

Charlton Manor Primary School

Inspection report

Unique Reference Number	100164
Local Authority	Greenwich
Inspection number	354809
Inspection dates	29–30 September 2010
Reporting inspector	Madeleine Gerard

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	433
Appropriate authority	The governing body
Chair	Jim Gillman
Headteacher	Tim Baker
Date of previous school inspection	10 June 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 26 lessons or parts of lessons, taught by 17 teachers and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work, and looked at work in pupils' books, tracking data showing pupils' attainment and the progress they are making and the school's development plans. They also considered 81 responses to the questionnaire received from parents and carers.

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

- How effectively the school uses tracking data and assessment information to match work to all pupils needs so that they make rapid progress.
- How accurately the school monitors and evaluates the quality of its work and ensures consistency of provision.

Information about the school

This is a much larger-than-average primary school. The proportion of pupils with special educational needs and/or disabilities is slightly higher than average. Most of these pupils have speech, language and communication needs. The proportion of pupils speaking English as an additional language is much higher than average and many are at an early stage of learning English. Two thirds of pupils are from minority ethnic backgrounds. More pupils than average join and leave the school part-way through their education. The school has achieved a number of nationally recognised awards including Healthy Schools Award, Active Mark and a bronze medal at the Chelsea Flower Show. The Early Years Foundation Stage is made up of Nursery and Reception class provision. The school also operates a breakfast club for pupils at the school as well as pupils from three other local primary schools. The after school club, which shares the school site, was inspected separately as it is run by a private provider.

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

Charlton Manor Primary is a satisfactory school. Its strengths are in the Early Years Foundation Stage and in aspects of the pupils' personal development. Staff look after children well in the Nursery and Reception classes. They also promote their learning effectively and children do well as a result. Teaching through the rest of the school is satisfactory and enables pupils to make satisfactory gains in their learning. Some teaching is good, but this is not consistent through the school. These inconsistencies have resulted in fluctuations in attainment at the end of Year 6 over recent years. Systems to track pupils' progress regularly are in place. However, teachers' planning does not always use information from assessment well enough to plan the next steps in pupils' learning. This means that pupils are not always set suitably challenging tasks, particularly the more able pupils. Consequently, the pace of learning overall is not as swift as it should be. The quality of marking and target setting is also uneven. Some marking suggests how pupils can improve their work, and in some classes pupils know their targets, but this is not consistently the case.

The school monitors its work regularly and the process of self-evaluation is well established although the accuracy and impact of this evaluation is only satisfactory. Monitoring of teaching has not ensured consistent strengths. Nonetheless monitoring and evaluation has rightly led to the recent revision of the curriculum. This has helped pupils develop their literacy skills successfully across a range of subjects. Topics and project work capture their interest and have effectively raised attainment in English. However, although science and mathematics are prioritised in the curriculum, opportunities to build on skills through links with other subjects have not been as thoroughly developed. Although attainment overall has remained broadly average since the last inspection, enhancements to the curriculum, explicit teaching of letters and the sounds they make (phonics) and improved attainment in English reflect the school's satisfactory capacity for sustained improvement.

Attendance has risen and is now average as a result of the school's successful promotion of regular attendance and good punctuality. Pupils enjoy school, as many parents and carers confirmed. They benefit from specialist teaching from a sports coach and extra-curricular sporting activities are popular. This fosters their good awareness of how to keep themselves fit and healthy, as the school's success in achieving Healthy Schools Status and the Activemark reflect. Pupils are rightly proud of the school garden and what they have grown in the allotments. They are keen to take on responsibilities, for example, selling fruits in the playground tuck shop at break-times. Visits from the local emergency services support pupils good awareness of how to keep themselves safe, and as a result of pupils constructive suggestions the school has enhanced the security of the site. Pupils' good spiritual, moral, social and cultural development is reflected in the care and

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consideration they show for one another. Charity fundraising promotes pupils awareness of those who are less fortunate.

What does the school need to do to improve further?

- Raise attainment and increase rates of learning and progress by:
 - using information from assessments to plan work that is consistently matched well to all pupils needs, particularly more able pupils
 - using marking and target setting to ensure that all pupils have clear guidance that shows them what they need to do to improve their work.
- Develop and extend the skills of leaders and managers in monitoring in order to secure improvement and consistency both in provision and in learning and progress so that teaching is consistently good and all pupils learn and progress well.

