

# Inspection of a good school: St Alfege with St Peter's Church of England Primary School

Creek Road, Greenwich, London SE10 9RB

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Inspection dates:

30 November and 1 December 2021

## **Outcome**

St Alfege with St Peter's Church of England Primary School continues to be a good school.

## **What is it like to attend this school?**

This is a safe and happy school. Pupils said that teachers look out for them and that bullying is very rare. Staff sort out any problems quickly, including bullying. Pupils are polite and behave well around the school. Teachers manage behaviour well in lessons so that pupils can concentrate on their learning. In the early years, children settle well and learn positively together.

Leaders have planned a curriculum that is ambitious for all pupils. They have also planned a wide range of experiences for every pupil to have during their time in the school. These include visits to concert halls and museums, and eating a meal out in a restaurant.

Most parents and carers are positive about the school's work. They particularly admire the values that their children learn at school. Parents felt that their families were given exceptional support during the period of remote education due to COVID-19 restrictions. During this time, leaders worked closely with local churches and other organisations to distribute essential items to families in need.

## **What does the school do well and what does it need to do better?**

Leaders have made reading a priority. They have adopted a new phonics programme this year. Leaders have trained staff to teach using the new approaches. Many pupils have fallen behind in their reading development because of the COVID-19 pandemic. Teachers have carefully checked what pupils know. They make sure that pupils can fluently read the sounds they learn in phonics before they move on to the next stage of the programme. Some approaches that teachers use to support pupils' writing and letter formation get in the way of their phonics learning. For example, some pupils struggle for too long trying to use large pens and whiteboards to record words and sentences in phonics sessions. When this happens, they lose focus. This affects how well they learn and remember phonics. Reading remains a priority for older pupils in the school. Pupils

take part in class reading challenges. The school is encouraging them to become 'reading millionaires' by reading a million words. Pupils talked positively about class story times. They enjoy debating with each other about which is their favourite novel.

Leaders and staff have worked effectively together to revise the curriculum. In different subjects, they have clearly mapped out what they intend pupils to learn, and how teachers will check this. Teachers ensure that mathematics subject plans meet the needs of pupils. Teachers provide extra teaching between lessons to any pupils who need more help to understand something they find difficult. This helps them to keep up with the rest of the class. Pupils practise their mathematics at home using carefully selected online resources. In art, teachers check that pupils remember the different techniques they have learned. They do this by talking with pupils at the start of the lesson about what they learned previously. Teachers help pupils to make connections in their learning. For example, pupils in Year 6 were making prints of the Greenwich Observatory. This helped them to build on their previous learning about colour. Pupils take pride in all the things they know and remember. They commented on how their art knowledge and skills have increased over time. For example, they could talk confidently about how their use of line and colour in their printing had improved.

Staff in the early years provide a caring and well-organised environment for children. Children enjoy their learning and concentrate well. However, occasionally, staff do not focus enough on helping children to communicate and learn new vocabulary. As a result, some children are not being fully prepared for learning to read when they are older.

Leaders plan carefully to support pupils' wider development. Pupils enjoy the many sports clubs after school. In assemblies, pupils learn about the school's values and how to apply these values in their everyday lives.

Staff feel well trained in the new curriculum and well supported with their workload. They said that the school's behaviour policy and support from leaders help them to manage pupils' behaviour. As a result, classes are calm and orderly throughout the school.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) receive effective support. Many pupils have speech, language or communication needs. Teachers give extra time to these pupils to teach them the vocabulary they need to understand lessons. Support staff remind pupils of their previous learning and carefully prepare them for what is coming next. Pupils with SEND access the full curriculum and achieve well.

## **Safeguarding**

The arrangements for safeguarding are effective.

School leaders know the community well and understand the needs of families. They are quick to offer support and advice when needed. Where appropriate, leaders make prompt referrals to support vulnerable pupils.

Leaders have trained staff so that they know how to report any concerns about pupils' welfare. Leaders hold regular briefings to remind staff of the procedures and to update their knowledge.

Leaders carry out all the statutory checks on visitors and people who work in the school.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders make reading a high priority so that pupils get off to a strong start. Teachers are well trained and they are embedding the new phonics programme. Sometimes, some of the approaches teachers use to support pupils' writing get in the way of pupils' phonics development. This means that, occasionally, pupils lose focus and time is wasted. Leaders need to ensure that the new phonics programme is embedded. Leaders need to ensure that teachers use approaches that always give pupils enough time to practise their phonics knowledge.
- Occasionally, staff in the early years do not make the most of opportunities to support children's language development. Leaders need to make sure that in the early years, staff provide consistently effective support for children's language development in order to prepare them well for reading.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in March 2012.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	100174
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10200387
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	221
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Irene Bishop CBE
<b>Headteacher</b>	Amanda Wilson
<b>Website</b>	<a href="http://www.stalfegeschool.org.uk">http://www.stalfegeschool.org.uk</a>
<b>Date of previous inspection</b>	22 November 2016, under section 8 of the Education Act 2005

## Information about this school

- St Alfege with St Peter's Church of England Primary School is a voluntary-aided school. It is part of the Diocese of Southwark. The last section 48 inspection took place in May 2017.
- The school has a Nursery with 52 places.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation.
- The inspector held meetings with the headteacher, other senior leaders, subject leaders and members of staff. He met with a representative of the local authority, a representative of the diocese and five governors, including the chair of governors.
- The inspector carried out deep dives in these subjects: reading, art and mathematics. For each deep dive, the inspector visited a sample of lessons, looked at pupils' work, met with subject leaders, looked at subject plans and spoke to pupils and teachers.

The inspector observed pupils reading to staff. He held discussions with the leaders for early years and inclusion.

- The inspector monitored pupils' behaviour around the school, during lessons and at lunch and breaktimes. He also met with pupils to hear their views on school life.
- The inspector met with the headteacher and the leaders responsible for safeguarding to review the school's safeguarding procedures. He also scrutinised the school's records of the suitability checks on adults working in the school.
- The inspector evaluated the 43 responses on Ofsted Parent View, along with 20 responses to the free-text facility. He spoke to parents at the start of the school day, to gather their views about the school. The inspector also considered the 16 responses to the staff survey and 37 responses to the pupil survey.

### **Inspection team**

Julian Grenier, lead inspector

Ofsted Inspector

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