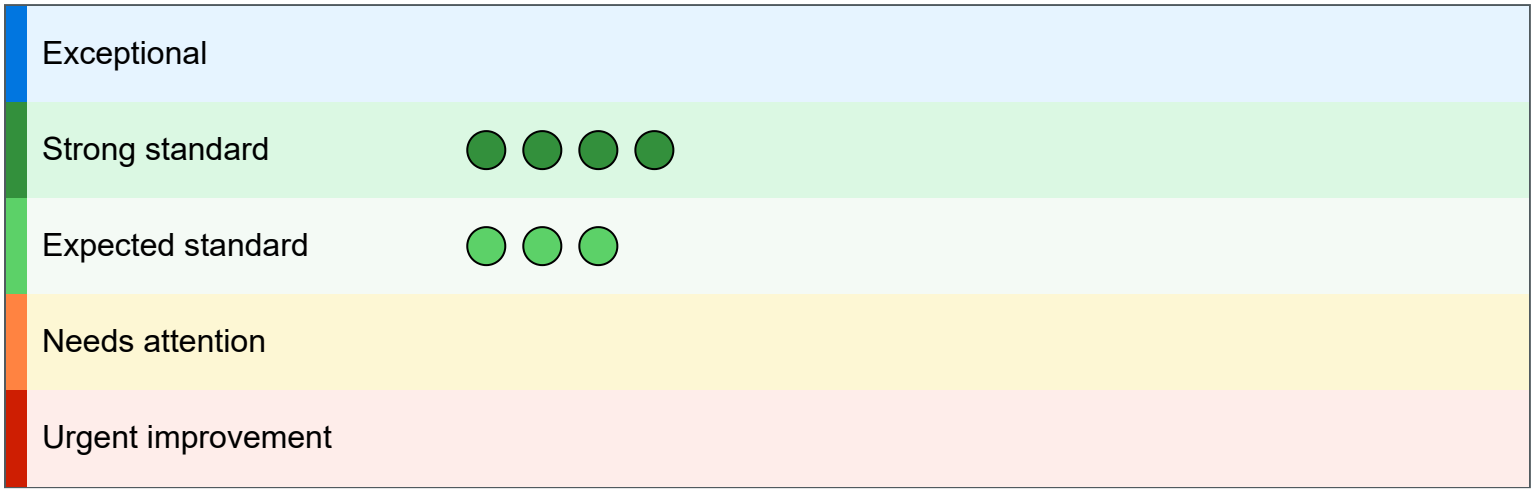
Fossdene Primary School

Address: Victoria Way, Charlton, London, SE7 7NQ

Unique reference number (URN): 100125

Inspection report: 21 April 2026



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

Curriculum and teaching

Strong standard

The curriculum is rich, broad, well designed and fully embedded. Knowledge and skills are carefully sequenced across all subjects. Vocabulary and language development are given the highest priority across the curriculum. From the Reception Year onwards, phonics and reading are taught well. By the time pupils leave the school they read and write with confidence and develop a love of reading. Teachers make every effort to make learning engaging and fun. For example, pupils are proud of their instructional writing about how to make slime.

Teachers demonstrate secure subject knowledge and help pupils to build successfully on their prior learning. Teachers receive appropriate training that enhances their subject expertise. Staff in the resourced provision are very well trained to meet a diverse range of pupils' needs. Careful adaptations are made to the curriculum to support pupils with special educational needs and/or disabilities (SEND). As a result, pupils make steady progress towards their individual targets and achieve well. In the mainstream classes, leaders are effectively responding to the changing needs of pupils over time. Pupils with SEND make progress through the planned curriculum because staff consistently make effective adaptations that reduce any barriers to learning. Leaders have identified further training and opportunities to share the excellent practice in the resourced provision to further strengthen the progress pupils with SEND make.

Inclusion

Strong standard

Leaders’ and governors’ vision for a highly inclusive school is realised. Inclusion is the golden thread that runs through all aspects of the school’s work. Leaders welcome all children to Fossdene. Pupils with special educational needs and/or disabilities (SEND) from across the local authority attend the resourced provision. These pupils are a cherished part of the school community.

