

# Charlotte Sharman Primary School

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

## Inspection dates

7–8 November 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The quality of teaching, learning and assessment is too variable to secure consistently good outcomes across the school.
- Leaders have not ensured that teachers use accurate assessment or have strong enough subject knowledge, particularly in writing.
- Middle leaders, including subject leaders, do not regularly check pupils' progress. Therefore, they do not provide regular challenge and support for teachers.
- The teaching of writing does not challenge all pupils, including the most able, to make as much progress as they are capable of.
- Governors do not challenge leaders sufficiently regarding the use and impact of pupil premium funding.
- The early years outdoor learning environment offers limited opportunities for children across the age range for which it is designed.
- Rates of attendance are improving and persistent absence is reducing. However, the school's strategy for further improvement is at an early stage and needs to be fully embedded.

### The school has the following strengths

- Since their appointment in April 2017, leaders have worked doggedly to improve the school. Parents and carers are positive about the changes made to the school.
- Governors are supportive of the school leaders and are committed to school improvement.
- Whole school initiatives introduced in reading and mathematics are having a positive impact on improving standards.
- Early years teaching is effective. This ensures that children have a good start to their education. This is despite the limitations of the outdoor environment.
- The teaching of phonics (letters and the sounds they represent) is strong. Pupils are able to use their phonics skills well. As a result, phonics screening check and reading outcomes are improving.
- Pupils' behaviour is good. Pupils show positive attitudes to learning and take pride in their work.

## Full report

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

- Improve the quality of teaching and learning by:
  - ensuring that staff share and learn from the best practice found within the school to further improve teaching
  - using a consistent approach to the teaching of writing which challenges all pupils, including the most able, to make the best possible progress.
- Improve the quality of leadership and management by:
  - strengthening the skills of middle leaders in holding teachers to account and monitoring the effectiveness of their actions
  - ensuring that governors hold leaders fully to account for the use of pupil premium funding
  - using assessment information precisely to evaluate the quality of teaching and learning, particularly in writing.
- Improve attendance and reduce absenteeism by:
  - continuing to embed the strategies that have brought about improvements.
- Improve the outdoor provision in early years by:
  - ensuring that appropriate learning opportunities and high-quality resources cater for all children across the age range.

An external review of the school's use of the pupil premium funding is recommended in order to assess how this aspect of leadership and management can be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Since April 2017, the school has undergone substantial change, including a new headteacher, deputy headteacher and governing body. Leaders have worked determinedly to improve the school and have taken decisive action when teaching is not effective. However, these actions have not yet ensured that the quality of teaching across the school is consistently good. Consequently, pupils do not achieve as well as they should.
- Leaders have an accurate understanding of the strengths of the school and where continuing improvements need to be made, for example in response to below national reading standards. Leaders introduced a focus on reading throughout the school. As a result, pupils' progress in reading is improving.
- Leaders' introduction of a bespoke assessment system has ensured that there is a consistent approach across the school. However, they have not ensured that teachers' subject knowledge, particularly in writing, is sufficiently secure. Leaders are aware of this, and have plans to introduce a new writing assessment and training for teachers.
- Leaders remodelling of the curriculum means that it is broad and balanced. Pupils acquire knowledge steadily in a range of subjects. For example, pupils' books show they are taking part in regular science lessons, and learning how to carry out investigations and use scientific vocabulary.
- Leaders plan many extra-curricular activities to give pupils access to experiences they might not otherwise have outside the school, such as boxing and art and craft. Regular visits to places of interest and visitors to the school broaden pupils' horizons and enhance their learning.
- Leaders provide a range of training opportunities to support teachers to develop their skills. Newly qualified and student teachers speak highly of the mentoring support and high-quality professional development they receive.
- Middle leaders are aware of the attainment of pupils and which year groups require further support. However, they do not regularly check pupils' progress. This prevents them from being able to provide the regular challenge and support needed for teachers, over time. They do not ensure that pupils receive the precise teaching that would enable them to make progress in all classes.
- Leaders have ensured that pupils who have special educational needs (SEN) and/or disabilities have been a focus. Interventions and additional resources have been targeted to meet the complex needs of this large number of pupils. Staff have received specialist training to support individual pupils. However, some initiatives are at too early a stage and baseline data about pupils' starting points is not always collected to measure the impact of leaders' actions.
- Sports funding is used effectively. Pupils have been provided with opportunities to take part in a wide range of sports. Good-quality training from specialist coaches has been provided for all staff, which is improving their teaching and coaching skills. The physical education leader understands that provision needs to be evaluated more accurately to

understand where further improvements need to be made.

- Pupils' spiritual, moral and cultural development is promoted well within the school through the curriculum, assemblies, workshops and visitors. Pupils learn about tolerance and respect. They are knowledgeable about major world faiths. During religious education focus weeks, all pupils visit places of worship. They gain in-depth information about the faith they are studying.
- Pupils have an age-appropriate understanding of different types of families. Pupils understand that they have democratically elected the school council to act on their behalf. For example, pupils spoke about how school councillors had helped improve the cleanliness of the toilets. Consequently, pupils are well prepared for life in modern Britain.
- Leaders have not fully evaluated the specific impact of the use of pupil premium funding. Therefore, it is not clear which spending has been effective and which has not. Consequently, the progress of disadvantaged pupils over time has not been sufficient to help them catch up with other pupils nationally.
- Parents who spoke to the inspectors and those who completed Ofsted's online questionnaire Parent View were positive about the school.