Outcomes for individuals and groups of pupils

3

Children join the school with skills and capabilities that are generally below those expected for their age. Speech language and communication is particularly weak but staff in Nursery and Reception rightly prioritise listening and model clear speech with good outcomes. Pupils' achievement and enjoyment in their learning are satisfactory. The reason for this was illustrated in a mathematics lesson, when the time spent listening to the teacher and reviewing previous learning left limited time for pupils to complete independent work. Similarly, in a literacy lesson, where all pupils were set the same task to do, questions were not matched in difficulty to individual learning needs. Pupils made better progress in some lessons. For example, in a mathematics lesson, they were successful in calculating the area of a shape. Tasks were clearly explained. Opportunities for more able pupils to use computers ensured they were appropriately challenged and the teacher explained new learning carefully to pupils with special educational needs and/or disabilities.

Pupils who arrive part-way through their education and pupils speaking English as an additional language are swiftly assessed when they join the school. They receive targeted support adequately matched to their needs and make satisfactory progress. Pupils with special educational needs and/or disabilities also receive support from additional adults in lesson and outside the classroom in small withdrawal groups. However, they make satisfactory gains overall because the quality of this provision is variable. More able pupils are sometimes set work which insufficiently challenging. This is why few reach above average attainment by the end of Year 6. A few pupils need extra guidance in order to settle in class, but most are polite and behave well in lessons and around the school. The school council is active in bringing about improvements. For example, it helped to select the new climbing equipment to enhance the playground facilities. Older pupils enthusiastically run extra-curricular clubs for the younger ones.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils' good social skills are promoted successfully through opportunities to discuss their learning in pairs and small groups. Although additional adults are sometimes used well in lessons to contribute to pupils' learning and progress, teachers' planning does not always identify specifically what they should do to support learning to ensure that all pupils make rapid progress. When pupils are not sufficiently challenged or they spend too long listening to the teacher or when explanations of tasks do not ensure that pupils know clearly what they are supposed to do, the pace of learning drops. The limited links between some subjects hinders the pace of progress, particularly in mathematics and science. However, pupils have positive attitudes to learning because the topic-based curriculum captures their interests well. During the inspection, pupils in Years 1 to 6 were increasing their understanding of Second World War. For example, in Year 2, pupils made good progress by reflecting on the experiences of evacuee children in the United Kingdom and in Year 5 pupils were developing a good understanding of complex historical events through studying a story about children set in Germany. Authentic posters displayed around the school encourage involvement of the whole school in the topic.

Specialist music teaching successfully enriches the curriculum. All pupils in Year 5 and 6 have opportunities to learn violin, keyboard or trumpet. Through links with a local school, pupils in Year 5 follow a taster course in Japanese. Pupils in Years 3 to 6 learn French. The school has been particularly successful in securing funding from local businesses and using

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this to create an outstanding garden for the benefit of the whole school community. Pupils have opportunities to participate in its maintenance, to learn new skills with a professional gardener, and see the fruition of their efforts. The most recent project to harvest honey from a bee hive is creating a positive buzz amongst the pupils.

Pupils receive appropriate support and guidance so that their personal skills develop soundly. The school knows individual pupils well. Partnerships with a wide range of outside agencies are established to support vulnerable pupils and those with complex learning needs. The small proportion of pupils of Charlton Manor who attend the breakfast club benefit from the opportunity to socialise with pupils from other local primary schools, play games and share enjoyable activities all together. Systems to support the behaviour of a few pupils are not consistently effective in ensuring that they conduct themselves as well as they should.

These are the grades for the quality of provision

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

How effective are leadership and management?

The governing body fulfils its statutory duties and safeguarding arrangements are good. The staff and governing body receive regular training on safeguarding and have a detailed awareness of safeguarding issues. Procedures are regularly updated and quality assurance and risk assessments are good. Community cohesion is promoted well in partnership with other local schools, for example, through a cultural day celebrating food and music from around the world. Pupils' awareness of those living in contrasting communities in the United Kingdom is supported through exchange visits with schools in Tunbridge Wells and Maidstone. Charlton Manor Primary is developing global community connections. Pupils have worked with a school in Italy on an anti-bullying project and have a good knowledge of Japanese culture through close partnership with a local Japanese school. The school works hard to engage the support of parents and carers. For instance, workshops on mathematics explain how numeracy is taught at the school and there are courses for adults promoting literacy and computing. The small, part-time crèche supports local families.

