

Charlton Manor Primary School

Inspection report

Unique Reference Number	100164
Local Authority	Greenwich
Inspection number	307311
Inspection dates	10–11 June 2008
Reporting inspector	Margaret Coussins

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 on roll	
School	413
Appropriate authority	The governing body
Chair	Mr Jim Draper
Headteacher	Mr Tim Baker
Date of previous school inspection	28 June 2004
School address	Indus Road London SE7 7EF
Telephone number	020 8856 6525
Fax number	020 8856 9899

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than most primaries and serves a mixed residential community of mainly privately rented and social housing. The number of pupils eligible for free school meals is three times the national average. More than half the pupils are from minority ethnic backgrounds and more than a third speak English as an additional language. These figures are well above the national average. The proportion of pupils with learning difficulties or disabilities, and with statements of special educational needs, is above average. These difficulties relate mainly to speech and language, behavioural, and moderate learning needs.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. Partnerships with parents and the community as a whole are good. Parents are pleased about what the school offers. One parent wrote, 'This is a forward thinking school. They continually strive to improve on the great work they already do.' There is a strong work ethic and a caring ethos. Pupils say their school is good and that they enjoy learning.

As a result of good teaching and learning and a stimulating curriculum, pupils reach broadly average standards by the end of Year 6. From their very low starting points, this represents good achievement. Pupils do well in science because of the increased emphasis on scientific enquiry skills, more rigorous assessment and good use of resources such as the 'Secret Garden.' The school has correctly identified problem solving in mathematics and comprehension in reading as aspects for further improvement. The school does not always expect enough of its more able pupils. They are not always sufficiently challenged, in their targets or their work, to achieve as well as they can. Where pupils are making best progress, teachers' marking and target setting ensure that pupils know how they can improve, but this is not consistent in all classes.

There is a clear evaluation of the work of the school and some challenging targets have been set for further improvement. The quality of teaching and learning is carefully monitored so it is good overall. Most lessons move at a brisk pace and the purpose of each lesson is carefully explained. Pupils say they learn most when they are allowed to find things out for themselves. Opportunities for investigative and independent work are sometimes limited, particularly for more able pupils, in an otherwise good curriculum. One parent wrote, 'The school has encouraged my son in extra-curricular activities as well as engaging him more in the environment and the community.'

Much emphasis is put on pupils' personal development. As a result, behaviour is good and pupils work and play well together. They have an excellent understanding of how to stay fit and healthy and safe and free from bullying. They are proud of their work in the local community and enjoy the responsibilities they are given in school like peer mentoring. Their good personal skills and improving basic skills prepare them adequately for their future education.

The impact of the good leadership and management of the headteacher has resulted in improving standards because of more effective teaching and learning and successful intervention with additional support. The strengthened links with the community, other schools and organisations contribute most effectively to pupils' learning and personal skills. Issues from the last inspection have been dealt with successfully and there is a good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Children in the Foundation Stage make a good start to their schooling. They settle quickly into routines because they feel safe and welcome. Staff plan tasks and activities that cover all the areas of learning and children make very good progress from well below average starting points. By the time they enter Year 1 most have reached standards that are average except in their social development and language for communication and thinking which are exceptionally low when they start and many children are still at the early stages of learning English. All areas have improved significantly over the past year. Children have made particularly good progress in their ability to link sounds and letters. Training has been provided to ensure a consistent

approach to children's learning in this area and they are making gains at a faster pace than previously. Staff encourage children's early independence well as seen when children in the Nursery were confidently washing their own paintbrushes and pots and sweeping up the sand from the floor. Sometimes opportunities are missed to encourage and reinforce children's language and communication skills. The curriculum is well planned and provides good opportunity for learning through play in the classrooms and in the outside activity areas although there is more to do to further develop the outdoor area.

What the school should do to improve further

- Raise expectations and provide frequent and effective challenges for more able pupils.
- Ensure all pupils know how they can improve their work and how well they are doing towards achieving their targets.