Leaders act swiftly and effectively to make sure that vulnerable pupils and families get the support that they need. They are quick to identify pupils with SEND in the school. Leaders and staff carefully check the progress that pupils with SEND and disadvantaged pupils make. They make adjustments to the provision and to the curriculum to address any gaps in learning.

The curriculum is designed and adapted to meet the diverse needs of the pupils within the school. Staff receive appropriate training to ensure all pupils can access the curriculum. Leaders and governors put careful thought into resourcing for disadvantaged pupils and those with SEND. Funding for disadvantaged pupils is used effectively and its impact on the progress pupils make over time is clear. Leaders and governors have invested significantly in the learning environments, which are continually being adapted and improved.

Leadership and governance

Strong standard

As a result of the move to being a one-form entry school, the leadership team has reduced since the time of the previous inspection. Despite the challenges relating to this, leaders and governors share a strong vision for the school's future. They are a highly committed and effective team with a clear, inclusive focus to welcome any child into the school and give them the best education possible. In a relatively short time, leaders have successfully created a highly effective resourced provision for pupils with special educational needs and/or disabilities, which has given pupils from across Greenwich a safe and nurturing place to be.

Leaders and governors accurately identify priorities for improvement and work effectively to address them. The collaborative work across the federation has a positive impact on practice and provision within and beyond the school. Governors provide appropriate support and challenge to the school. They have a range of skills and expertise that support the school to continually reflect and move forward. Governors fulfil all their statutory duties. Leaders ensure that all recruitment checks are made and records relating to safeguarding are well maintained.

Teachers feel valued and supported. Governors and leaders are mindful of staff workload and wellbeing. Leaders ensure that staff receive the right professional development to help them deliver the curriculum well for all pupils. As a result, staff are proud to be at Fossdene. Parents and carers speak highly of the school and feel that leaders are approachable.

Personal development and wellbeing

Strong standard

Pupils’ personal development is given the highest priority and is carefully planned for. Relationships between staff and pupils are positive. As a result, pupils feel very well supported and they thrive during their time at the school. Leaders and staff successfully nurture pupils' individuality, strengths and talents. As a result, pupils have a strong sense of identity as well as an absolute sense of belonging. Pupils' character, understanding of society and cultural development are supported within and beyond the planned curriculum.

The school's personal, social, health and economic curriculum is well sequenced and adapted to ensure all pupils are included and progress through the programme. Pupils gain the knowledge and skills they need to make the right choices and to develop positive friendships and relationships. They know about different sorts of relationships and show a deep understanding of the fundamental British values through respecting their own school values.

Pupils know how to keep themselves safe and healthy, both physically and mentally. They understand how to keep themselves safe online and when out in the community. For example, older pupils talk confidently about the need to guard against peer pressure when they move to secondary school. Leaders skilfully focus on Year 6 pupils' mental health during transition to secondary school to support their wellbeing.

Pupils show pride in their school and are ambitious for their own future. Pupils, including those with special educational needs and/or disabilities, enjoy the responsibilities that they take on such as those of eco-warriors, school council members and play leaders. The

school offers a wide range of after-school activities such as climbing, dance, football and art clubs. The curriculum is enhanced through many trips, including those to the British Museum, the theatre and concerts and camping. Pupils talk enthusiastically about the residential school journey which is a particular highlight for them.

Expected standard

Achievement

Expected standard

A carefully designed curriculum and highly effective teaching ensure that pupils achieve well by the time they leave school. Pupils' attainment in reading, writing and mathematics is above the national average by the end of Year 6. Disadvantaged pupils achieve in line with national averages. This means that all pupils are well prepared for secondary education.

A significant number of children join the school with special educational needs and/or disabilities (SEND). Pupils with SEND achieve very well from their starting points because of the high-quality provision they receive.

