

# Charlton Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	118747
<b>Local Authority</b>	Kent
<b>Inspection number</b>	358437
<b>Inspection dates</b>	28–29 March 2011
<b>Reporting inspector</b>	Jill Bavin

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	215
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Lines
<b>Headteacher</b>	Carole Barrett
<b>Date of previous school inspection</b>	7 November 2007
<b>School address</b>	Barton Road Dover CT16 2LX
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## Introduction

This inspection was carried out by three additional inspectors, who observed eight teachers, visited 16 lessons and two sessions for pupils with special educational needs and/or disabilities. The team made six extra visits to classes to focus on pupils' use of key skills across the curriculum and six extra classroom visits to look at pupils' spiritual, moral, social and cultural development. Additionally the team met with pupils, staff and members of the governing body and looked at pupils' work in books and teachers' marking. They scrutinised a variety of documentation, including policies and documents related to safeguarding, data about pupils' progress, monitoring and evaluation records and school development plans. Responses from staff, pupils and 62 parents and carers were also analysed. ♦♦

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's strategies to accelerate progress for those pupils, especially boys, identified as being at greatest risk of not making good progress.
- The extent to which pupils understand health and safety issues and seek to influence others.
- The impact of school strategies to provide pupils with experience of communities that differ from their own.

## Information about the school

This is an average sized primary school. Children join the Reception class at the beginning of the school year. The proportion of pupils known to be eligible for free school meals is lower than the national average. There is a higher proportion of pupils with special educational needs and/or disabilities, including those who have a statement of special educational needs, than is typical in most primary schools. Most pupils are White British. Although the percentage of pupils from minority ethnic groups is increasing, it remains lower than is usually found and there are few pupils speaking English as an additional language.

The school provides an 'Early Bird' childcare facility each morning during term-time. This is managed by the governing body and was included in this inspection. In recognition of its work to support physical education and healthy lifestyles, the school gained the Activemark award in 2007 and its Healthy School status was renewed in March 2011.

**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?**

**2**

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

**2**

## Main findings

This is a good and improving school. Care, guidance and support are outstanding. One pupil reflected the views of many when he explained, 'We are really like a large family that look after each other.' Several parents expressed their appreciation of this 'friendly', 'welcoming' and 'caring' school. These strengths contribute to pupils feeling extremely safe in school and their very mature understanding of safety issues. Their commitment to adopting and promoting healthy lifestyles is outstanding. They value their school highly and behave well. Attendance rates are above average.

Good leadership and management have resulted in a good track record of improvement since the previous inspection. This indicates the school's good capacity for further development. Systems for checking how well each pupil is achieving are now more detailed and used more rigorously. This has contributed to the governing body receiving more precise information about pupil achievement and holding the school more closely to account. Good quality teaching and learning are underpinned by teachers making more consistently effective use of assessment information. ♦ Consequently, boys and girls in all year groups and of all abilities, including those identified as being at risk of not making good progress, make similarly good gains in learning from their various starting points. Procedures for assessing the needs of children in the Early Years Foundation Stage have improved and are used well to meet children's varying needs. As a result children in the Reception class now make good progress. That said, while there are instances of outstanding teaching and none is inadequate, some variation in the quality of teaching remains throughout the school. Opportunities to accelerate the progress of pupils of all ages by developing their independent learning skills are sometimes missed.

Previous strengths in the curriculum have been sustained and extended. Enrichment activities are well chosen to develop pupils' experience and enhance their learning. Special events have become more focused on engaging those boys and girls at risk of not making accelerated progress and stimulating pupils' work in areas of particular focus, such as writing. Topics now provide more opportunities for pupils to apply their key skills with greater links between subjects. These strengths have contributed to the school's success in both halting and reversing instances of pupils, especially boys, not making sufficient progress. Pupils' spiritual, moral, social and cultural development is good overall. They are respectful of beliefs and cultures that differ from their own. This is helped by activities that incorporate information about the cultural heritages represented in school. Nevertheless, pupils' direct experience of communities that reflect the breadth of cultural diversity in the United Kingdom is less well developed and plans to address this are at an early stage of development.

The headteacher provides extremely effective leadership. She is ably supported by the deputy and by the governing body. Teaching and learning are regularly and accurately

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monitored. The resulting analysis of strengths and development points are shared with staff and play a significant part in driving school improvement. That said, ♦ feedback sometimes tends to focus more on teaching strategies rather than their impact on pupils' learning. Staff work as a highly cohesive team who share a commitment to raising attainment for pupils while maintaining the school's Christian and caring ethos. This commitment and the extent of shared ambition for pupils, combined with the extent of school improvement since the previous inspection, underpin its good position for further development.

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

- Increase the amount of good and outstanding teaching and learning by:
  - giving pupils more consistent opportunities to develop their independent learning skills
  - focusing more consistently on learning when giving teachers feedback.
- Improve community cohesion and pupils' understanding of cultural diversity within the United Kingdom by:
  - implementing plans to give pupils more direct experience of communities that differ from their own.

