

# Charlton Manor Primary School

Indus Road, Charlton, London, SE7 7EF

**Inspection dates** 24–25 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils from all groups achieve well in English and mathematics so that attainment is above average by the end of Year 6.
- The lively, relevant curriculum ensures pupils thoroughly enjoy most lessons. Teaching is good because pupils learn in a very active style, which holds their attention well.
- Pupils' spiritual, moral, social and cultural development is exceptionally good. Pupils thrive on the responsibilities they are given and delight in the very wide range of extra activities.
- Pupils' behaviour is good and they feel very safe in school.
- Good development of vocabulary and communication skills is especially effective for pupils learning English as an additional language.
- The headteacher has had a strong influence on improving teaching since the previous inspection. Pupils now have a very much clearer idea of what they are expected to learn in each lesson.
- Governors are well informed and systematically review school achievements.

### It is not yet an outstanding school because

- Although pupils take pride in their topic work, some activities in these lessons do not link clearly enough to specific skills which pupils should be learning.
- In a small minority of lessons, teaching does not take enough account of what pupils have already learned.
- When pupils start a new school year, insufficient account is sometimes taken of previous learning and the work is, therefore, too easy.
- Middle leaders are not analysing information about pupils' progress in enough detail to see where they are succeeding and where they need support to improve.

## Information about this inspection

- Inspectors observed 28 lessons, of which 12 were joint observations with senior leaders. In addition, inspectors made a number of other short visits to lessons.
- Meetings were held with four groups of pupils, three governors, and school staff including senior leaders and the behaviour team.
- Inspectors took account of the 35 responses to the online questionnaire (Parent View) in planning the inspection and spoke to some parents and carers before and after school.
- They observed the school's work, and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance and safeguarding records.

## Inspection team

Liz Kounnou, Lead inspector

Additional inspector

Michael Merva

Additional inspector

Vanessa Tomlinson

Additional inspector

## Full report

### Information about this school

- The school is larger than the average sized primary school.
- Many more pupils are known to be eligible for the pupil premium than average. This is additional funding provided for pupils entitled to free school meals and those who are looked after by the local authority.
- About two thirds of the pupils are of minority ethnic heritage.
- Almost half the pupils are learning English as an additional language, which is much higher than usual.
- The proportion of pupils with special educational needs supported through school action is lower than the national average.
- The proportion of pupils who are disabled or have special educational needs supported through school action plus, or with a statement, is higher than average. The great majority of this group have speech, language and communication needs; other needs are behavioural, emotional and social difficulties, moderate learning difficulties or autistic spectrum disorder.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching to enable pupils to make even more rapid progress by ensuring that:
  - when pupils start in a new class in September, they are given work at the right level, so that they can move ahead quickly with their learning and build more rapidly on their previous good achievement
  - in lessons based on topics, teachers' planning pays more attention to the skills pupils should learn in each of the National Curriculum subjects covered within that topic, and that pupils are made more aware of these skills
  - teachers explain to pupils more precisely the new things that pupils will learn and pupils know how to gauge their own progress in all subjects.
- Ensure that middle leaders analyse information about pupils' progress in more detail so that they know where pupils are succeeding and where they need to be supported to improve.

## Inspection judgements

### The achievement of pupils

is good

- Standards are rising steadily and are above average in reading, writing and mathematics by the time pupils leave the school. This is a significant achievement when taking into account pupils' low starting points. Success is down to the positive 'can do' culture that permeates the school.
- Teachers pack classrooms with displays of English language to broaden pupils' vocabulary. As a result pupils learning to speak English as an additional language thrive. Once they have mastered the basics, pupils in this school make very much better progress than pupils from similar backgrounds nationally.
- The inclusion team pays close attention to the needs of those who are disabled or have special educational needs and ensures they receive just the right support in most lessons or small groups. Consequently, pupils achieve very well and display confidence in lessons.
- Pupils develop good communication skills, starting in Nursery and Reception. Those who designed a garden for the Royal Horticultural Society Chelsea Flower Show earlier in the year were thrilled to explain to the Royal Family how they won their silver gilt medal. Lower-attaining pupils grew substantially in confidence from the experience of describing the garden to royalty and the general public.
- School leaders pay close attention to the progress of different groups of pupils. Girls, who in the past did not do as well as boys in mathematics, are now achieving just as well. Setting pupils in ability groups for mathematics in Year 6 has helped the most able pupils to do work which is better matched to their ability. As a result more than a third reached the higher Level 5 in national mathematics assessments, and a few reached levels expected of confident 14 year olds.
- In the afternoons, lessons are often arranged in themed topics which cover more than one subject, for example history and design and technology. Pupils thoroughly enjoy this topic work, for instance designing and making salsa dips to gain a better understanding of Mexican culture. However, teachers do not always plan this work in a way that enables pupils to increase their skills in the individual subjects as they move from one year to the next. As a result, progress is not as rapid as it could be.
- For a small minority of pupils, progress slows when they move into a new year group because the curriculum has not been adjusted sharply enough to match their good achievement in previous years. Occasionally work is repeated unnecessarily when they move from one year to the next. For example in reading, a few activities lack challenge and some pupils are not aware precisely what they must master to improve their reading skills.
- Phonics skills (linking letters and sounds) are well understood by the end of Year 1, so that pupils reach higher standards than found nationally.