Achievement and standards

Grade: 2

From children's very low starting point, they make good overall progress. By the end of Year 6, standards are broadly average and this represents good progress from this group's low standards when they were in Year 2. Standards by the end of Year 2 are now average which represents good progress as they started in Year 1 with standards that were below average. Pupils' work, lessons and school information about standards in Years 2 and 6 confirm that they are on track to be higher in 2008 than they were in 2007. However, not many pupils reach the higher Levels 3 and 5 in any subject. Achievement is good. Pupils with specific learning difficulties and those learning English as an additional language make good progress. The school has a policy of intervening early so that any gaps in skills or knowledge are quickly identified and effective programmes put in place so that pupils can catch up. However, more able pupils do not consistently achieve as well as they should, because in some lessons expectations are not high enough, so tasks are insufficiently challenging.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils report that they enjoy learning and there are lots of extra things for them to do. Consequently, although it is still satisfactory, their attendance has improved and their behaviour is good. Pupils develop an excellent understanding of keeping fit, healthy and safe. Pupils enjoy and understand about working in and for the community and reflect on matters concerning society as a whole such as environmental issues. They have a good awareness of the lives and cultures of different communities through the links with schools in France and Japan. The school council takes an active role in making decisions in the school. They are especially proud of better security in the school as a result of their views. They enthusiastically take on responsibilities within the school. Pupils enjoy school for the friendships they make as well as for their learning.

Quality of provision

Teaching and learning

Grade: 2

Pupils have positive attitudes to their work and make good progress. Teachers build well on pupils' previous learning and work is generally well matched to pupils' interests and abilities

except for higher attaining pupils who are not always challenged sufficiently. Behaviour is managed well with the result that the school is calm and orderly. Pupils in a Year 5 class enjoyed a mathematical challenge so much they didn't want the lesson to end. Pupils with specific learning needs are well taught and receive a good level of support. Monitoring of lessons by the headteacher and senior staff has provided accurate information on the quality of teaching. Newly appointed and inexperienced teachers are supported well.

Curriculum and other activities

Grade: 2

A well-planned programme of visits and visitors adds extra enjoyment to the curriculum and makes a valuable contribution to pupils' learning. The curriculum is further enhanced by the provision for pupils to learn French. The residential journey made by Year 6 pupils to France helps pupils' language understanding and makes a significant contribution to their social development. The curriculum does not always provide effective challenges for pupils identified as more able or gifted and talented. The school uses local resources well such as Charlton Athletic Football Club to provide good support for local history study. The provision of a garden and pond area gives pupils the opportunity to study wildlife as part of their natural science and information and communication technology curriculum. Pupils have developed cross-curricular links in art and literacy through an initiative with Tate Britain.

Care, guidance and support

Grade: 2

The school takes good care of its pupils. Arrangements for safeguarding all pupils are well established and effective and ensure pupils feel happy and safe. The school has a strong policy on including all pupils. Pupils with social, emotional and behavioural needs receive effective support from staff and external agencies which enables them to continue their learning successfully. The personal, social and health curriculum and assemblies contribute strongly to pupils' personal development. Through vigilance and rewards, attendance continues to improve. Good links with community groups, for example Charlton Athletic Football Club and the local Housing Association promote harmonious relationships between pupils and families from different social, cultural and ethnic backgrounds. The guidance for helping pupils improve their work lacks consistency across classes and not all pupils are aware of their targets for learning.

Leadership and management

Grade: 2

The leadership of the school at all levels is focused very well on helping pupils to develop their personal as well as their academic skills. The school's evaluation of itself is accurate and clear plans are in place to improve the school still further. Governors provide good support. They know the school very well and have taken action to help the school improve. The school has set challenging targets to raise standards and is well on the way to meeting them in 2008. There is a shared drive to improve standards and the provision by working together and keeping the needs of all pupils at the forefront of the school's work. As a result pupils achieve well in their work and make good gains in their personal development. Subject managers have a good knowledge of the curriculum area they are leading and have made plans to improve further.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

23 June 2008

Dear Pupils

Inspection of Charlton Manor Primary School, London, SE7 7EF

I'm writing to let you know how much my colleagues and I enjoyed our visit to your school and what we found out. Thank you for making us welcome, for talking to us about your work and telling us what you think about your school.

We found out that yours is a good school and here are the reasons why.

- You enjoy being at the school and get on well with each other.
- Your behaviour is good and helps you learn well in your lessons.
- Everyone in the school looks after you well to help you succeed and be safe in and out of school.
- You have an excellent awareness of how to stay fit and well through eating a balanced diet and participating in lots of physical activities. Well done for this.
- Your headteacher does a good job in running the school.

There are two things we think should be better.

- Teachers should give you clearer guidance on how you can improve your work and help you know how well you are doing towards reaching your targets.
- Some of you told us your work was too easy and so teachers should make sure they give you more challenging tasks to help you do the very best you can.

We were lucky enough to see your lovely 'Secret Garden' and to see you there, enjoying your science work. Thank you again for all your help and for being so polite, interesting and friendly to talk to.

Yours sincerely

Margaret Coussins

Lead Inspector