## Outcomes for individuals and groups of pupils

**2**

Most pupils join the school with levels of skill and understanding below those expected for their age in most areas of learning, but well below in some key literacy and numeracy skills. Boys join the school with lower attainment than girls. There are instances of individual pupils making outstanding progress in a particular area or over a particular period of time. All groups of pupils, including boys, those who have special educational needs and/or disabilities and the more able make good progress as they move through the school. Typically pupils leave Year 6 with attainment broadly in line with the national average in mathematics and English. In 2010 girls left Year 6 with above average attainment in English. Lesson observations during the inspection, confirmed by school data, show that most pupils in all year groups now make similarly good progress. ♦

Different groups of pupils enjoy school and are equally well motivated. For example, in a mathematics lesson, older pupils of all abilities participated fully in sharing their problem solving strategies as they became more confident and adept in identifying the key information within the problem. Similarly, in a religious education lesson, boys and girls of all abilities deepened their understanding of the symbolism of Jesus' entry into Jerusalem on a humble donkey because they reflected seriously and contributed enthusiastically to the lesson. Pupils learn extremely well in response to highly challenging work when given plenty of opportunities to develop their independent learning skills. This was seen in an English lesson where older pupils organised themselves and worked confidently in groups to produce examples of snappy newspaper headlines and rapidly generate ideas, such as alliteration. ♦ On occasions when opportunities to extend the pace of learning are missed, pupils can be inattentive.

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Particularly impressive is pupils' understanding of how to keep themselves safe and healthy. They have a thorough understanding of potential risks to their well-being and how best to avoid them. They are enthusiastic promoters of healthy lifestyles, producing posters to discourage adults from smoking. Their understanding of the benefits of both exercise and emotional well-being is extremely comprehensive and mature. These strengths reflect the school's awards in these areas. They make a positive contribution to the school community by using their roles of responsibility sensibly and sympathetically. For example play leaders are sensitively encouraging of younger pupils while they practise their 'long jumps' in the playground. Pupils develop a good sense of moral responsibility and wider community issues through various fund-raising events, explaining that these 'help us to remember there are others not as fortunate as us'. Their writing about friendship using phrases such as 'He is a good mate', and their prayers to the Hindu god, 'Ganesha', expressing views like 'Help me to help other people if they need me', demonstrate their appreciation of non-material values. They are well prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

**How effective is the provision?**

Strong relationships between adults and pupils underpin effective, subtle and positive behaviour management, so lessons proceed smoothly. Teachers routinely make good use of assessment information to meet both the differing and the shared needs within their

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class. This is a key feature in the good progress made by all groups of pupils. On occasion, teachers spend too long working with the class as a whole, or the same task is pursued for longer than necessary. As a result, opportunities for pupils to extend their thinking with a greater variety of tasks to develop their independent learning skills are missed. The strongest teaching maintains a high level of challenge throughout the lesson, involving a variety of independent tasks, so pupils are actively learning throughout the lesson. Teaching assistants make a valuable contribution to pupils' learning, especially those with special educational needs and/or disabilities, both within lessons and through well-structured separate sessions.

During the inspection the stimulus for writing for the whole school was the overnight landing of a mysterious, possibly 'alien' or 'dragon' nest with hatched eggs, on the school field. This required the attendance of local police officers and a local scientist. This exemplifies the school's innovative approach to the curriculum which is successful in engaging pupils' imaginations and creativity in order to meet their needs, raise standards and accelerate progress in key skills. A comprehensive personal, social and health education programme includes residential trips to France and a raft of activities designed to raise aspirations for pupils. Their success is evident when pupils discuss their need to grow in independence and remark, 'Adults won't always be around to help us.'

◆ The school is extremely caring and goes the extra mile to support individual pupils and promote their well-being. For example, a midday supervisor, realising that one very young pupil found eating food from a conventional plate difficult, provided a special dish and so reduced anxiety for that pupil. Parents say their children feel 'respected as an individual' and commend the school for promoting a 'calm relaxed attitude' towards the move into secondary school. The 'Early Bird' club was opened in response to parental requests and provides sensitive and flexible support for pupils and families. Deeply embedded support means the school can point to several examples of individual pupils, including those facing very challenging circumstances, making outstanding emotional and social progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher sensitively empowers staff and drives school development, in a manner described by a member of the governing body as 'sowing a seed and leading from the middle'. More rigorous monitoring and evaluation have increased staff accountability and instilled a shared sense of purpose. This provides the basis for accurate and shared school evaluation. A close analysis of learning for boys and girls and different groups of pupils contributes to the good level of equality of opportunity for all and helps eliminate potential

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discrimination. As a result, staff have successfully closed previous gaps in the quality of learning between pupils in different year groups and previous disparities in the rates of progress between girls and boys. The school successfully promotes positive, tolerant and anti-discriminatory attitudes. The commitment to anti-discriminatory practice and combating stereotyping extends to special events organised for pupils, such as the planned visit from a group of young people with disabilities.

