

Charlton School

Inspection report

Unique Reference Number	133400
Local Authority	Greenwich
Inspection number	341385
Inspection dates	29–30 September 2009
Reporting inspector	Jeffery Plumb

This inspection of the school was carried out under section 5 of the Education Act 2005.
The inspection of social care was carried out under the Care Standards Act 2000.

Type of school	Special
School category	Community special
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	164
Of which, number on roll in the sixth form	46
Appropriate authority	The governing body
Chair	Roger Ballaster
Headteacher	Mark Dale-Emberton
Date of previous school inspection	2 June 2007
School address	Charlton Park Road London SE7 8HX
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Boarding provision**Social care Unique Reference Number****Social care inspector**

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Introduction

This inspection was carried out by four additional inspectors and one social care inspector. Inspectors visited 19 lessons, and held meetings with the vice chair of the governing body, pupils, health professionals, the school's social worker, educational staff, care staff in the residential boarding accommodation and staff at an off-site college. They observed the school's work, and looked at a wide range of evidence, including data on pupils' progress, pupils' individual education and intimate care plans, teachers' planning, curriculum documents, risk assessments, minutes from governing body minutes, the school council minutes, information on the school's self-evaluation and improvement planning, the plan to eradicate the budget deficit, two case studies of vulnerable pupils and 32 parent questionnaires. They spent time looking at the school's website and the school's managed learning platform. The transport arrangements for pupils at the end of the school day were carefully observed. The pupils with profound and multiple learning difficulties in the boarding accommodation were observed by the social care inspector.

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

- the progress of different special education and/or disability groups provided for by the school
- the quality of teaching across the four distinct schools under one roof
- the accommodation and its impact on pupils' learning
- the curriculum packages delivered in the four schools
- the school's plan to eradicate the budget deficit
- the boarding provision for pupils with profound and multiple learning difficulties

Information about the school

Charlton School is a special school providing education for pupils with severe learning difficulties, profound and multiple learning difficulties, autistic spectrum disorder and behavioural and emotional difficulties. In recent years it has admitted an increased number of pupils from mainstream schools with challenging behaviours who are at risk of permanent inclusion. From September 2009 it re-organised its structure so that there are four schools under one roof to provide for each of these special educational needs and/or disability groups. Sixth form students are taught in all four schools. There has been very considerable refurbishment and new building to create a secure environment for pupils with autistic spectrum disorder, but the pupils with behavioural and emotional difficulties are housed in temporary accommodation. However, these pupils access much of their learning through off-site provision. The proportion of pupils from minority ethnic backgrounds is above the national average, as is the proportion of pupils who come from families where English is not the main home language. These pupils have the same complex special education and medical needs as their White British peers. The proportion of pupils entitled to free school meals is above the national average. Pupils are drawn from across the London borough of Greenwich. There are nine pupils in public care. There is boarding provision for ten pupils with profound and multiple

learning difficulties. The school is the residuary London regional hub for the national communication aids project.

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

Charlton School provides a satisfactory quality of education. Overall, pupils' progress in learning is satisfactory but not all lessons are sufficiently challenging. There are pockets of outstanding teaching, but not all teachers make consistent use of assessment to plan the next steps in learning for the pupils in their classes.

There are some innovative curriculum packages, which impact on raising pupil achievement. Tailored vocational packages successfully re-engage most disaffected pupils who are admitted to this school from mainstream schools when they are at risk of permanent exclusion. As parents say, 'This school has rescued our children.' The school works successfully with a range of agencies to support these pupils, but is not always successful in securing work experience for them. Arrangements for moving sixth form students on to further or higher education, employment or training at the end of their time at school have improved very significantly since the last inspection, but the placement of those students with the most complex behavioural difficulties remains a challenge. The school has increased the accreditation opportunities offered to more cognitively able pupils in recent years, but recognises that they must widen the range further to best meet the needs of these pupils. Steps to do so have taken place, but it is too early to evaluate their impact.

