

St Alfege with St Peter's Church of England Primary School

Inspection report

Unique Reference Number	100174
Local Authority	Greenwich
Inspection number	323240
Inspection dates	16-17 June 2009
Reporting inspector	Norma Ball

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of School	Primary
School category	Voluntary aided
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School (total)	205
Appropriate authority	The governing body
Chair	Mr David Grant
Headteacher	Mrs Hazel Burnie
Date of previous school inspection	26 June 2006
School address	3 - 11 Creek Road London SE10 9RB
Telephone number	020 8858 3613
Fax number	020 8858 6516

Age group	3-11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This smaller-than-average primary school draws pupils from a range of backgrounds in South East London. Over four fifths of pupils are from minority ethnic backgrounds and over one third have English as an additional language. Nearly half of all pupils are eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is similar to the national average and includes pupils with speech, language and communication difficulties, and social, behavioural and emotional needs. An average number of these pupils have a statement of special educational needs. A significant number of pupils leave or join the school at different times. The Early Years Foundation Stage consists of one Nursery and one Reception class. There is additionally the 'Simply Play' out-of-school club which uses the school site but is privately managed.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school in which children make good progress in a happy, caring environment. Pupils achieve well because they are well taught and have very positive attitudes to their learning. They love school, as shown by their good attendance. One pupil said, 'I like my school because it's fun and I have a lot of friends'. Strong Christian principles are evident throughout the school and strengthen the pupils' good social, moral, spiritual and cultural development. They have a good understanding of other cultures and learn about the values embraced by other faiths. A very large majority of parents are pleased with all that the school provides for their children and the partnership that has been established with them.

Achievement is good and standards are average at the end of Year 6. This represents good progress from low attainment on entry. Children make a good start to their learning in the Early Years Foundation Stage and good progress continues through the school because lessons are interesting and the curriculum is rich in experiences for them. Pupils receive good support and care, including those who enter the school at different times of the year. The progress pupils make is monitored with improving confidence by staff. This assessment information is increasingly well used by some staff to ensure pupils are well challenged by interesting work, but there is inconsistent practice across the school. As a result some pupils, particularly those who find learning easier, make slower progress in lessons because their tasks are not well matched to their needs. Teaching assistants are used well, especially in helping to support pupils with learning difficulties and/or disabilities and those acquiring English language skills. Pupils work with their teachers to evaluate their own learning, and feedback provided via marking and through targets helps pupils identify what they need to do next to improve their work.

Pupils' personal development is good and they behave well in lessons and around the school. Playtimes are lively and sociable. Pupils enjoy good relationships with teachers and are kind and helpful to each other. They understand the importance of being healthy and behave safely and sensibly. They are encouraged to consider others and to take time to be reflective. Through the school council they have an opportunity to help improve their school and their views are sought on a range of issues. The good progress they make, their good personal development and love of learning ensures they are well prepared for the next stage of their education.

The good leadership skills of the new headteacher have united staff, empowered them to expand and develop their teaching skills and set higher expectations for all pupils. The strengths and weaknesses of all areas of the work of the school have been accurately identified and staff are not complacent in their ambition to drive the school forward. New initiatives to improve achievement in literacy and numeracy and systematic assessment of pupils' progress are having a visible impact. The roles of middle managers are not yet fully developed to include effective monitoring of their areas of responsibility. Support is beginning to be provided to help them gain the skills and confidence for their roles. Governors provide discerning and knowledgeable support and challenge. The accurate self-evaluation of the school's effectiveness, lack of any complacency and shared view of what needs to be done ensures the school has a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter Nursery with skills and abilities that are generally well below those expected for their age especially in communication, language and literacy. They make good progress and by the time they leave Reception their skills and abilities are closer to average, especially in their creative and physical development and understanding numbers. Speaking and listening skills are encouraged well, but writing skills are not as strong and this remains a focus. Children settle quickly because they are well cared for. Good routines are established and children are encouraged to become confident and independent. Staff work effectively as a team and link well to Year 1 to promote the smooth transfer of children to the next stage of their learning. Children's development is carefully recorded by staff, who are improving their skills in using assessment information to track children's progress systematically. An appropriate range of activities is planned for children, but learning activities are better organised within than outside the classroom and the outside area is not used to full potential. As a result, although children make good progress overall, the opportunities for them

to develop their own games and explore for themselves as well as join in adult-led activities are limited in the outside area. Parents are kept closely involved in their children's development, beginning with home visits and through regular meetings with staff.

