

Charlotte Sharman Primary School

Inspection report

Unique Reference Number	100816
Local Authority	Southwark
Inspection number	335598
Inspection dates	29–30 September 2009
Reporting inspector	David Scott

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 of pupils on the school roll	368
Appropriate authority	The governing body
Chair	Mr John Plowman
Headteacher	Ms Zoe Sharman
Date of previous school inspection	1 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons or part lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, analysed 28 questionnaire responses from parents, looked at the data collected by the school about the pupils' progress and the records of the quality of the monitoring of teaching, and sampled pupils' work.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- a review of the quality of learning to improve writing
- teachers' use of assessment information, particularly with regard to boys' progress
- the provision for able pupils and those pupils with special educational needs and/or disabilities
- the impact of leaders and managers, at all levels, on driving improvements, particularly in the Early Years Foundation Stage and in Key Stage 2
- the steps the school is taking to improve attendance and how successful they have been.

Information about the school

Charlotte Sharman Primary School serves a very diverse community. Around a third of the pupils, much higher than average, have a home language other than English.

Seven out of ten pupils come from a wide range of minority ethnic groups, the largest of these groups being Black African and Black Caribbean. A similar proportion of pupils to that found nationally have special educational needs and/or disabilities, the largest group being those with specific educational needs. Almost a quarter of pupils, higher than the national average, are eligible for a free school meal. Since the last inspection the school has gained a number of awards including the Activemark and Healthy School status. During the recent past the school has experienced difficulties in recruiting and retaining staff, but as a result of robust action staffing is now stable.

The Early Years Foundation Stage provision has one Nursery group and two Reception classes. Children join Reception from a wide variety of pre-school settings.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory education for its pupils. 'The school is a happy and friendly place and has been fantastic in helping my children.' This statement reflects the positive views expressed by pupils and the overwhelming majority of parents. In this welcoming, harmonious community pupils are happy and safe and make sound academic progress. They behave well and respect the views of others. They have a well-developed sense of what it means to live a healthy lifestyle. This was demonstrated, for example, in the discussion with pupils who spoke with maturity about the various dangers to health, such as smoking and the benefits of massage and yoga! Good pastoral support and guidance, especially for the pupils and their families who are experiencing difficulties, make a strong contribution to the school's improving relationships with parents.

In the Early Years Foundation Stage children are provided with a satisfactory start to their education. They are well cared for and develop appropriate skills and knowledge for their age. Nevertheless, assessment procedures and monitoring of the progress they make lack rigour and there are inconsistencies in the quality of teaching and learning. Senior leaders are aware of the need to strengthen leadership of the area and to improve the outdoor provision.

Staff have a strong commitment to ensuring that every pupil has an equal chance to learn. They work hard to eradicate any differences in the achievement of groups of pupils. For example, the school has been very successful in helping some pupils with previously challenging behaviour to enjoy learning again and make expected progress. Pupils with special educational needs and/or disabilities and those few at the early stages of learning English also do as well as their peers because of good support and one-to-one tuition. Despite this strong focus, the school has not yet managed to ensure able pupils achieve consistently well, particularly in English and science. Boys do less well than girls, especially in writing.

Teaching and learning are satisfactory. There are examples of good practice, but the quality across the school is variable. This is because activities are not always closely matched to pupils' varied needs. Teachers do not ask sufficiently probing questions or provide specific targets to help pupils make consistently good progress. Sometimes teacher's explanations are overlong, which reduces the opportunity for pupils to think for themselves and to develop and explain their ideas. When this happens, the pace of learning slows.

Despite sound teaching, a stimulating curriculum and good care and support, not all pupils attend regularly. The school has worked assiduously to improve attendance,

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which is now close to that of primary schools nationally. Nevertheless, there are families who do not observe the school holiday dates.

Information is used regularly to identify what the school does well and to plan for improvement and to track pupils' progress. Nevertheless, analysis is not sufficiently robust to ensure that all pupils accelerate their progress at a faster rate. Criteria against which to judge the impact of any changes are insufficiently measurable. Some middle leaders are new in post and the school recognises that further training and coaching will be needed, together with a reorganisation of leadership roles to help all staff become more effective in raising standards. Since the last inspection the school has successfully raised attainment, reduced exclusions and improved overall attendance. These demonstrate that the school has the necessary capacity to make the further improvements that are needed.

What does the school need to do to improve further?