Therapy programmes are integral to the curriculum and greatly benefit the pupils. The use of a multi-gym, a wide range of sport opportunities and specific mobility programmes ensure that all pupils are included in exciting activities which contribute to them adopting very healthy lifestyles. In addition there is a strong focus on supporting pupils' emotional needs. There are some very good features in the provision for pupils with profound and multiple learning difficulties. At the end of their morning session an information and communication technology package using visual images and a sound track is used as a cue for lunch. A few pupils as a result anticipate what is going to happen next and for them this is a significant breakthrough. Methods used to teach and support the development of pupils with autistic spectrum disorder are beginning to have a positive impact on improving their communication skills and ability to interact with each other.

The headteacher has successfully managed change based on a thorough evaluation of the school's strengths and areas in need of development. Senior leaders and middle managers have a new lease of energy and are excited about the model of four schools under one roof. The areas for improvement at the time of the last inspection have been addressed. As a result of recent changes, pupils' achievements in a number of key areas such as communication, behaviour and increased independent mobility have improved. There is now a secure system for tracking pupil progress, which is understood by staff.

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Senior leaders and middle managers know that they have to work within their school teams to ensure that all teachers link pupils' achievement targets more closely to their lesson planning to raise pupils' achievement. Based on the fact that this has started to happen alongside improvements in pupils' behaviour, attendance and engagement as learners, the school has a satisfactory capacity for further improvement. It has a budget deficit, but there is a plan in place to recoup this deficit and it is crystal clear where the savings will be made without adversely impacting on the quality of provision for the pupils. Based on pupils' sound academic achievement and the many good features of their personal development in the context of constrained financial planning, the school provides satisfactory value for money.

What does the school need to do to improve further?

- Raise pupils' achievement by ensuring that all teachers across all four schools use assessment information to plan small learning steps that challenge pupils to realise their full potential.
- Ensure that those pupils with the most challenging behaviours have equal access to work experience placements to equip them with work-related skills.
- Increase the accreditation opportunities for the more cognitively able pupils in Key Stage 4 and in the sixth form so that they have the opportunity to realise their full academic potential.
- Work in partnership with the local community colleges and businesses to increase the range of opportunities open for sixth form students with the most challenging behaviour when they leave school.
- A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils, except for those in regression because of their severe medical needs, make satisfactory progress with learning. Given their very low starting points, most achieve satisfactorily in English and mathematics. However, there are variations in progress between the different special educational needs and/or disability groups provided for by the school. More pupils with profound and multiple learning difficulties met their challenging annual achievement targets in 2009 than did those pupils with complex needs in other groups. Based on targets achieved, pupils with profound and multiple learning difficulties made good progress during the academic year 2008 to 2009, whereas those with severe learning difficulties and with autistic spectrum disorder made satisfactory progress during the same year. However, recently introduced methods for teaching pupils with autistic spectrum disorder are beginning to impact positively and raise their achievement in communication and social interaction. The school has skilfully engaged the majority of those pupils with severe emotional and mental health issues who had been at risk of exclusion in other schools with learning, which is a significant

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achievement within itself. It is working hard to put in place more challenging accreditation opportunities for these pupils to enable them to reach their full potential. Overwhelmingly, pupils enjoy school, as evidenced by their good attendance. Behaviour is good. Pupils with challenging behaviour are skilfully supported through specialist programmes and most of them significantly improve how they behave. Adoption of healthy lifestyles by pupils is outstanding, supported by an innovative and all-inclusive physical education programme. Feeding programmes tailored to pupils' medical needs enable them to make healthy choices about what they eat. Pupils who speak using words say they feel safe. Others through gesturing and smiling indicate that they feel safe with adults who support them with their intimate care needs. Through the school council pupils make a valuable contribution to the school community. The school's radio station, run by a group of pupils, is high quality. In the wider community pupils participate in polished dance and singing performances in prestigious venues across London. Pupils' spiritual, moral, social and cultural development is satisfactory. It has been impeded by recent building work, which resulted in sensory trails around the building designed to raise pupils' curiosity being ripped out. The school is rapidly addressing this issue.

