

Charlotte Sharman Primary School

St George's Road, West Square, London, SE11 4SN

Inspection dates 11–12 July 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Teaching is not yet good enough to ensure that pupils make good progress in all year groups.
- Pupils do not have a sufficiently good grasp of spelling, grammar and punctuation rules to reach higher levels in English.
- Although pupils are taught a range of different strategies to help them approach independent tasks, they do not always know which one to use and this slows their progress.
- Teachers mark pupils' books diligently including comments designed to let pupils know what to do to improve. However, these comments are not as effective as they could be because pupils are not always given time to respond.
- Assessment is not used effectively enough to ensure that pupils who are no longer on the reading scheme read books that challenge them.

The school has the following strengths:

- Under the dynamic leadership of the new headteacher, staff are becoming increasingly confident at meeting pupils' needs and accelerating their progress.
- Leaders and governors use a range of effective measures to hold teachers to account for meeting demanding targets. As a result, teaching and achievement are improving across the school.
- Pupils feel very safe at school and attend increasingly regularly. Parents and carers are positive about the changes and the school works increasingly closely with them to improve attendance.
- Pupils behave well in and around the school and show very positive attitudes in lessons.

Information about this inspection

- Inspectors observed 22 lessons or parts of lessons, including a number of joint observations with senior leaders. Subjects seen included mathematics, guided reading and phonics (letter patterns and the sounds they represent).
- The inspection team listened to pupils read, attended assemblies and held meetings with staff, pupils and representatives from the local authority and the governing body.
- Inspectors took account of the 24 responses to the online Parent View survey as well as the views of parents and carers they spoke to during the inspection. They also considered the views expressed in the 20 questionnaires completed by staff.
- The inspection team looked carefully at pupils' work in lessons as well as the work pupils have completed over time in their books.
- Inspectors scrutinised a range of documents, including those relating to behaviour, child protection, safeguarding and attendance. They also looked at the school's self-evaluation and development planning, records of the checks made on the quality of teaching, minutes of the governing body, notes of visits from local authority officers and information relating to pupils' academic performance.

Inspection team

Jeanie Jovanova, Lead inspector

Additional Inspector

Peter Thrussell

Additional Inspector

Fatiha Maitland

Additional Inspector

Full report

Information about this school

- This is a larger-than-average sized primary school.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for children looked after by the local authority, pupils known to be eligible for free school meals and children of service families, is more than double the national average. There are no pupils in the school from service families.
- The proportion of disabled pupils and those with special educational needs supported through school action is lower than the national average. The proportion supported through school action plus or with a statement of special educational needs is broadly average.
- The school serves a diverse community. Three-quarters of pupils are from minority ethnic backgrounds, which is well over double the national average, with 14 different groups represented in varying proportions.
- The proportion of pupils who speak English as an additional language is just over double the national average. A small number are at the early stages of learning English.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There has been a significant turnover of staff since the previous inspection. The headteacher, the deputy headteacher and the inclusion manager have all taken up their posts during the course of this academic year.

What does the school need to do to improve further?

- Improve teaching so it is good and more is outstanding in order that attainment continues to rise and pupils' progress is at least good across all year groups by:
 - improving pupils' understanding of spelling, punctuation and grammar rules so that more of them can reach the higher levels in English
 - ensuring pupils have time to respond in-depth to next step comments in marking
 - ensuring pupils know which method to apply in their independent learning, especially in mathematics
 - using assessment to recommend appropriate books that will challenge readers who are no longer supported by the reading scheme.

Inspection judgements

The achievement of pupils

requires improvement

- The achievement of pupils requires improvement because progress has been too variable since the previous inspection and attainment fell to below the national average in 2012.
- The new headteacher has been effective in tackling this and now most pupils are making accelerated progress so that previous underperformance is being eradicated.
- Children join the school with skills at below the levels expected of typical three-year-olds. Teaching is now much improved in the Early Years Foundation Stage so proportion leaving Reception having caught up with their peers is increasing. For example, this year, in phonics, two thirds of pupils are at the phase recommended for their age whereas none was last year.
- The focus on phonics has been equally effective in Year 1. Consequently, results in the phonics screening check improved with the majority of pupils reaching expected levels this year.
- The school put a comprehensive range of measures in place to fast-track progress for the current Year 6 so that they could leave the school ready for secondary education. School figures show that this has been effective as standards have risen this year in both English and mathematics.
- The school has put into place effective strategies to ensure pupils for whom it receives the pupil premium funding achieve well. The gap between them and other groups in school has been eradicated at the end of both key stages. For example, the pupil premium group is ahead by approximately a term and a half in both English and mathematics as measured by average points scored in national tests at the end of Year 6 in 2012.
- Progress is also improving for disabled pupils and those with special educational needs because planning in class takes more careful account of their needs and specialist programmes are more carefully evaluated as to how much impact they are having.
- The achievement of pupils who speak English as an additional language has also been variable and is also improving because of a greater focus on teaching the vocabulary necessary for different subjects.
- There is no great difference between the attainment of pupils from different ethnic groups because the school is committed to tackling discrimination and ensuring pupils have equal opportunities for success irrespective of their backgrounds.

The quality of teaching

requires improvement

- Teaching requires improvement because it has been too variable to ensure pupils achieve well. Although the quality of teaching has improved sharply in the last year, there are still pockets where it is not strong enough to overturn past underperformance at the rate needed to raise pupils' attainment to the national average.
- Pupils write creative, exciting texts which hang together really well. Unfortunately, a poor grasp of spelling, punctuation and grammar limits the level of attainment they can achieve because the higher levels require a greater degree of accuracy than they are able to show.
- Marking is a positive feature of the school and teachers make useful comments to ensure pupils know what to do next to improve. However, pupils are not given time to respond to these comments in depth thereby reducing their effectiveness.
- Pupils are taught a range of useful methods for approaching independent activities, for example using a number line to help with addition or using dictionaries to check spellings. However, especially in mathematics, they are not always sure which method to use when and this sometimes slows their progress.
- Phonics is taught well, and pupils are confident in using a range of strategies to read and understand texts. However, once pupils have reached higher levels in reading and are no longer using books from the reading scheme, books are not always carefully matched to their needs in

order to challenge and develop their reading skills further. For example, several pupils were reading books they had read before, and others were reading texts that were aimed at far younger readers.

