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Mr Timothy Baker
Headteacher
Charlton Manor Primary School
Indus Road
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Dear Mr Baker

Short inspection of Charlton Manor Primary School

Following my visit to the school on 21 March 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2012.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

You and your deputy work closely with your senior and middle leaders to provide a unique educational experience for pupils. You have high expectations of their educational outcomes and strive to achieve this through a genuinely rich and varied curriculum. You have a clear vision for your school and it comes alive during the school day. In the garden, I watched pupils writing songs together about prepositions inspired by the bees, the chickens and the plants. I was served lunch in the school 'restaurant' by pupil waiters. On the day of the inspection, some of the older pupils were on a visit to Germany, helping a school to create their own school garden.

Pupils told me that behaviour is nearly always good and any incidents of misbehaviour are quickly resolved. The majority of parents who responded to the online survey, Parent View, also reported that this is the case. Your leaders keep thorough behaviour records that show how any incidents are appropriately followed up. During the inspection I found pupils to be very well behaved both in lessons and in the playground. Their manners were impeccable. They were kind and thoughtful towards each other and worked together well in groups and pairs. Their relationships with the adults were characterised by mutual respect.

You and your leaders understand your school well and are continually striving to improve. Since the last inspection, you have effectively developed the capacity of

your leadership team. Together, you have improved learning in all subject areas and have ensured that teachers use assessment information to improve their planning. Your leaders review their actions regularly to check that they are having an impact on the quality of teaching and learning. They are keen learners too and seek out opportunities to develop their leadership skills. As a result, the capacity for the school to continue to improve is strong.

Safeguarding is effective.

Pupils told me that they feel safe at school and that there are many members of staff they can talk to if they are worried about anything. They were confident that you and your staff would help them sort out their worries swiftly. Pupils found it hard to remember a bullying incident but showed a thorough understanding of the forms it could take, such as online and racist bullying. They talked about e-safety and anti-bullying lessons, assemblies and special events where they learn how to stay safe.

Parents I spoke to in the playground told me that their children are happy and safe at school. They described an open culture with approachable teachers. School staff respond to their concerns promptly and keep them involved at each point in the process. Parents also appreciate the additional security measures that have been introduced at the school. The vast majority of parents who responded to Parent View believe that their children are kept safe and that bullying is dealt with effectively. You and your leaders seek to build a strong partnership with parents. However, a small number have found it difficult to raise issues with you. Your governors recognise that your complaints policy is not detailed enough to support these parents and are rewriting the policy in line with up-to-date guidance.

Safeguarding practice is well managed across the school. As the designated safeguarding lead, you have made sure that training for staff is up to date, and includes the most recent statutory guidance. You work effectively with your pastoral team who are responsible for the safety and welfare of pupils. Your pastoral leader talked me through case studies showing how you follow-up concerns rigorously. This includes engaging support from a range of specialists, including social care where appropriate. You ensure that arrangements for keeping children safe in school are fit for purpose and that records are detailed and clear. Your systems ensure that leaders are kept fully informed of safeguarding concerns and are able to carefully monitor the impact of actions put in place in response.

Inspection findings

- In reading, writing and mathematics the majority of your current pupils across all stages are making good progress, from different starting points. Pupils' attitudes to learning in lessons are good, their work is well presented in their books and they are keen to take on a challenge.
- You were disappointed with the outcomes in the Year 1 phonics screening checks, which were lower than they had been in previous years. Your deputy headteacher has made a number of well-considered changes to the teaching of

phonics since September, to ensure that standards rise again in 2017. We visited phonics lessons in different classes and I saw pupils using their phonics skills well to help them with their reading and writing.

- Pupils' phonics skills are assessed regularly and the school's information strongly suggests that a large majority of Year 1 pupils will succeed in the phonics screening check in the summer term. In Year 2, some pupils will retake the screening check and current assessment information indicates that most of them are on track to be successful this year.
- Your leaders carefully analyse the progress of pupils across the school. They have identified that some disadvantaged pupils make less progress than others. They have worked effectively with teachers to put in place support for these pupils. In some cases this support has already been highly effective; however, leaders accurately identified that there is still more to be done.
- In 2016, the attendance of disadvantaged pupils and pupils who have special educational needs and/or disabilities was below average. Leaders believe that this is leading to slower progress for these pupils. They have worked effectively with families to ensure that pupils attend school regularly. As a result, attendance has risen sharply since September 2016 for the majority of these pupils and is now average.
- The governing body is fully supportive of the school's work to reduce the differences in outcomes for disadvantaged pupils. They provide effective challenge and make sure that your actions are based on a strong rationale and current educational research. They recognise, however, that the pupil premium information for parents on the website is not complete, and does not fully reflect current practice at the school. They are in the process of improving this document.
- Some of the information on the school's website is out of date or difficult to find. This is due to the school's website being upgraded. It does not therefore provide parents with an accurate picture of what is currently happening in school, particularly in relation to safeguarding or to how parents might make a complaint should they wish to do so. You showed me up-to-date information during my visit. I could also see how policies are being used by staff to create an effective safeguarding culture at the school. However, you and your governors rightly agreed that updating the website is a priority.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- actions to support disadvantaged pupils who are not attaining the same outcomes as others continue to be regularly checked and modified to ensure that they are having an impact on pupils' progress
- information for parents on the school's website is up to date and reflects the good practice in the school.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Greenwich. This letter will be published on the Ofsted website.

Yours sincerely

Joanna Franklin
Ofsted Inspector

Information about the inspection

I carried out the following activities during the inspection.

- I listened to parents' feedback about the school and analysed the 66 responses to the online questionnaire for parents.
- I met the school staff and held discussions with you, and senior and middle leaders.
- I undertook joint visits to lessons in all year groups with your deputy headteacher. This also gave me the opportunity to discuss with her the provision for disadvantaged pupils.
- I reviewed work in pupils' books, with a particular focus on outcomes for disadvantaged pupils from their different starting points.
- I met with your school improvement partner and representatives from the governing body.
- I met with a group of pupils and I asked them for their views about the school.
- I heard a group of pupils read and discussed their reading with them. I talked to pupils in the playground and in the restaurant at lunchtime.
- I reviewed a range of documents, including those relating to safeguarding, your self-evaluation and school development plan.