### **Governance of the school**

- Since the appointment of the leadership team, governance has strengthened. The expertise and skills of the governors have ensured that they are effective in supporting the school in its strategic planning.
- Governors are committed to improving the school and have a thorough knowledge of the school community and the risks pupils face.
- Governors have not fully monitored the impact of pupil premium funding in a systematic way. This means that disadvantaged pupils do not make strong progress in some year groups and subjects, particularly in writing. Governors are aware of this and have plans to monitor this spending more closely.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- A clear safeguarding culture pervades the school. Leaders and governors have ensured that checks on the suitability of staff, volunteers and visitors are robust, thorough and detailed. Leaders and staff have completed a range of safeguarding training, including how to keep pupils safe from radicalisation and gang crime. This ensures that staff have a good understanding of their responsibilities and are vigilant in relation to the risks faced by the pupils.
- Staff report any concerns they may have about pupils. Records show that, when concerns are raised, leaders take swift action. Weekly safeguarding meetings ensure that a high level of vigilance is maintained. Children's safeguarding files are kept up to date and are appropriately organised.
- Leaders ensure that early help procedures are in place and used effectively to identify

and support vulnerable pupils and their families.

- Pupils have suitable opportunities to learn about different aspects of safety, through the school's curriculum, external speakers and assemblies. This includes online safety, road safety and knife crime.
- Almost all parents and carers spoken to and those who responded to Ofsted's online questionnaire Parent View stated that their children are safe in school.

### **Quality of teaching, learning and assessment**

**Requires improvement**

- The quality of teaching and learning varies too much across the school. Teachers do not routinely meet the needs of all the different groups of pupils. Teachers' subject knowledge in some classes is not secure. Inaccurate assessment information means that work is not always appropriately matched to pupils' needs. Consequently, the most able pupils do not achieve as well as they could and consistent progress is not made by all pupils.
- Leaders have ensured that a culture of reading now exists in the school. Whole-class reading lessons ensure that pupils are provided with opportunities to develop their decoding and comprehension skills. Parents appreciate the school's efforts to help pupils read and say that their reading has improved.
- The school's approach to mathematics provides opportunities for pupils to practise and develop their number skills well. Teachers provide opportunities for pupils to apply these skills, solve problems and explain their reasoning.
- Phonics is taught effectively in the early years and key stage 1. Pupils use their knowledge of phonics to decode tricky words and to help them improve their spelling.
- The teaching of writing is too inconsistent. Where teaching is most effective, pupils are stimulated to produce work of a higher quality. In all year groups, there are some opportunities for pupils to write for a sustained period and across a range of subjects. Occasionally, teachers expect pupils in different year groups to do the same activities without adjusting the amount of challenge. As a result, pupils do not make the progress of which they are capable. In most classes, additional adults are used well to support pupils' learning. They use their knowledge of the pupils to support and intervene in a timely manner.

### **Personal development, behaviour and welfare**

**Good**

#### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Leaders and teachers ensure a calm and purposeful learning environment. Pupils have very positive attitudes towards learning and take pride in their work. They follow instructions well. The good routines teachers have established are helping pupils to become well-organised learners. They say that they enjoy coming to the school and talk positively about their experiences.
- Leaders ensure that online safety is taught. Consequently, pupils are aware of how to keep safe, including online. Pupils are knowledgeable about staying safe outside of the

school, including knowing about road safety and 'stranger danger'. Leaders invite experts to support their focus on safety. For example, the school police liaison officer comes to speak to pupils about knife crime and gangs.

- Pupils say that they feel safe at the school. They say that incidents of bullying are rare. They are confident that, if they had a concern, they could go to an adult to sort it out. Parents spoken to during the inspection agreed.

## Behaviour

- The behaviour of pupils is good.
- Staff have high expectations of behaviour and use the school's behaviour system effectively to reinforce these. Consequently, pupils behave well in lessons and around the school. They listen to each other and adults with respect. They are keen to contribute when asked, for example in lessons.
- Although space on the playground is very limited, incidents of poor behaviour are very rare during playtimes and lunchtimes. Pupils' conduct throughout the day is very positive.
- Pupils with behavioural needs are set specific targets to work towards. Staff support these pupils and their families well. This ensures that they understand how to improve their behaviour. This positive approach works effectively and ensures that exclusions are rare.
- Attendance rates have been lower than the national average for at least three years. Too many pupils are persistently absent. Leaders have recently introduced a new initiative with the family liaison worker and schools' attendance officer working closely to address this. This has seen some early success for all groups, including disadvantaged pupils and pupils who have SEN and/or disabilities. Current attendance figures are in line with the national average and the signs are that persistent absence is being reduced. However, it is too early to measure the full impact of this strategy and attendance is an area for improvement.