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	*
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2

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

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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	
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

There is some superb teaching in this school. Some subject specialist teaching, for example in music and art and design, is stunning. Lessons which sparkle are planned effectively using pupils' targets for their next steps of learning to raise their achievement. However, there are inconsistencies in the teaching across all four schools. Not all teachers use the data they have about what pupils know and can do to plan learning outcomes to raise their achievement. In an outstanding lesson for pupils with profound and multiple learning difficulties, prior attainment data about each pupil were used very effectively to challenge them and resulted in outstanding achievement. One made eye contact with a moving object; another who disliked the sensation of messy substances tolerated putting his hands in such a substance; and yet another through eye pointing matched animals to sea and land environments. However, other lessons lacked challenge because teachers did not differentiate their planned activities using pupils' achievement targets. Teaching assistants are not always effective in supporting pupils' learning and on rare occasions poor organisation of resources slows pupils' learning. Occasionally, confusion about what teaching assistants are expected to do causes disruption and slows pupils' learning.

Innovative and tailored-made curriculum programmes have been put in place to meet the needs of the pupils in the four schools. Some of these programmes have already begun to raise pupil achievement. For example, a programme designed through an effective working partnership between a speech therapist and the school's education staff has enabled a few pupils with profound and multiple learning difficulties to anticipate that their next experience is going to be lunch. For these pupils this is a major breakthrough in their development. Relevant and individual learning programmes for pupils with behavioural and emotional difficulties have re-engaged them with learning, improved their attendance and enabled them to gain skills required to prepare them for employment when they become adults. However, some programmes such as the modified Early Years Foundation Stage curriculum programme for pupils with profound and multiple learning difficulties is at too early a stage of implementation to evaluate its effectiveness.

Effective planning and collaborative working between health professionals and education staff ensure that pupils care needs are well met. Bathroom protocols maximise dignity for every pupil. Good opportunities are provided for each pupil to be as independent as possible. For example, the move programme significantly improves pupils' independent mobility. However, on a few occasions toileting is determined by staff availability, resulting in pupils being taken out of the class at a time when they have just engaged

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meaningfully with a learning experience. Effective parent and carer workshops ensure continuity in the learning experience of pupils in the school and home environment. Induction procedures for pupils are good, but a few pupils find moving into a secondary school difficult to manage. Transition arrangements on leaving school are good, with effective support from a careers adviser, but it is exceptionally difficult to find high quality placements for a few of the pupils with extremely challenging behaviours when they are ready to leave. Parents say that the annual review process is extremely parent friendly and that they are able to contribute to the next steps of learning and development for their children.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leadership team have a shared vision, which focuses on removing obstacles to learning for pupils with a wide range of complex needs. However, day-to-day management of the individual schools is not consistently sharp and efficient. Overall, they recognise that they have a delegated responsibility to provide the highest quality provision for the groups of pupils for whom they have lead responsibility and that they are accountable to the headteacher. A few of them have been doubling up in respect of responsibilities because of staffing issues, and this has impacted adversely on the time they have had to monitor the quality of teaching and learning within their areas of expertise. Middle managers have a 'fire in their belly' to accelerate learning for pupils within their schools. They are innovative and energetic, but recognise that they need total support, drive and direction from their line managers. Equality of opportunity lies at the heart of this school. Inclusion of all groups of pupils in all school activities is a high priority and successfully achieved. There are effective systems and procedures to ensure that pupils are safe and secure. At the time of the inspection, child protection procedures met government regulations. Risk assessments, including of pupil behaviour, the chemical balance of the hydrotherapy school and the safety of the hoists and slings for moving pupils, are detailed and thorough.

