

# Inspection of Charlotte Sharman Primary School

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

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Inspection dates: 24 and 25 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils behave well. They know that leaders have high expectations of them, and they typically meet these expectations. Pupils are kind and considerate of each other. For example, they take care of their friends and peers if they are upset. Pupils know they can speak to adults in school if they have any concerns. If any incidents of bullying occur, leaders manage these appropriately. Pupils are happy and safe in school.

Leaders promote pupils' mental well-being by enriching the physical education (PE) curriculum. They have introduced yoga and meditation. Leaders make use of local facilities and organisations, including the neighbouring tennis courts, cricket field and dance studio, to extend further the range of sports that pupils experience in PE.

At breaktimes, pupils enjoy using various equipment and resources on offer. In the playground, pupils are busy and actively engaged in a wide range of activities and games. Leaders and school staff enjoy taking part in these activities alongside the pupils. Pupils have positive professional relationships with adults in school.

## **What does the school do well and what does it need to do better?**

The school's curriculum matches the breadth of national curriculum. Leaders consider the experiences and backgrounds of pupils and tailor aspects of the curriculum to the school's community. For instance, they ensure that the books and stories that teachers read to pupils contain characters from a wide variety of backgrounds.

Leaders encourage pupils to love books and reading. They ensure that reading takes place throughout the school day. Teachers and teaching assistants have received phonics training and teach phonics daily in the early years and Year 1. Leaders and teachers check frequently the phonics that pupils know and make sure that they keep up with phonics teaching. Any pupils who fall behind with reading receive additional teaching promptly.

Leaders ensure that teachers and teaching assistants know how to identify whether a pupil may have special educational needs and/or disabilities. Leaders work in partnership with external organisations to help pupils get the right support. For example, leaders work with experts and therapists who provide tailored support for selected pupils. Leaders work closely with parents, carers and staff to check how well pupils are learning.

Leaders think carefully about the knowledge and skills pupils need to know, particularly in English and mathematics. In some subjects, leaders sequence this content well from the early years upwards. In these subjects, pupils build on what they have learned previously when they learn new things. For example, in Year 3 mathematics, pupils learn about fractions, which helps them in Year 5 to add unlike

fractions with different numbers at the bottom. However, in other subjects, leaders have not sequenced this knowledge as carefully. Teachers have not received training to make sure that pupils build important knowledge and skills. Teaching does not typically emphasise, check and revisit key learning to help pupils know and remember more in each subject. Leaders are aware that knowledge must be taught more explicitly and have started to make necessary changes.

Pupils are well behaved. They conduct themselves in a calm and orderly manner in the dining room. Pupils play well together at breaktime and use equipment sensibly. Curriculum learning typically proceeds uninterrupted in the classroom.

Leaders invite visitors to speak to pupils about keeping themselves safe. These include police, firefighters and public transport representatives. Pupils learn about online safety and are taught how to report any concerns that may arise. They are taught about healthy relationships and consent appropriate to their age. Some pupils receive additional guidance to support them to handle themselves in different situations, including when using public transport and starting secondary school.

Leaders and governors work together to make sure staff can manage their workload. Staff value the support provided by leaders for their well-being. Governors have the necessary training and expertise to carry out their roles. They provide appropriate support and challenge to leaders. As a result, leaders know what to do to improve the school. Leaders' access to external expertise and training in some subjects has been delayed due to the COVID-19 pandemic. However, leaders have plans in place to make the necessary improvements to subject curriculums.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and governors receive appropriate training to lead the school's safeguarding. Leaders ensure all staff receive regular training to safeguard pupils' well-being. School staff know how to recognise whether a pupil may need help. They know their responsibilities and report any concerns that may arise. Leaders work in partnership with external safeguarding services. They regularly seek advice and support to keep pupils safe from harm. Leaders escalate safeguarding concerns if they are not satisfied with the response to their referrals.

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

### **(Information for the school and appropriate authority)**

- The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. However, it is clear from leaders' actions that they are in the process of bringing this about. Leaders need to complete the process of reviewing the curriculum in all subjects within their identified timescale. For this reason, the transitional arrangements have been applied.

- Leaders do not identify and sequence knowledge well enough from the early years upwards in all subjects. As a result, teaching does not ensure pupils systematically recall and build on important knowledge. Leaders must make sure that important knowledge within subjects is made explicit, and train teachers to make this clear to pupils. Leaders must assess what pupils know and remember, and build on this knowledge.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	100816
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10227419
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maureen Gabbidon
<b>Headteacher</b>	Andrew May
<b>Website</b>	<a href="http://www.charlottesharman.southwark.sch.uk">www.charlottesharman.southwark.sch.uk</a>
<b>Date of previous inspection</b>	7 and 8 November 2018, under section 5 of the Education Act 2005

## Information about this school

- Since the previous inspection, the number of pupils attending the school has reduced.
- The school uses Summerhouse Behavioural Support Service and provision. The service is managed by Southwark local authority.

## Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors examined safeguarding records and documentation. Inspectors also spoke to leaders and school staff about pupil safety and welfare.
- Inspectors visited the dining room and playground to look at pupils' behaviour and attitudes during less structured times of the day.
- Inspectors spoke with representatives of the local governing body and a representative of the local authority.

### **Inspection team**

Andrea Bedeau, lead inspector

Her Majesty's Inspector

Alison Colenso

Her Majesty's Inspector

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