

# Thorntree Primary School

Address: Thorntree Road, Charlton, London, SE7 8AE

Unique reference number (URN): 100142

## Inspection report: 3 March 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

### ✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Early years

Strong standard ●

Children in the early years benefit from a nurturing and well-structured start to school. Staff foster positive and trusting relationships that support children's confidence, independence and curiosity. Interactions are purposeful and responsive, encouraging children to develop their language and vocabulary through storytelling, discussion and carefully modelled dialogue. Children in Reception make positive progress in early reading and phonics, with daily targeted activities helping them to decode, recognise letters and develop early writing skills. The school ensures that learning is engaging. For example, children enjoy exploring the wooded area and other outdoor spaces. They also benefit from being able to learn about the animals in the nearby park, including deer, chickens and pigs.

The early years curriculum is sequenced to help children build skills progressively across all areas of learning. It places a particular emphasis on communication, language and personal, social and emotional development. Staff make well-considered adaptations for children with special educational needs and/or disabilities, those who are disadvantaged, or who may face other barriers, enabling them to engage fully and thrive. Partnerships with parents and carers support learning at home and help children transition smoothly into Year 1.

### Inclusion

Strong standard ●

Leaders have established an inclusive culture, ensuring that pupils with special educational needs and/or disabilities (SEND), those who are disadvantaged and those known or previously known to children's social care are supported effectively. Pupils' individual needs are carefully assessed, leading to personalised plans of support to reduce barriers to learning and wellbeing. For example, pupils who are known to social care benefit from leaders' close collaboration with other professionals, ensuring that support is tailored to pupils' circumstances.

Leaders have established an appropriate specialist class for some pupils with SEND. Here, pupils engage in learning activities designed specifically for their needs and starting points in learning. These activities include, for example, hands-on creative arts activities, sensory play and practical life skills. Staff work closely with each pupil, encouraging curiosity and independence in learning. In classrooms, teachers skilfully adjust what is being taught to secure pupils' understanding. For example, they break learning down into achievable steps to help pupils access the full curriculum. Leaders regularly review the impact of these strategies to ensure they are effective.

Staff receive high-quality training to enable them to meet pupils' needs. Families are engaged effectively, and leaders work closely with external professionals to support pupils' wider needs and aspirations. Additional funding is used strategically to provide additional academic and pastoral support, including small-group tuition, access to enrichment activities and targeted mentoring, for example. This ensures that disadvantaged pupils can thrive and make progress from their starting points.

Pupils benefit from a broad personal development programme that supports their wellbeing, character and readiness for life beyond school. They engage positively with opportunities that strengthen their social skills, teamwork and confidence, including, for example, collaborative projects, peer mentoring and community-based activities. Pupils develop a secure and detailed understanding of their local area, for example through their work on the Jacobean Charlton House and Thames Barrier. Leaders ensure that pupils think carefully about ethical issues and respect the beliefs and values of others. This contributes to a culture of inclusion and mutual respect.

The curriculum for personal, social and health education is well tailored to pupils' needs, helping them understand online and offline risks, healthy relationships and practical strategies for managing their own wellbeing. Where needed, disadvantaged pupils and those with special educational needs and/or disabilities receive targeted support, including mentoring and bespoke activities that strengthen their resilience, independence and life skills. Pupils also take part in a wide range of cultural and creative opportunities, from music and art to local heritage projects. These broaden their experiences and deepen their appreciation of diversity and fundamental British values, as well as contribute to their developing character.

Pupils value the guidance that they receive to manage their wellbeing. They learn how to look after themselves, make sensible decisions and understand the impact of their actions on others. They draw on this learning in their daily routines around school. Pupils say they feel safe, valuing the worry boxes and regular check-ins from staff, which they find reassuring. They speak positively about the wide range of clubs, leadership roles and trips on offer, explaining that these help them work with others, build confidence and take an active part in school life.

For older pupils, leaders provide careful preparation for next steps, including supporting transition to secondary school. Staff actively monitor pupils' personal development and respond to emerging needs, ensuring that pupils feel safe, valued and able to thrive.

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## **Expected standard** ●

### **Achievement**

### **Expected standard** ●

Pupils progress well through the curriculum from their starting points. Most pupils develop secure foundational knowledge across subjects. At the end of key stage 2, published outcomes for reading and mathematics are broadly close to national averages. Writing is an area of strength, and the impact of the school's work to raise achievement in this area is evident. Pupils with special educational needs and/or disabilities, and those who are disadvantaged, benefit from targeted support that enables them to make progress alongside their peers. For example, focused literacy support has, overall, improved reading fluency and comprehension for pupils with low starting points.