## Outcomes for pupils

## Requires improvement

- The school's own information and inspection evidence shows that the school's current pupils are not making consistently strong progress across the school. This applies particularly in writing, reflecting the inconsistencies in teaching and assessment procedures. The work in current pupils' books verifies this.
- Leaders have introduced reading and mathematics initiatives. As a result, in 2018, provisional information at the end of key stage 2 shows that pupils made progress in reading and mathematics similar to the national average. However, progress in writing remains well below that seen nationally.
- Over the last three years, the proportion of children achieving a good level of development by the end of the Reception Year has been in line with or above the national average. Consequently, children are well prepared for Year 1.
- Results for the phonics screening check at the end of Year 1 and in the Year 2 re-check are above the national average. As a result, pupils are well equipped to develop good

early reading skills.

- In 2018, provisional data indicates that key stage 1 pupils' attainment was above the national average in reading, writing and mathematics. This was not the case in 2017.
- The progress of disadvantaged pupils and those who have SEN and/or disabilities is variable across the school. Most make the progress that is expected of them from their varying starting points. However, few exceed that and they are therefore not achieving as well as they might.

## Early years provision

**Good**

- Children enter the early years at levels that are typically below those expected for their age nationally. From these low starting points, children make strong progress. The proportion of children achieving a good level of development in 2018 was in line with the national average.
- Children begin in the two-year-old provision with skills that are well below those typical for their age. Well-established routines and good relationships between children and adults are evident. The level of interaction between adults and children is high. Staff plan activities that build on what children already know. As a result, at this early stage of their education, two-year-olds make good progress from low starting points.
- Children settle well in Nursery and Reception. Classes offer a safe, bright and stimulating place in which to learn. Due to effective transition procedures into the setting, relationships with parents and carers are positive. Parents say that communication is strong and appreciate opportunities to contribute to the children's learning profile.
- Many children enter the early years with low communication and language skills. Staff interact with children well. This stimulates their language and they are encouraged to extend their learning through skilled questioning. Good-quality support from staff ensures that these children can access the curriculum successfully and make strong progress.
- The leadership of early years is strong. Well-planned activities and good-quality resources enable children to develop their knowledge and skills across all the areas of learning. Adults make frequent checks on what the children are able to do and what they need to learn next.
- Teaching of phonics is effective. Therefore, children make good progress in developing early reading skills. Children use their phonics knowledge well to help them sound out unknown words to support their mark making and writing. They are able to apply and practise their developing skills through good opportunities to write.
- Children are developing their knowledge in mathematics. They are provided with opportunities to practise their understanding regularly, through adult-focused activities and play. They are frequently challenged and gain a secure understanding of shape, space and number.
- Leaders ensure that safeguarding is effective and that statutory welfare requirements are met.
- Leaders are aware that the current outdoor learning environment is not sufficient for

the age range. It lacks appropriate resources and activities to stimulate or excite children. Therefore, opportunities for them to develop skills and knowledge across the early years curriculum using the outdoor area are limited.



## School details

Unique reference number	100816
Local authority	Southwark
Inspection number	10048048

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

Type of school	Primary
School category	Foundation
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	346
Appropriate authority	The governing body
Chair	Ms Amanda Torpey
Headteacher	Mr Andrew May
Telephone number	02077355598
Website	<a href="http://www.charlottesharman.southwark.sch.uk">http://www.charlottesharman.southwark.sch.uk</a>
Email address	<a href="mailto:office@charlottesharman.co.uk">office@charlottesharman.co.uk</a>
Date of previous inspection	16–17 April 2015

## Information about this school

- Charlotte Sharman Primary School is larger than the average-sized primary school.
- Since the last inspection, there have been significant changes to the leadership of the school. This includes a new headteacher, deputy headteacher, chair of governors and governing body.
- Pupils come from 14 of the 17 ethnic backgrounds, with the largest group being Black African.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils who have SEN and/or disabilities, including those with an education, health and care plan, is above the national average.
- The proportion of disadvantaged pupils is well above the national average.

## Information about this inspection

- Inspectors observed learning in all classes, including all early years provision, jointly with the headteacher and the deputy headteacher.
- Together with senior leaders, inspectors scrutinised pupils' books from all year groups. Inspectors also analysed a range of information about pupils' progress.
- Inspectors listened to some pupils read. They spoke to pupils while visiting classrooms, in the dining hall and on the playground. In addition, inspectors spoke to groups of pupils formally to find out their views of the school.
- The lead inspector met with the chair of governors, a group of governors and a representative from the local authority.
- A range of meetings were held with the headteacher, deputy headteacher, assistant headteachers, middle leaders and teachers.
- Inspectors observed pupils' behaviour in lessons, and at playtimes and lunchtimes.
- Inspectors reviewed various documents provided by the school. These included the school's self-evaluation; improvement plans; governing body minutes; documents relating to safeguarding; and records of behaviour, exclusions and attendance.
- The views of parents were collected at the beginning and end of the school day. Inspectors took account of 28 responses to Ofsted's online questionnaire, Parent View.

## Inspection team

Andrew Hook, lead inspector	Her Majesty's Inspector
Alison Martin	Ofsted Inspector
Ann Debono	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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