What the school should do to improve further

- Share existing good practice to ensure that assessment information is used more effectively to plan lessons with a range of activities that provide appropriate challenge for all pupils, especially those who find learning easier.
- In the Early Years Foundation Stage improve the use made of the outside learning area to provide more opportunities for children to develop their own activities as well as join in planned learning activities.
- Sharpen the skills of subject leaders and develop their ability to direct and monitor their subjects with confidence.

Achievement and standards

Grade: 2

Pupils achieve well throughout the school and they attain average standards. Children make a good start to their education in the Early Years Foundation Stage. By the end of Year 2 standards are broadly average. Good progress continues through Key Stage 2, where the apparent progress that pupils make, as represented by the results of national assessments, is distorted by the effect of mobility. Pupils who start at the school at different times often have particular learning difficulties and/or disabilities or emotional needs, or are relatively new to learning English. At the end of Year 6 standards are generally average. The school's tracking data shows that more-able pupils have made good progress for the last two years in English, mathematics and science, but it remains a focus for the school to improve the achievement of these pupils further. As a result of the school's initiative to provide more interesting learning materials to engage and motivate boys, especially in literacy, the gap between girls' and boys' achievement is closing. Pupils with learning difficulties and/or disabilities and those with English as an additional language make the same progress as their peers.

Personal development and well-being

Grade: 2

The school provides a safe and harmonious environment for all pupils which is strongly underpinned by a sincere Christian ethos. Pupils behave well in lessons and around the school. Any incidents of poor behaviour are dealt with quickly and fairly by teachers and pupils respect this. A few incidents of aggressive behaviour have resulted in fixed-period exclusions in line with the school's behaviour policy. The curriculum promotes pupils' personal development very well and there is a whole-school focus on social skills, which is reflected in the caring and supportive way that pupils treat each other and respond to adults. Pupils are generous in their support of charities and a recent project to help raise funds for Calcutta Cathedral Relief Service has also given them a chance to learn more about India. School councillors carry out their responsibilities with pride, actively seek the views of other pupils on how their school can be improved and are respected for their work. The school is aware that pupils are very responsible and keen to undertake further responsibilities within their school.

Quality of provision

Teaching and learning

Grade: 2

Most lessons are interesting and involve pupils well, so they are attentive and want to learn. One pupil said, 'The teachers really motivate and stimulate us to learn.' The purpose of each lesson is shared with pupils and they are encouraged to evaluate their learning at the end of lessons. Good opportunities are provided for them to share and explain their ideas. Skilful questioning by teachers opens up new avenues of discussion and reinforces learning points. Teachers are gaining skill and confidence in monitoring the progress their pupils make. However, the use of assessment information to plan structured learning activities to closely match the ability and needs of groups of pupils and so extend their learning is variable. Some teachers provide consistently well-paced lessons with carefully structured tasks that are fun and appropriately challenging for all pupils. Where assessment information is not yet used effectively in planning lessons, pupils, especially the more-able, are not fully extended and so do not make as much progress as they could. Teaching assistants are well deployed and provide good support for pupils who require additional help with their learning.

