

Inspection of a good school: Charlton Manor Primary School

Indus Road, Charlton, London SE7 7EF

Inspection dates:

28 February and 1 March 2023

Outcome

Charlton Manor Primary School continues to be a good school.

What is it like to attend this school?

Staff ensure pupils are safe and happy. Pupils respond positively to the high ambitions staff have for how they behave and learn. Pupils appreciated the help and guidance they received in lessons to improve their learning.

Pupils get along well with each other. Pupils know what to do if they witness or experience bullying. They felt assured that staff would listen to any concerns they have. Leaders deal with any incidents of bullying appropriately.

Pupils enjoy the range of educational outings, clubs and cultural experiences that staff provide. For example, pupils in Year 1 visited Buckingham Palace when studying Kings and Queens. Leaders ensure that all pupils, including those with special educational needs and/or disabilities (SEND), access the variety of extra-curricular opportunities offered.

Pupils make a positive contribution to the life of the school. They take pride in their responsibilities as sports captains and junior travel ambassadors. Older pupils help younger children to use their cutlery correctly.

Parents and carers speak positively about the improvements the new leaders have made. Leaders have developed effective systems. This includes the actions taken to improve attendance figures and in ensuring pupils attend school regularly.

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

Leaders have developed the school's curriculum. They select with care what they want pupils to learn and remember. Subject content is organised in a progressive and sequential way. This ensures pupils build their knowledge and skills as they progress through the school. For example, in physical education (PE), pupils learned how to develop coordination and control when playing ball games with increasing complexity.

Leaders support teachers in enhancing their subject knowledge. Occasionally, adults do not share information clearly during lessons. As a result, some pupils are unclear about what is required of them. Sometimes, when teachers do not check pupils' understanding carefully enough, pupils' misconceptions are not addressed in a timely way. Consequently, on these occasions, pupils are not secure in their understanding before teachers introduce new content.

Leaders promote a love of reading. For example, older pupils read regularly with younger pupils across the school. Adults immerse pupils in a wide range of high-quality texts and genres. Leaders train staff to deliver the phonics programme with consistency. Pupils practise reading using books matched to the sounds they know. Staff provide targeted support for pupils who need to catch up with their fluency when reading. Adults encourage children in the early years to develop their awareness of sounds. They support children to develop their communication and language skills effectively.

Teachers motivate pupils to explore different mathematical concepts, including through a variety of practical experiences. Staff model mathematical language and strategies well. They break teaching into small steps. This supports pupils in working methodically through calculations and mathematical problems. In early years, staff help children through the effective use of resources. For instance, children in Reception used balance scales to compare the weight of different objects.

Leaders ensure that pupils with SEND are identified quickly. Staff consider the support that pupils need carefully to access the full curriculum. Where appropriate, leaders devise specific programmes to cater for pupils with complex needs. Staff adapt teaching and support pupils effectively. They are ambitious in ensuring pupils with SEND achieve their best.

Staff treat pupils fairly and with respect. Leaders ensure that their high expectations of pupils' behaviour are consistently followed. Staff work closely with leaders and the pastoral team in managing pupils' behaviour effectively. Staff manage behaviour in lessons well, allowing pupils to focus on what they are learning. In early years, adults support children in maintaining sustained concentration.

Leaders place emphasis on promoting pupils' mental health. Staff teach pupils to consider their feelings and those of others. Leaders train pupils in Years 4 to 6 to be 'well-being champions', who are instrumental in supporting other pupils. Pupils are inquisitive about the world around them. Leaders have developed strong links with schools and organisations in other countries, including Germany and Nepal.

Those responsible for governance work closely with school leaders to provide clear strategic direction for the school. Staff appreciated the adjustments leaders made to planning and assessment procedures. This has impacted positively, reducing staff's workload and improving their work-life balance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a coordinated approach to identifying pupils and families in need. Leaders train staff to spot the signs and symptoms of pupils who may be at risk. Systems for reporting and recording concerns are clear and robust. Leaders respond swiftly to providing help. They work closely with external agencies to ensure support is provided in a timely manner.

Pupils are taught how to stay safe online and when using social media. In PE, pupils show awareness of others and move around safely to keep everyone safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, teachers do not share information in lessons clearly. As a result, some pupils are unclear about what they need to learn or do. Leaders should make sure teachers deliver information clearly when teaching.
- Sometimes teachers do not check pupils' understanding carefully enough. Consequently, some pupils are not secure in their understanding before teachers move on to new content. Leaders should ensure that all staff check pupils' understanding and address misconceptions so that pupils are fully prepared for future learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2012.

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.

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

Unique reference number	100164
Local authority	Greenwich
Inspection number	10240268
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	447
Appropriate authority	The governing body
Chair of governing body	Elizabeth Randall
Headteacher	Amy Goold (Acting headteacher)
Website	www.charltonmanorprimary.co.uk
Date of previous inspection	21 March 2017, under section 8 of the Education Act 2005

Information about this school

- The acting headteacher has been in post since September 2021. Three assistant headteachers have been appointed since the last inspection.
- The school does not make use of any alternative provisions.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the chair and members of the local governing body, a local authority representative, the acting headteacher, senior leaders and a range of staff.
- The inspector carried out deep dives in reading, mathematics and PE. For each deep dive, the inspector met with subject leaders, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and considered pupils' work.
- The inspector considered the curriculum in other subjects.
- The inspector considered information provided about safeguarding arrangements. The

inspector scrutinised safeguarding records and the single central record. The inspector reviewed procedures and processes by talking to leaders and staff, and through discussions with pupils.

- The inspector considered the views of parents, pupils and staff, including through Ofsted's online surveys.

Inspection team

Lascelles Haughton, lead inspector

His Majesty's Inspector

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