- Ensure children get off to a good, rather than satisfactory, start in the Early Years Foundation Stage by:
- tracking their progress and more precisely assessing their stages of development to match individual pupil needs
- appointing an Early Years Foundation Stage coordinator to develop the expertise of the team
- developing the indoor/outdoor provision to enable free flow activities for Reception children and provide a covered area for the Nursery.
- Improve the quality of teaching and the progress pupils make, so that they are consistently good, by:
- ensuring teachers use day-to-day assessments to provide activities that are challenging and are carefully matched to the varied needs of all pupils
- asking probing questions in lessons which give pupils opportunities to develop and explain their ideas fully
- setting and reviewing targets more systematically with pupils so they clearly understand how to improve.
- Improve the impact of leaders and managers at all levels on school improvement by:
- ensuring that tracking and monitoring information is analysed robustly by setting quantifiable measures against which to evaluate success
- working more intensely with families to improve attendance
- distributing the leadership of the school more widely by extending the capacity of leaders to manage their areas of responsibility through coaching and training.

Outcomes for individuals and groups of pupils

3

The quality of learning and progress in lessons is satisfactory. Pupils behave well, and mature into polite, thoughtful and considerate young people. The overwhelming majority of pupils are enthusiastic about their tasks and respond appropriately to

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teachers' requests. Year 6, for example, thoroughly enjoyed their numeracy lesson on how positive and negative numbers work by creatively using technology to perform the calculation and made good progress in problem-solving. Year 2 responded well in a literacy lesson, excited by the stimulating choice of stories.

Standards of work and results in national tests, by the end of Year 6, were below average in 2008. In 2009 the school's unconfirmed data show that attainment has improved and is now average. However, standards are variable; pupils did better in mathematics and science than in English, boys underperformed in writing and higher attainers did less well in English and science than they did in mathematics. Able pupils in Key Stage 1, however, did better in writing than in reading and mathematics.

Overall, pupils achieve satisfactorily. Pupils who have special educational needs and/or disabilities do as well as their peers because of the high levels of effective support they receive, as do those who join the school with little or no English.

Pupils get on well together and are keen to engage in the many opportunities to take on responsibilities. They are proud to be school council members as they were elected following 'real-life' election procedures. Pupils are aware of the world of work and most are soundly prepared for their futures. Pupils attend the school gardening club and gain first-hand experience of growing flowers, fruit and vegetables as well as of recycling. The school has worked hard with both pupils and parents to emphasise the importance of good attendance. These efforts have had a fair measure of success and have succeeded in raising the pupils' attendance to broadly average levels. Nevertheless, too many families still take holidays in term time.

Pupils say that they feel safe in school. Through the work associated with the national awards they understand the importance of a healthy lifestyle, participating in sporting and other physical pursuits. Charlotte Sharman instils in its pupils a sense of purpose and self-belief that underpins their good spiritual, moral, cultural and social development. Above all, they enjoy learning; as one pupil wrote, 'I really like my class. The teachers are very friendly and I enjoy the work.'

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils experience a range of activities. As a result of monitoring, teaching throughout the school is satisfactory with some being good. Pupils who have particular learning needs are well supported in lessons because teaching assistants are generally well deployed. On occasions introductions are overlong and inhibit opportunities for pupils to learn on their own. As a result, more-able children do not always have their skills and understanding fully extended. The way in which teachers check pupils' understanding of the work in lessons also varies. Questioning is sometimes not targeted well enough for the teachers to be sure that all pupils really grasp the work. Although there are pockets of good practice, marking and teachers' explanations do not always 'signpost' clearly how the pupils can improve their work.

The recently reorganised curriculum is tailored more closely to meet pupils' individual needs, interests and enthusiasms. It is enriched by after-school clubs, visits to places such as a Buddhist Temple, the Imperial War Museum and the Tower of London. Concerts, contemporary dance extravaganzas, together with weekend trips and the Year 6 residential visit, provide opportunities for pupils to broaden their personal and academic skills. Senior staff acknowledge the need to extend the provision of popular extra-curricular activities and that more needs to be done to help pupils understand their position within the length and breadth of the United Kingdom and to extend partnerships with schools overseas.

The school is rightly proud of its good care, guidance and support. The most vulnerable pupils benefit greatly from the school's good links with external agencies. Staff can point to real successes in helping pupils overcome difficult histories and challenging episodes in their lives. The inclusion team provides a wide range of support to enable vulnerable pupils and is increasingly successful at engaging with hard-to-reach families.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3

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The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Despite the many changes of staff in the recent past that have interrupted progress, the determination of the headteacher to improve the school is unwavering. This has been effectively shared with all staff. Weaker teaching has been tackled and there is a clear ambition to make sure that all lessons are good and that pupils achieve well.