Curriculum and other activities

Grade: 2

The curriculum has improved since the last inspection. The setting of pupils by ability across all year groups in Key Stage 2 for mathematics is a new initiative and monitoring indicates early signs of a positive impact on improving the progress pupils make. In literacy the consistent development of reading skills through linking sounds with letters and the inspiration of imaginative writing opportunities are likewise showing early signs of success. A broad and balanced range of activities are provided for pupils that are further enriched by an exciting range of creative activities in music, dance, drama and art. Cross-curricular links are developing gradually to provide more interest and stimulation for pupils. For example, a Year 5 lesson linked information and communication technology with literacy in work on designing an advertisement for a mobile phone. This modern technology subject matter was especially attractive to boys. A wealth of specialists and visits enthuse and excite pupils. Extra-curricular activities extend learning well beyond the classroom in a variety of situations for pupils and so develop their confidence.

Care, guidance and support

Grade: 2

There is strong provision for pupils' pastoral care. All staff assign a high priority to the care and guidance of pupils and have a very good understanding of pupils' individual and emotional needs. There are good collaborative partnerships established with parents and a range of agencies to extend the care and support for pupils provided by the school. Good health and safety procedures are in place and the systems to safeguard learners, including child protection procedures, fully meet government guidelines. The academic support and guidance provided for pupils has improved significantly over the last year. Systems to track pupils' individual progress are also developing well throughout the school and are beginning to help staff to identify more quickly any pupils who are falling behind, and intervene promptly to help them. Pupils are involved in assessing their own work and this generates interest in their learning and progress. They find the targets set for them in literacy and numeracy helpful and especially value the frequent conferences they have with their class teacher to talk about their progress.

Leadership and management

Grade: 2

The strong senior leadership and management qualities of the new headteacher have enthused and encouraged staff, who work as a supportive team. The potential of senior leaders has been developed systematically. The skills and

confidence of subject leaders are still developing. As yet not all lead their subject areas effectively, monitor developments or review planning and teaching on a regular basis. The headteacher provides good support, empowering and guiding middle managers to strengthen and extend their skills and improve their leadership roles. The school's development planning is good, based on accurate assessment and identifying clear criteria to measure success. Community cohesion is good and based on a whole school strategy. A relevant and valuable example of this is the work undertaken by Year 6 pupils with the London Citizens School Alliance to develop their citizenship skills and through involvement in their local community. The school has good links with external agencies and partnerships and uses them effectively to enhance the lives and education of pupils. Finances are well managed and the school provides good value for money. Governors know the school well and work through an efficient committee structure to monitor carefully and systematically all areas of the work of the school. This very rigorous approach has overseen the good improvement in the school since the last inspection.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good is the overall personal development and well-being of the children in the EYFS?	2
How effectively are the children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

² IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interest of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B



Letter to pupils explaining the findings of the inspection.

30 June 2009

Dear Pupils

Inspection of St Alfege with St Peter's Church of England Primary School, London, SE10 9RB

Thank you very much for making us feel so welcome when we visited your school. We were very impressed with your friendliness and your good behaviour. You told us that you enjoy school and have lots of interesting and fun things to do. We agree with you that yours is a good school and you are given a good education which prepares you well for the next stage.

Your school is a happy place where you are well taught. You are enthusiastic about your work and want to do as well as you can. You like targets and find the chances you have to discuss your work with your teachers are really helpful. You know a lot about how to stay safe and what you need to do to be healthy. The fruit snacks sale at playtime organised by Year 6 pupils was very exciting. We think your school is well led and managed and that is why you enjoy learning and make good progress. We saw that everyone works hard to make sure that you are well cared for and safe in school.

We have suggested three things to make your school better:

- that your teachers use what they know about you and the progress you are making to plan activities in your lessons that will make sure all of you, especially those who find learning easier, will make even better progress
- that the outside learning area for Nursery and Reception children is used more with lots of activities provided for the children to help them explore for themselves or learn with their teachers
- that the teachers always make sure that all your subjects are well taught and interesting so that you gain a lot from them.

We know you will continue to work hard and we wish you every success for the future.

Yours faithfully

Norma Ball
Lead Inspector