### The quality of teaching

is good

- Teachers involve pupils in learning very well in most classes and encourage them to think for themselves. This has led to the substantial rise in standards since the previous inspection. Year 6 pupils, for instance, relished the challenge of playing 'Countdown' to warm up their brains, calculating how to reach a given total in a short time limit. They were especially good at supporting one another when an error was evident in their explanations.
- Active learning is a key reason for pupils' success. Lessons are often linked to visits or visitors, pupils regularly discuss ideas with their talk partners and work is designed so that there is a real purpose to it. For example, pupils going to the radio room to broadcast their ideas worked hard to ensure that their writing was good enough to read aloud.
- In almost all lessons teachers make sure pupils know what they are going to learn, and these are regularly supplemented by a good breakdown of the small steps pupils must master to succeed in each lesson. This feature of teaching has improved a great deal since the previous

inspection and in the large majority of lessons provides invaluable support for pupils.

- Teachers design most lessons to meet the needs of various groups, choosing the right resources that will interest the pupils and help them to work well independently. In the best lessons teachers encourage pupils to persevere and try to work things out in a different way if they get stuck.
- In a small minority of lessons, mostly topic lessons, teachers focus too much on the activity that pupils will complete and not enough on the skills and knowledge which pupils should be developing. As a result, pupils occasionally put in a great deal of effort to produce well-presented work but make few learning gains because the task is either too easy or too difficult.
- Teachers take care to assess pupils' work accurately so that they know how well pupils are doing; occasionally this information is not used to pitch work at quite the right level. This leads to some variation in the quality of teaching. For example, some phonics lessons are outstanding while others move at a slower pace.
- Occasionally this affects disabled pupils or those with special educational needs. When the work is too difficult, a few give up and wait for an adult to tell them what to do because they do not understand the work.

### **The behaviour and safety of pupils are good**

- Attendance is high because pupils want to come to school.
- Good attitudes to learning stem from the well-planned curriculum. Pupils behave very well in most lessons and this helps their learning considerably. They talk animatedly about their work and show great pride in their achievements. Occasionally, when work is not sufficiently matched to their abilities, pupils do not settle down to their tasks as well.
- Pupils' behaviour is good. The playground is zoned into active and quieter areas to match pupils' moods; they are responsible for deciding where they would like to play. The behaviour team provides good support to help those with particular needs and insists that pupils attempt to resolve conflicts themselves whenever possible. A consistent and clear system to manage behaviour means that pupils know what to expect if their behaviour falls below expectations either in lessons or around the school.
- Pupils are particularly proud of their bee-keeping skills and tend the beehives with enthusiasm.
- Pupils have a strong sense of safety and belonging at school: one commented, 'I feel protected; it is like a shield.' The safe environment results from diligent attention to safeguarding issues coupled with sensible and well-understood systems to keep staff informed. Pupils know adults will listen to any matter they wish to raise.
- Pupils say that bullying is rare and any incidents are dealt with promptly to their satisfaction. They know how to keep themselves safe from all forms of bullying because they discuss difficult issues at school and take part in anti-bullying week activities that extend their thinking about bullying.
- Good relations between all pupils are fostered exceptionally well so that they readily support one another. When Year 2 pupils began to read their parts in the Diwali assembly the whole school fell absolutely silent and still. Teamwork among pupils is very strong, and was evident in the rich musical accompaniment when different groups played trumpets, guitars, violins and recorders in harmony.

### **The leadership and management are good**

- Governors and school leaders make good use of extra government funding, primarily to ensure no pupils are disadvantaged; all have full access to the very wide range of additional activities, such as the many curriculum visits. This enables them to achieve as well as other pupils. This contributes very well to the high levels of motivation seen across the school. In addition, funding ensures that those with behavioural, emotional and social difficulties receive personalised

support to learn how to manage and improve their behaviour in lessons.

- Rigorous checks are made to ensure that all groups of pupils do equally well in English and mathematics. Senior leaders quickly identify groups falling behind and take prompt action to address their needs so they soon get back on track, for example girls' achievement in mathematics now matches that of boys.
- Pupils have a lot of say in the school. There is great harmony among the diverse groups; pupils know that discrimination of any kind is not tolerated. A well-planned curriculum develops pupils' understanding of the rich heritage that exists in their community and this fosters mutual respect.
- Robust links between teachers' performance and salary progression have contributed to improvements in teaching so that lessons provide good opportunities for pupils to be actively involved and talk about their work in lessons. The detailed programme which is in place to check the quality of teaching and learning has helped to promote these features.
- Senior leaders are providing strong guidance for inexperienced middle leaders. As a result they are developing their skills, although at present middle leaders do not always use information from assessment accurately to pinpoint areas for improvement.
- The local authority tailors support to match the school's rate of improvement, and contributes well to the good level of analysis that senior leaders carry out and the high levels of accountability within the school.
- **The governance of the school:**
  - The governing body responded well to local authority training opportunities and has developed good skills in holding school leaders to account. Governors insist that data about pupils' achievements are presented in a simple, consistent format so that no time is wasted in meetings because all are able to quickly grasp the details. This has enabled governors to ask pertinent questions about pupils' achievement and any apparent issues. Performance management is overseen well so that governors are fully aware of the strengths and weaknesses of teaching.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100164
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	404714

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	396
<b>Appropriate authority</b>	The Governing Body
<b>Chair</b>	Mr Matt Thackrah
<b>Headteacher</b>	Mr Tim Baker
<b>Date of previous school inspection</b>	29–30 September 2010
<b>Telephone number</b>	020 8856 6525
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