Community cohesion is good. Based on a thorough audit there is a detailed three- year strategic plan, with yearly action plans to involve and engage pupils in local, national and global initiatives. Governance is effective and ensures that all statutory responsibilities are met. Governors provide a satisfactory balance of challenge and support. However, not all staff are clear about what governors do. They now have

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specific lead responsibilities relating to the four schools, but it is too early to evaluate the impact of their new roles. The support provided by governance in the area of financial planning and monitoring is a strong feature.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

Sixth form students are spread across the four schools. Teaching is satisfactory, and students make satisfactory progress in lessons. The curriculum is in a stage of transition to better meet the students' needs. Significant changes have been made to the curriculum, but it is too early to evaluate their full impact. The range of accreditation opportunities open to students through college courses is reasonable, but the head of the sixth form recognises that the range needs to be extended as more able pupils move up from Key Stage 4. Those with the most complex needs acquire important life skills, through activities such as decorating their classrooms. Effective use is made of the community to develop their skills as they shop and plan and prepare healthy meals. They grow vegetables on a local allotment and their fitness skills are developed through access to a community fitness centre. At college, those capable follow accredited courses such as food and hygiene to help them gain skills required for adult life.

The quality of care and support is good. Transition arrangements are a strong feature. However, the school struggles to find suitable placements for the most challenging students when they leave school. The leadership and management of the sixth form are satisfactory but improving rapidly to better meet the recent more diverse needs of the student body.

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These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Boarding provision

The boarding unit is sited within the main school, offering a small, comfortable home for eight pupils. Boarding takes place during the week, with all young people returning home each weekend.

The quality of boarding at this school is satisfactory, with a number of good outcomes. The majority of the National Minimum Standards are met. There is one key area, however, relating to recruitment, where the Standards are not met, and this has had an impact on the overall judgement. The school has taken appropriate action to address the 11 recommendations contained in the previous report. These related to promotion of a healthy lifestyle; the need to update the child protection policy; record keeping in relation to sanctions and restraint; risk assessments relating to bullying; staff vetting and training; evidencing target setting; the need to replace some of the carpets in the boarding unit; and quality assurance systems. This inspection had resulted in three further recommendations.

The children are enabled to live in a healthy environment where their individual health and intimate care needs are identified and promoted. There are clear health plans and specific guidance for staff in more complex care procedures. Care staff are trained in First Aid. Qualified nurses are employed to dispense medication and perform nursing tasks. Historically, there have been a number of issues regarding medication recording. To address this, a number of new recording systems have been put into place, and the level of monitoring by senior staff has been increased. This notwithstanding, two recording errors were noted on the medication charts. These had not been made by boarding staff, however, but by staff in the school who are responsible for administering medication during the school day. Parents are kept up to date with any medical concerns that might arise during the boarding week.

Boarding students take their lunchtime meal in the school, returning to the boarding unit for the evening meal and breakfast. The former is prepared by a chef who is employed specifically for the unit. Regular consultation takes place with the boarders to decide the weekly menu. Meals are considered to be a social occasion, with all boarders coming to the table, regardless of whether they are receiving their nutrition via other means.

The school has a designated lead in safeguarding, who provides guidance and training for staff. With one exception, all staff who work in the boarding unit have undergone recent child protection training. A date has been set for the one outstanding staff

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member to attend. Staff have appropriate written guidance. Children's privacy is respected and information about them confidentially handled. There have not been any complaints in the last 12 months, and no unauthorised absences. None of the children who were able to communicate their view raised concerns about bullying. There are a lot of opportunities for the young people to participate in activities, and appropriate risk assessments are in place.

The school's system for monitoring staff provided via agencies is not sufficiently robust to protect boarders. One staff file did not have the information required to comply with the Standards. Once made aware of this, immediate steps were taken by staff to ensure that the well-being of the young people was not compromised.

Since the last inspection the liaison between the school and the boarding unit has notably improved. A senior member of the school staff has taken on the role of liaison officer. There is a new target-recording system in place, and targets set in the school are now shared with the residential care staff, and vice versa. Where possible, these targets will be linked. Work is underway to integrate the boarding targets into each boarder's personal learning plan.

The boarders receive individualised care in line with their needs and wishes. Staff promote their participation in social groups, and no child is presumed to be unable to communicate their view. An independent listener visits the unit weekly and the school has a counsellor on duty every day. All young people can self-refer if they so wish. Students are involved in weekly planning and unit meetings, and the unit has a student representative on the school council. The school regularly seeks the views of the boarders. Recent feedback included comments such as, 'The unit would improve if I didn't have to leave'; 'I like my bed and sensory equipment' and 'I'm happy.'