Some children join the school in the Reception Year with low starting points. Children learn well across all areas of learning, but over half of them do not typically achieve an overall good level of development before they move to Year 1. Similarly, Year 1 pupils continue to make progress but many do not pass the phonics screening check by the end of Year 1. This does not reflect a lack of learning and development, but indicates how far many of the pupils need to go from their starting points. Nevertheless, over time, most pupils make steady progress as they move through the school.

Attendance and behaviour

Expected standard

The school's approach to improving pupils' attendance is having a positive impact. The collaborative approach and highly effective multi-agency working supports families to improve their children's attendance. Attendance for all pupils is currently in line with national averages. The number of pupils who are persistently absent has reduced and is below the national average.

Pupils behave well in lessons and are generally attentive, focused and engaged in their learning. They are proud of their achievements and typically have positive attitudes to their learning. Pupils respect the school values of 'belonging, equality and teamwork'. They are tolerant and respectful of difference. Pupils are confident that any rare incidents of bullying are sorted out quickly by staff.

Pupils get on well together during social times. Playtimes are happy times, punctuated with laughter and fun. Behaviour has improved over time. Leaders' work to develop an exciting playground provision with a wide range of activities for children to enjoy has contributed strongly to this. Staff join in with a range of activities and appear to enjoy playtimes as much as the pupils!

Early years **Expected standard**

Leaders have designed a curriculum which reflects all areas of learning. The curriculum develops and builds on skills which, in the main, support children to access and engage with the Year 1 curriculum. Children's basic skills and knowledge of phonics, reading, writing and mathematics are prioritised. The learning environment reflects all areas of learning. However, the outdoor space does not support children to apply their emerging phonics and number skills consistently well. As a result of effective teaching, children make progress from their starting points, some of which are much lower than expected. However, some children do not secure the skills they need to be ready for the Year 1 curriculum.

Children's outcomes and achievements are tracked carefully by their key workers. Parents and carers contribute to, and feel involved in, their children's learning. Children with special educational needs and/or disabilities are well supported in their learning and their personal development.

Staff interactions with children are positive and pastoral support is effective. Children generally work and play well together. Staff typically sort out minor squabbles and encourage children to share and be kind. In the main, staff focus on developing children's vocabulary and language. However, there are some inconsistencies, and on occasion there is not enough emphasis on the precise vocabulary needed to support children's learning.

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

Pupils arrive at school keen to enjoy all the exciting experiences that Fossdene has to offer. There is a great sense of belonging at the school. As one pupil said 'we always make people here feel like they belong'. Pupils and staff get on very well. Pupils know that they are safe and cared for. They trust the staff who work with them.

This is an inclusive and nurturing school. Leaders and staff are highly committed to doing their best for every pupil, including those with special educational needs and/or disabilities (SEND), disadvantaged pupils and those facing vulnerabilities.

Pupils behave well in lessons and during social times. Playtimes are fun and filled with laughter because of the wonderful range of activities, such as rollerskating and rock climbing, that are on offer.

The curriculum is broad and well designed. There is a strong focus on developing pupils' language and communication skills. Staff make some careful adaptations to help pupils with SEND to access the curriculum. When children join the school in Reception, they begin to make progress in their learning and development from their starting points. However, they do not have consistent opportunities to apply their early number and phonics learning in the outdoor space. Interactions between staff and children are positive, but sometimes do not focus sharply enough on the intended learning. Pupils progress well academically as they move through the school, and by the time they leave they typically achieve as well as, or better than, pupils nationally in reading, writing and mathematics.

Bullying is rare and dealt with effectively by staff. Attendance is improving and most pupils now attend regularly. Pupils in the school's resourced provision benefit from careful curriculum planning and skilful teaching. Parents and carers speak highly of the school. Pupils develop a great sense of self and wellbeing because of the high-quality care and attention they receive. Pupils appreciate the trips they go on and the variety of after-school clubs, such as gardening and multi-sports, that are on offer.