- Teaching has improved considerably in the Early Years Foundation Stage since the previous inspection. Lessons are well paced and so elicit exceptionally high levels of engagement. The classroom environment offers a range of stimulating activities and adults interact with children in a way that builds on their interest and so promotes good progress.

The behaviour and safety of pupils are good

- Playtimes are harmonious, pupils enjoy the space and range of activities, are generally thoughtful and aware of others and talk enthusiastically about how much fun they have.
- The school is committed to fostering good relationships. This is reflected in the courteous and helpful way pupils treat each other and adults in the school, and the respectful attitudes staff have towards each other and the pupils in their care. It can also be seen in the positive engagement of parents and carers, which has had a number of benefits to pupils such as improved attendance.
- Attendance has risen year-on-year because the school works more closely with families and has put in a range of other measures to ensure the school community understands the importance of regular attendance. For example, weekly attendance figures are prominently displayed on the doors of each class and pupils are keen that theirs is one of the highest.
- Pupils show positive attitudes in lessons. They listen carefully, contribute thoughtfully and apply themselves well to tasks. Behaviour is not outstanding though because pupils are not helped to develop as independent learners as well as they could be.
- Pupils feel safe at school and know how to keep themselves safe in a range of ways, for example on the internet and when conducting science experiments. Most parents and carers who completed the online survey and all those who spoke with inspectors agree that their child feels safe at the school.
- Behaviour is managed consistently well, which supports all pupils to behave appropriately but is especially beneficial for pupils with particular needs. As a result, there have been no exclusions for the last three years.
- Pupils are very clear about the range of ways bullying can manifest itself but insist that such things do not happen at their school. They recognise that friends occasionally fall out but that this is not bullying and is dealt with well by teachers so is quickly resolved.

The leadership and management are good

- Leadership and management are good because the headteacher, senior and middle leaders and governors have instituted a range of successful measures which are driving progress at a faster rate than nationally thereby rapidly raising attainment across the school. For example, the current Year 6 pupils made double the rate of progress in the last two terms, as they had throughout Key Stage 2, and standards improved.
- Other recent appointments have also contributed to improved outcomes for pupils. For example, new senior leaders ensure far more rigorous checks are made on the progress and attainment of disabled pupils and those with special educational needs, resulting in staff being able to put measures into place more quickly for any pupils found not to be on track.
- By appointing a skilled practitioner to support colleagues and make expectations clear, leaders have ensured that pupils are now benefiting from vastly improved phonics teaching. This has resulted in a significant increase in the numbers of pupils ready to enter Year 1 with phonics knowledge appropriate to their age and has ensured that the vast majority of those who did not reach expected levels in the phonics screening check in Year 1 last year have now caught up.
- Leaders have an accurate view of the school's strengths and weaknesses. Improvement planning

is effective in accelerating progress and raising attainment. For example, a range of measures, including running an Easter catch-up school and Saturday classes, improved outcomes for the current Year 6.

- Middle leaders now play a vital part in supporting school improvement. They check standards in the subjects they lead, scrutinise the quality of work in pupils' books, share good practice and conduct lesson observations after which they provide useful feedback to help teachers hone their classroom skills. This has helped improved the quality of teaching with the consequent rise in pupils' attainment.
- The curriculum is varied and strong links across subjects make learning more meaningful. For example, a trip to the seaside to support a geography and history topic gave pupils an effective backdrop against which to write evocative and moving accounts of discovering a treasure washed up on shore. In this way, pupils are given opportunities to strengthen reading, writing, communication and mathematical skills across a range of subjects.
- The school effectively promotes pupils' spiritual, moral, social and cultural development in a range of ways. Trips, visitors and judicious curriculum choices ensure pupils learn about a range of cultures and beliefs and offer chances to reflect on values and moral issues. Expectations of working well with classmates support the development of strong social skills.
- The local authority has supported the school effectively to put in place the measures which are now proving successful at overturning past underperformance. After a period of intensive support, it accurately judges that the school has the internal capacity to continue to improve so it now offers a more light-touch approach.
- **The governance of the school:**
 - Governors ensure they keep abreast of the skills needed to challenge the school to raise standards as quickly as possible. They are acutely aware of data on the school and how the school compares to others and are ambitious for the school's future. By completing in-depth training on how to analyse academic performance, governors are well placed to understand how far leaders are succeeding in their drive to bridge gaps between the attainment of pupils in school and the attainment of pupils nationally. Governors know about the quality of teaching in the school and support leaders in setting challenging targets for teachers that are driving improvement and accelerating progress for pupils. Governors understand the link between pay and performance and withhold increments for those staff who do not meet their targets. Conversely, they are keen to reward staff who produce exceptional outcomes. Governors keep a tight rein on finances by insisting that monies spent equate to better outcomes for pupils. For example, they know that the pupil premium is spent effectively because the attainment of pupils entitled to it often outstrips that of other pupils in school. Governors discharge their statutory duties effectively to ensure safeguarding requirements are met.

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

Unique reference number	100816
Local authority	Southwark
Inspection number	400428

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	349
Appropriate authority	The governing body
Chair	John Ploughman
Headteacher	Emma Morrogh-Ryan
Date of previous school inspection	29–30 September 2009
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