The standard of boarding accommodation is good. Boarders share two to a room. All bedrooms are fitted with hoists and en suite toilets and showers; however, there are no baths in the unit, limiting boarders' choice. There are suitable health and safety procedures, including regular checks of electrical and fire fighting equipment and regular fire drills.

Boarding staff receive regular supervision and annual appraisals. They are enabled to attend a variety of training courses and the percentage of staff with an NVQ level 3 award has risen from 50% to 75% since the last inspection. Staffing levels are satisfactory but consistency of provision is not being achieved because a variety of teaching staff are covering a care staff vacancy.

The promotion of equality and diversity is good. The boarding unit's ethos successfully supports an environment where young people with profound and varying disabilities live together in an integrated and supportive community.

National Minimum Standards (NMS) to be met to improve social care

- Ensure that the school receives confirmation that all agency staff have been appropriately vetted (NMS 27).
- Review bathing facilities in the unit with consideration to installing a bath so as to give the young people a choice and to also facilitate progression in their MOVE

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programme (NMS 23).

- Recruit an additional member to the care staff team so that there is an allocated keyworker to each bedroom (NMS 28).

This is the grade for the boarding provision

The effectiveness of the boarding provision	3
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Views of parents and carers

The return rate of parent questionnaires was not high. However, the school had sent out its own questionnaire, based on the Ofsted questionnaire, at the end of the summer term. The return rate from this questionnaire was high and parents were overwhelmingly pleased with what the school achieves for their children. The small number of returns of the Ofsted questionnaire indicate that parents are pleased with all areas of the school, except for the fact that a number expressed a concern about pupil behaviour. During the inspection the inspection team found that behaviour is good, but recognises that in the past two years the school has admitted pupils from mainstream schools with very challenging behaviours and that the proportion of pupils with autism who have complex behaviours has also increased very considerably. The school works very closely with parents and carers and ceaselessly strives to improve this aspect of its work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Charlton 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 164 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	63	12	38	0	0	0	0
The school keeps my child safe	21	68	10	32	0	0	0	0
The school informs me about my child's progress	19	59	11	34	2	6	0	0
My child is making enough progress at this school	16	52	14	45	1	3	0	0
The teaching is good at this school	20	67	9	30	1	3	0	0
The school helps me to support my child's learning	18	60	11	37	1	3	0	0
The school helps my child to have a healthy lifestyle	19	61	12	39	0	0	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)	16	53	13	43	1	3	0	0
The school meets my child's particular needs	16	55	12	41	1	3	0	0
The school deals effectively with unacceptable behaviour	16	55	11	38	2	7	0	0
The school takes account of my suggestions and concerns	17	55	11	36	3	10	0	0
The school is led and managed effectively	17	57	13	43	0	0	0	0
Overall, I am happy with my child's experience at this school	19	63	10	33	1	4	0	0

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.



1 October 2009

Dear Pupils

Inspection of Charlton School, London SE7 8HX

We really enjoyed our recent visit to your school. We think that your school is a caring school and we are delighted that you enjoy coming to school. Thanks to those of you who took the time to talk about your work and life at school.

Here are the positive things we found:

- You have lots of exciting things to do, both in the classroom and the wider community.
- You enjoy coming to school and your behaviour is good.
- The school works closely with your parents and carers, who are pleased with how the school helps you.
- Your care needs are met well and you are supported in becoming as independent as possible.
- You eagerly adopt a healthy lifestyle and have access to a first-rate multi-gym.
- You participate in high quality dance and singing performances in London.
- The radio station you run is high quality.
- The school offers you good opportunities to develop life skills, like how to shop and cook a healthy meal.

Here are the things we have asked your teachers to do to make your school better:

- to make sure that you are always given challenging work in lessons, based on what they know you need to learn
- that all of you have work experience to prepare you for the future
- to increase the opportunities you have to receive more qualifications by the time you leave school and to increase the range of settings you can move onto when you leave.

Please help by always trying your hardest.

Thank you once again for your help during the inspection.

Yours faithfully

Jeffery Plumb

Lead inspector

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