Next steps

- Leaders should further develop staff expertise across the mainstream classes so that the outcomes of pupils with special educational needs and/or disabilities are strengthened further.
- Leaders should build on the expertise of early years' staff to secure children's foundational skills through high-quality interactions and provision in the outdoor spaces.

About this inspection

The chair of the board of governors is Nick Edwards.

The school is part of a federation with Cherry Orchard Primary School.

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

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

Inspectors spoke with the executive headteacher, head of school, deputy headteacher, staff, pupils, parents and carers and representatives of the governing body.

The inspectors confirmed the following information about the school:

The school has reduced in size since the time of the previous inspection and is now one-form entry.

The school no longer has nursery provision. The early years provision now consists of one Reception class.

The senior leadership team now consists of an executive headteacher who works across the federation, a head of school, and a deputy headteacher.

The school established a specially resourced provision for pupils with special educational needs and/or disabilities in September 2025. This currently caters for 12 pupils from across the local authority with autism. The school also has 2 school-based provisions for pupils with autism and for pupils with moderate and severe learning difficulties. This currently caters for 17 pupils.

The school does not currently use any alternative provision.

The head of school is Sarah Jowett.

Executive Headteacher: Maria Hill

Lead inspector:
Ruth Dollner, Ofsted Inspector

Team inspectors:
Sarah Lack, Ofsted Inspector
Paul Jackson, Ofsted 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 21 April 2026

School and pupil context

Total pupils

210
Close to 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)

39.05%
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

6.19%
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

34.29%
Well above average

What does this mean?

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

National average: 15%

Location deprivation

Below 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)

Resourced provision

What does this mean?

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

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder, SLD - Severe Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (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	71%	61%	Above
2024/25 (revised)	80%	62%	Above
2023/24 (final)	73%	61%	Above
2022/23 (final)	63%	60%	Close to average

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	77%	74%	Close to average
2024/25 (revised)	84%	75%	Above
2023/24 (final)	76%	74%	Close to average
2022/23 (final)	74%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average	83%	72%	Above
2024/25 (revised)	88%	72%	Above
2023/24 (final)	80%	72%	Above
2022/23 (final)	85%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	73%	Above
2024/25 (revised)	84%	74%	Above
2023/24 (final)	84%	73%	Above
2022/23 (final)	76%	73%	Close to average

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.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	46%	Close to average
2024/25 (revised)	70%	47%	Above
2023/24 (final)	52%	46%	Close to average
2022/23 (final)	42%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

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

Year	This school	National average	Compared with national average
Latest 3 year average	61%	62%	Close to average
2024/25 (revised)	70%	63%	Close to average
2023/24 (final)	57%	62%	Close to average
2022/23 (final)	62%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average	70%	59%	Above
2024/25 (revised)	70%	59%	Close to average
2023/24 (final)	62%	58%	Close to average
2022/23 (final)	77%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

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

Year	This school	National average	Compared with national average
Latest 3 year average	63%	60%	Close to average
2024/25 (revised)	70%	61%	Close to average
2023/24 (final)	62%	59%	Close to average
2022/23 (final)	62%	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.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	51%	68%	-17 pp
2024/25 (revised)	70%	69%	1 pp
2023/24 (final)	52%	67%	-15 pp
2022/23 (final)	42%	66%	-24 pp

Disadvantaged pupils reaching the expected standard in reading

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	80%	-18 pp
2024/25 (revised)	70%	81%	-11 pp
2023/24 (final)	57%	80%	-23 pp
2022/23 (final)	62%	78%	-17 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.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	78%	-8 pp
2024/25 (revised)	70%	78%	-8 pp
2023/24 (final)	62%	78%	-16 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	77%	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.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	80%	-17 pp
2024/25 (revised)	70%	81%	-11 pp
2023/24 (final)	62%	79%	-18 pp
2022/23 (final)	62%	79%	-18 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)	4.6%	5.2%	Close to average
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	6.3%	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)	13.5%	13.3%	Close to average
2023/24 (3 term)	14.9%	14.6%	Close to average
2022/23 (3 term)	21.3%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026

© Crown copyright