Leadership and Management |
|--|--|---|
| <ul style="list-style-type: none"> ✓ We have identified how we will move forward with subject leadership and how this will involve closer monitoring of standards for all subjects and revisions to the curriculum to ensure that it remains current and engaging. ✓ Our assessment systems in school are being refined to support tracking of groups and individuals is accurate and moderated. | <ul style="list-style-type: none"> ✓ We have just started a review of our whole school behaviour policy taking into consideration views of pupils, parents and staff. ✓ In the next academic year we will start with a focus on our school vision and values. ✓ We are training members of staff in school to support pupils with emotional and social needs. ✓ Our PSHE curriculum has been reviewed. | <ul style="list-style-type: none"> ✓ We have restructured our leadership team to ensure clearer lines of accountability. ✓ New systems for measuring school improvement have been introduced since forming the Falmouth MAT. ✓ Leadership of subjects will be a priority for the next academic year. ✓ Refined systems in school will enable leaders to monitor standards more closely. |



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