Consequently, teaching is satisfactory or better and progress and learning are beginning to accelerate. Nevertheless, a number of leaders are newly appointed to the school or are new to their responsibilities and although 'green shoots' are beginning to emerge, for many it is still too early to assess their full impact.

The headteacher and assistant headteacher complement each other well, and work together to guide and support staff. They do recognise that, in order to raise standards and accelerate progress, leadership roles across the school need to be spread more widely in order to share monitoring and widen experience.

Governors are supportive of the school and fulfil their statutory duties but are not sufficiently involved in evaluating the school's performance. They challenge well over such matters as ensuring equality, improving playground provision and financial management, but are not yet robust enough to secure more rapid improvement in the quality of teaching and learning. The procedures for checking safeguarding of pupils are sound. The school has good links with the local community, particularly with its two partner primary schools and adult education providers. The promotion of community cohesion locally is strong. Nonetheless, plans for pupils to gain a broader national and international dimension are yet to be implemented.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3

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The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children get off to a sound start in the Nursery and Reception classes. They enjoy a range of stimulating activities, particularly indoors. Access to the outdoor area for Reception children, however, requires further development as it does not permit free movement for the children and limits their decision-making choices. Also, the Nursery does not have a covered outdoor area for children to play in inclement weather.

Children settle quickly and are keen to learn. They play together well and are well behaved. The school's records show that children's attainment varies from year to year. The most recent assessment profiles show that, overall, children's attainment on entry is that which is expected for their age, but below this in communication and language and thinking skills. By the time children leave Reception, they have made satisfactory progress and reach levels expected for their age.

Staff provide effective support for the children's welfare and there is a good balance between child-initiated and adult-led activities. While adults regularly assess what children know, understand and can do, they do not always record these observations with sufficient rigour. Consequently, the curriculum is not always adjusted to address areas of individual need and children's progress dips.

Senior managers helpfully oversee and monitor the quality of provision so that there is a sound understanding of how to develop the Early Years Foundation Stage further. Nevertheless, the school acknowledges the need to appoint a specific coordinator and to seek additional external expertise in order to provide high-quality coaching and training for staff new to the Early Years team.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The school enjoys the support of the overwhelming majority of parents who returned questionnaires. Almost all respondents were very positive about the school and felt that it keeps pupils safe and helps them to maintain a healthy life style. A few parents felt

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that they would appreciate more opportunities to communicate with the school. Inspectors agree with these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Charlotte Sharman Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 28 completed questionnaires by the end of the on-site inspection. In total, there are 368 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	50	11	39	3	10	0	0
The school keeps my child safe	14	50	10	36	3	10	1	3
The school informs me about my child's progress	10	36	16	57	2	7	0	0
My child is making enough progress at this school	7	25	16	57	4	14	0	0
The teaching is good at this school	8	28	15	54	5	18	0	0
The school helps me to support my child's learning	7	25	10	36	7	25	0	0
The school helps my child to have a healthy lifestyle	7	25	18	64	2	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	5	18	15	54	4	14	0	0
The school meets my child's particular needs	6	21	13	46	8	29	0	0
The school deals effectively with unacceptable behaviour	11	40	10	36	5	18	2	7
The school takes account of my suggestions and concerns	5	18	14	50	8	29	0	0
The school is led and managed effectively	7	25	17	61	3	11	1	4
Overall, I am happy with my child's experience at this school	9	32	13	46	4	14	1	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



2 October 2009

Dear Pupils

Inspection of Charlotte Sharman Primary School, London SE11 4SN

This letter is to thank you for welcoming us to Charlotte Sharman and for taking the time from your breaks to talk to the inspectors. We really enjoyed meeting you and seeing you work and play. We feel your school is satisfactory, meaning that it does some things well while other things could be better.

We came to find out as much as we could about your school and now we would like to tell you what we said in the report we have written. Your headteacher and teachers make your school a welcoming place. We were particularly impressed by your attractively designed playground. You and your parents told us that you like school and that it is a caring and happy place where you feel safe. You are respectful, polite and considerate towards each other. We especially enjoyed your singing in assembly.

Your headteacher and teachers are determined to help you succeed, as are your parents. So we have asked them to:

- plan work that will challenge and engage you in all lessons, showing you ways to learn by yourselves, and particularly for the more able among you
- give you clearer advice on how to improve your work so that you can achieve your very best, especially boys in your writing
- help the very youngest children get off to a really good start at Charlotte Sharman
- make sure you all attend as well as possible. You and your family can help by not taking holidays in term time.

Once again, it was very good to meet you all. We wish you and the school all the best for the future.

Yours faithfully

David Scott

Lead inspector

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