The governing body makes a valuable contribution to the school's understanding of its local community and its commitment to charity work which raises pupils' awareness of those less fortunate than themselves. It recognises that while pursuing other priorities and especially aspects of improving community cohesion, plans to give pupils greater experience of cultural diversity within the United Kingdom have been less well developed. The governing body has a good understanding of the school's strengths and priorities for development. Governors effectively hold senior leaders to account for the performance of the school and place a suitably strong emphasis upon raising pupils' attainment within the existing, strong Christian and caring ethos. For example, they have allocated finance to provide extra staff where pupils are at greatest risk of faltering in their learning. They make a positive contribution to the school's good safeguarding arrangements. A particular strength lies in the extent to which safeguarding issues are included in the curriculum and so give pupils a very strong understanding of how to keep themselves safe. ♦

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</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>2</b>

**Early Years Foundation Stage**

Good leadership and management have resulted in improved provision and outcomes for children in the Reception class. Children's welfare is paramount. Staff set a consistently good example to children of how to behave and communicate. Consequently, children enjoy coming to school and quickly become ready to learn. They now make good progress



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during their Reception Year and there is recent evidence of individual children having made outstanding progress to reach expected levels of skills, knowledge and understanding in various areas of learning. Since the previous inspection, records of children's progress have become more accurate, focused and organised to provide a clear record of achievement. They also now include children's simple evaluations of their own learning, although staff do not always identify and record next steps for learning. There are increased links with parents, for example through monthly 'drop in' visits when children show parents their learning environment and resources. As a result of these developments children are demonstrating increased levels of confidence, and the exchange of information between parents and staff has increased to the benefit of children.

Although there are regular periods when children select activities and initiate their own learning, there are occasions when their learning is constrained because they are too long in too large a group for their learning to be accelerated. For example, the pace of learning slowed when children had to wait too long to respond to adult questioning that was promoting counting skills. However, learning is good overall. For example, in one lesson observed, children developed and applied various physical and creative skills related to their knowledge and understanding of the world while being 'archaeologists' digging for dinosaur bones. There were good opportunities for them to develop writing skills because resources were available for them to record facts regarding their 'dig' and the 'dinosaur eggs'.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Fewer parents and carers returned questionnaires than is usual in primary schools. There was unanimous agreement on many areas of strength, including that their children enjoy school, are kept safe, teaching is good and that the school is well led and managed. A very few parents and carers expressed individual concerns, for example, that their child's particular needs are met or that their child is making enough progress. The inspectors judged progress to be good for all groups of pupils with individual pupils' needs being met well.

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

Ofsted invited all the registered parents and carers of pupils registered at Charlton Church of England 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	65	22	35	0	0	0	0
The school keeps my child safe	48	77	14	23	0	0	0	0
My school informs me about my child's progress	30	48	31	50	1	2	0	0
My child is making enough progress at this school	35	56	24	39	2	3	0	0
The teaching is good at this school	32	52	29	47	0	0	0	0
The school helps me to support my child's learning	30	48	30	48	1	2	0	0
The school helps my child to have a healthy lifestyle	29	47	30	48	1	2	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)	30	48	28	45	1	2	0	0
The school meets my child's particular needs	31	50	28	45	2	3	0	0
The school deals effectively with unacceptable behaviour	30	48	29	47	0	0	0	0
The school takes account of my suggestions and concerns	24	39	37	60	0	0	0	0
The school is led and managed effectively	41	66	20	32	0	0	0	0
Overall, I am happy with my child's experience at this school	42	68	20	32	0	0	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 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



30 March 2011

Dear Pupils

**Inspection of Charlton Church of England Primary School, Dover, CT16 2LX**

Thank you for such a friendly welcome when we visited your school recently. A special thank you goes to those of you who met with us and shared your ideas about the school so sensibly. We agree with you that you go to a good school. Here are some of the best things we found.

- You make good progress in English and mathematics and reach the standards expected for your age.
- Your attendance is better than in most primary schools.
- You feel extremely safe because you know that adults take extremely good care of you in school.
- You behave well in lessons and around school and are welcoming to visitors and new children.
- You are extremely knowledgeable about how to keep yourselves healthy and try to help others to be healthy too.
- You enjoy really interesting activities, such as writing about the mysterious overnight arrival of the giant nest and hatched eggs.
- The headteacher, staff and governing body keep trying to make your school even better.

We have asked the governing body, headteacher and staff to give you more opportunities to work independently and to make sure you have direct experience of people in the United Kingdom whose culture and community differ from yours. We have asked the senior staff to make sure they always discuss how much you have learned when they are giving teachers feedback.

You can help the school to become even better by continuing to behave and attend so well. We wish you every success in the future.

Yours sincerely

Jill Bavin

Lead inspector

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