Despite these positive features, governance is only satisfactory because the governing body has not always held the school sufficiently to account over pupils' academic outcomes. Leaders and managers embed ambition and drive improvement soundly. The school has taken appropriate steps to secure some key enhancements, but their impact has been uneven, and as a result inconsistencies remain. Some managers have only been recently appointed and have not had time to develop their role in monitoring the school's provision to secure rapid improvements. The school's work to tackle discrimination and

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promote equality of opportunities is only satisfactory because there are shortcomings in meeting the needs of more able pupils.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage because induction arrangements are good and ensure parents and carers are involved in their children's learning. For example, sessions for parents and carers on how letters and sounds (phonics) are taught help them to support their children's learning at home. Very close links between classes ensure that children are well supported when they move up from Nursery to Reception. Relationships are positive and friendly and staff know children well. Detailed records of ongoing observations are kept and used to plan further learning opportunities. Children who need additional support are identified well and make good progress as a result of the support they receive. Children enjoy their time in the Nursery and Reception classes because skilled staff plan a very wide variety of interesting activities for them. During the inspection, children in the Nursery enjoyed discovering the natural world around them by playing in the garden area. However, during inclement weather, the range of outdoor activities is sometimes restricted because there is very limited outdoor cover. Lessons with a specialist sports coach promote children's good physical development and their enjoyment of a wide variety of sporting activities. Provision for music is good and supports children's listening skills and creative development well. Personal development is promoted strongly and children work and play well together. Good leadership and management of the Early Years Foundation Stage ensures children's outcomes are good and close to average by the end of the Reception year

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very small minority of parents and carers responded to the questionnaire. The very large majority of these are happy with their child's experience of school and almost all confirm that their children enjoy school. The very large majority of parents and carers evaluate the work of the school positively and are confident that their children are kept safe. In the survey, a very small minority felt that the school could do more to meet their children's particular needs and a few expressed concerns about the leadership and management of the school and the way behaviour is managed. A few noted that the school could do more to take account of their views. Inspectors found most behaviour in and out of lessons to be good although a few pupils are sometimes slow to respond to reminders about how to conduct themselves. They found leadership and management and pupils' rates of progress to be satisfactory, but they did find that the most able pupils could be doing better and some aspects of leadership are areas for development.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Charlton Manor Primary School 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 13 statements about the school.

The inspection team received 81 completed questionnaires by the end of the on-site inspection. In total, there are 433 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	52	37	46	0	0	2	2
The school keeps my child safe	32	40	44	54	2	2	1	1
My school informs me about my child's progress	28	35	49	60	3	4	0	0
My child is making enough progress at this school	24	30	52	64	4	5	0	0
The teaching is good at this school	29	36	48	59	2	2	0	0
The school helps me to support my child's learning	19	23	58	72	2	2	0	0
The school helps my child to have a healthy lifestyle	28	35	51	63	1	1	0	0
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)	20	25	54	67	2	2	0	0
The school meets my child's particular needs	26	32	45	57	9	11	1	1
The school deals effectively with unacceptable behaviour	29	36	44	54	5	6	1	1
The school takes account of my suggestions and concerns	18	22	55	68	5	6	0	0
The school is led and managed effectively	24	30	49	60	5	6	0	0
Overall, I am happy with my child's experience at this school	37	46	40	49	3	4	1	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



1 October 2010

Dear Pupils

Inspection of Charlton Manor Primary School, London, SE7 7EF

Thank you for your friendly welcome and for helping us when we visited your school recently. We really enjoyed our visit and were delighted to hear that your hard work in the school garden has been acknowledged by an award at the Chelsea Flower Show. I am writing to tell you about the judgements that we reached.

Charlton Manor Primary is a satisfactory school. You like coming to school, enjoy the interesting topic work planned for you, and are enthusiastic to take on responsibilities within the school, including organising extra-curricular clubs. You have a good understanding of how to keep yourselves fit, healthy and safe. The youngest children get off to a good start in the Nursery and Reception classes. But although you make satisfactory progress in Years 1 to 6, many of you could do better

To make the school even better, we have asked the staff to make sure that all of you are set work that is at the right level of difficulty. All of you can help by telling your teachers if the work is too easy or too difficult. When teachers mark your work, we would like them to give you clear idea about what you need to do to move on to the next level. We have also asked the school to make sure all of its work is consistently good.

Finally, I would like to thank you again.

Yours sincerely

Madeleine Gerard

Lead inspector

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