Across key stages, pupils are increasingly well prepared for their next steps, demonstrating the skills and knowledge required for transition to secondary education. Leaders' careful tracking and tailored support ensure that, typically, pupils with lower starting points learn the foundational knowledge they need. However, the school's work has not, at present, fully addressed some remaining variability in these pupils' reading outcomes at the end of key stage 2.

## **Attendance and behaviour**

**Expected standard** 

Leaders' actions have improved attendance overall. The majority of pupils attend regularly and on time. Persistent absence remains higher than average for a small number of pupils, including some disadvantaged pupils. Targeted support for these pupils, together with leaders' close monitoring, is helping to secure some improvements, but at present, these improvements are not fully embedded. Leaders work closely with families and other professionals to address barriers to attendance. For example, staff make home visits and provide mentoring and tailored interventions to help pupils to engage consistently with school life. Pupils say that this support has helped them to feel included and that they want to come to school.

Pupils' positive behaviour reflects the school's calm and respectful ethos. Across classrooms and at social times, pupils are polite and considerate and conduct themselves well. Leaders have shared behavioural expectations and training with staff. This means that staff apply behaviour policies consistently. Leaders have established a culture where bullying, discrimination or harassment is not tolerated. Pupils show positive attitudes to learning, supported by staff who know them well and make reasonable adjustments for those with special educational needs and/or disabilities. Incidents are dealt with quickly and fairly. Pupils are encouraged to take responsibility for their actions. This contributes to a safe, orderly and supportive learning environment for all.

## **Curriculum and teaching**

**Expected standard** 

Leaders have developed a broad and ambitious curriculum that is designed to provide pupils with the knowledge and skills that they need for their next stages of education. Leaders have a clear understanding of the quality of the curriculum and teaching, and they have identified priorities for improvement where needed. The curriculum builds over time so that pupils' knowledge develops progressively across subjects. For example, in science, pupils learn about the human body before they learn more complex aspects, such as the circulatory system.

Teachers demonstrate secure subject knowledge and present information clearly. Overall, lessons focus on helping pupils understand and practise key knowledge before moving on. Leaders place an emphasis on pupils securing foundational skills in reading, writing and mathematics. Typically, targeted support is provided for pupils who need to catch up in these areas, including for those pupils who are disadvantaged or with special educational needs and/or disabilities (SEND). Staff adapt teaching and adjust lessons so that pupils with SEND access the curriculum alongside their peers.

Leaders make sure that teaching also develops pupils' language and vocabulary. For example, staff use discussion, questioning and structured activities, such as debate

sessions, to encourage pupils to explain their thinking and extend their spoken language.

## Leadership and governance

Expected standard 

Leaders have a clear and realistic understanding of the school's strengths and priorities and take decisive action to address these. Governance is effective. The board of governors holds leaders to account for both the quality of education and the use of resources. It ensures that decisions are made in the best interests of all pupils, particularly those who experience barriers to their learning or wellbeing. Leaders have established a coherent programme for professional learning, which is evidence-informed, sustained and supports all staff, including those who are new to the school, to develop expertise and improve classroom practice.

Staff wellbeing and workload are carefully considered by leaders when they make decisions. This helps to maintain positive morale and stability. Staff are happy and proud to work at the school. They value working together to make positive changes that help to reduce workload. They also appreciate the ways that leaders support them to work collaboratively to get a clearer understanding of how to support pupils in their learning.

Leaders monitor the impact of initiatives rigorously, including extra support for pupils with additional needs. They ensure that progress is tracked and support is adapted where necessary. Leaders' effective work with parents and carers and other professionals further strengthens provision. The effectiveness of leaders' actions is seen in pupils' improved outcomes as well as their positive engagement and sense of belonging.

## What it's like to be a pupil at this school

Pupils are happy at this welcoming school and appreciate its village-school feel. They say that staff care about them and that there is always someone whom they can talk to if they have a worry. They learn how to keep themselves safe, including online. For example, pupils explain that if they encounter problems online, they should block the person and tell a trusted adult. Safeguarding systems are fully understood by staff, and leaders work well with external professionals when pupils need additional help.

Pupils behave well in lessons and around the school. Relationships between pupils and staff are positive and respectful. Pupils understand the school's behaviour system and value the recognition that they receive for positive behaviour and engagement, such as earning house points. They understand what bullying is. Pupils know that sometimes bullying happens, but they are clear that staff deal with it effectively. Most pupils focus well in lessons and enjoy talking about the subjects that they study. Teachers help them improve their work by identifying gaps in pupils' knowledge and providing extra practice with subject content when needed. Pupils are well prepared for the next stage of their education. They typically achieve well.

Pupils benefit from wider opportunities that support their personal development. For example, they enjoy clubs such as football, cricket, debating and music. Pupils value having access to the nearby animal park and nature reserve, where they complete their daily mile.

Pastoral support is comprehensive. Staff know how to help pupils with both their wellbeing and learning, which pupils say has improved their confidence and attendance.

Leaders ensure that pupils who may face barriers to learning receive appropriate and effective support. They work with other professionals so that pupils known to social care receive coordinated help. Leaders also identify and put in place high-quality support for pupils with special educational needs and/or disabilities.

A small number of pupils have low attendance. Leaders are working with families and providing pastoral support to improve this.

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## Next steps

- Leaders should develop their attendance strategy so it secures sustained improvement, particularly in reducing persistent absence for vulnerable pupils, and strengthens the targeted support for pupils where needed.
  - Leaders should continue to strengthen the teaching of reading, particularly for pupils with lower starting points, so they develop the fluency and understanding needed to make highly positive progress.
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## About this inspection

The chair of the board of governors in this school is Matthew Warburton.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher and other members of the leadership team, as well as members of the governing body. They also spoke with members of staff, parents and carers and pupils.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Ms Ann Marie Walker

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**Lead inspector:**

Adam Vincent, His Majesty's Inspector


**Team inspectors:**

Ben Carter, Ofsted Inspector

Sam Carnegie, His Majesty's Inspector

**Facts and figures used on inspection**

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 March 2026

**School and pupil context****Total pupils**

**191**

Below average

**What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

**School capacity**

**210**

Below average

**What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

**Pupils eligible for free school meals (FSM)**

**37.17%**

Above average

**What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

**Pupils with an education, health and care (EHC) plan**

**5.24%**

Above average

**What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

**Pupils with special educational needs (SEN) support**

**16.75%**

Close to average

**What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

**Location deprivation**

**Above average**

**What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

## What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

## All pupils' performance

### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	61%	Above
2024/25 (revised)	73%	62%	Above
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	74%	60%	Above

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	74%	Close to average
2024/25 (revised)	87%	75%	Above
2023/24 (final)	63%	74%	Below
2022/23 (final)	85%	73%	Above

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	81%	72%	Above
<b>2024/25 (revised)</b>	80%	72%	Above
<b>2023/24 (final)</b>	83%	72%	Above
<b>2022/23 (final)</b>	81%	71%	Above

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	79%	73%	Close to average
<b>2024/25 (revised)</b>	77%	74%	Close to average
<b>2023/24 (final)</b>	79%	73%	Close to average
<b>2022/23 (final)</b>	81%	73%	Above

### **Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

#### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	58%	46%	Above
<b>2024/25 (revised)</b>	57%	47%	Close to average

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	63%	46%	Above
<b>2022/23 (final)</b>	56%	44%	Close to average

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	74%	62%	Above
<b>2024/25 (revised)</b>	79%	63%	Above
<b>2023/24 (final)</b>	63%	62%	Close to average
<b>2022/23 (final)</b>	78%	60%	Above

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	71%	59%	Above
<b>2024/25 (revised)</b>	64%	59%	Close to average
<b>2023/24 (final)</b>	75%	58%	Above
<b>2022/23 (final)</b>	78%	58%	Above

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	65%	60%	Close to average
<b>2024/25 (revised)</b>	64%	61%	Close to average
<b>2023/24 (final)</b>	75%	59%	Above
<b>2022/23 (final)</b>	56%	59%	Close to average

## **Disadvantaged pupils' performance gap**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	58%	68%	-10 pp
<b>2024/25 (revised)</b>	57%	69%	-12 pp
<b>2023/24 (final)</b>	63%	67%	-5 pp
<b>2022/23 (final)</b>	56%	66%	-11 pp

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	74%	80%	-5 pp
<b>2024/25 (revised)</b>	79%	81%	-2 pp
<b>2023/24 (final)</b>	63%	80%	-17 pp
<b>2022/23 (final)</b>	78%	78%	-1 pp

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	71%	78%	-7 pp
<b>2024/25 (revised)</b>	64%	78%	-14 pp
<b>2023/24 (final)</b>	75%	78%	-3 pp
<b>2022/23 (final)</b>	78%	77%	0 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	65%	80%	-15 pp
<b>2024/25 (revised)</b>	64%	81%	-16 pp
<b>2023/24 (final)</b>	75%	79%	-4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	56%	79%	-24 pp

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	6.2%	5.9%	Close to average

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	19.4%	13.3%	Above
2023/24 (3 term)	19.5%	14.6%	Above
2022/23 (3 term)	20.4%	16.2%	Above

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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