

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

Inspection report

Unique reference number	100174
Local authority	Greenwich
Inspection number	376361
Inspection dates	12–13 March 2012
Lead inspector	Emma Aylesbury

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 of pupils on the school roll	218
Appropriate authority	The governing body
Chair	Mark Rees
Headteacher	Hazel Burnie
Date of previous school inspection	16–17 June 2009
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Age group	3–11
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Introduction

Inspection team

Emma Aylesbury

Additional inspector

Peter Dannheisser

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 13 lessons or part-lessons, amounting to seven hours in total, involving eight teachers, with eight visits being accompanied by a member of the senior management team. Meetings were held with the headteacher, members of the governing body, staff, pupils, and parents and carers. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at its monitoring, assessment and attendance records, improvement plans, the governing body minutes and safeguarding documents. In addition, they analysed questionnaires from 54 parents and carers, 53 pupils and 13 staff.

Information about the school

St Alfege with St Peter's Church of England Primary School is a smaller than average-sized primary school. The largest group of pupils are of Black African and Black Caribbean heritages. The proportion of pupils who are of minority ethnic heritage is well above average, as is the proportion of pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of disabled pupils and those who have special educational needs is above average, these being mainly moderate and specific learning difficulties. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school has gained the Healthy Schools award. The school has a breakfast club and a privately run after-school facility which was not part of this inspection.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- St Alfege with St Peter's is a good school where pupils achieve well. By the end of Year 6, most pupils reach broadly average levels of attainment and make good progress from their starting points. Their numeracy and reading are developed effectively. However, writing across the curriculum is less well embedded and there are fewer opportunities for pupils in Key Stage 1 to develop their reading skills. The school is not outstanding because teaching is not outstanding and pupils' writing skills lag behind their good reading and numeracy skills.
- In most lessons, teaching is challenging, engaging, well paced and activities accurately match pupils' needs. The use of teaching assistants supports well the learning of disabled pupils and those with special educational needs so that they make good progress. However, in a few lessons in different subjects, there are limited opportunities for pupils to develop their writing skills fully.
- The curriculum provides good opportunities for enrichment and contributes well to pupils' engagement. Well-planned activities, trips and visits complement classroom provision well. The school promotes social, moral, spiritual and cultural education particularly well. This enhances pupils' understanding and, as a result, they show considerable respect for each other.
- Behaviour and safety are good. Pupils show positive attitudes to learning and enjoy school. Most parents and carers who returned questionnaires agree that their children are safe. Pupils are caring and they say they feel well cared for and that all types of bullying are rare.
- Leaders and managers have a good understanding of the school's strengths and weaknesses. They have successfully implemented plans to raise attainment and have improved the management of teaching and learning so that teaching is now good.

What does the school need to do to improve further?

- By December 2012, raise attainment by increasing the proportion of outstanding teaching by:
 - ensuring pupils are given sufficient opportunities and time to develop their ideas fully in writing
 - providing more opportunities for pupils in Key Stage 1 to develop their reading skills
 - providing highly engaging lessons across the whole school.

Main report

Achievement of pupils

Children in the Early Years Foundation Stage start school with skills that are well below those expected for their age in most areas. They make good progress in developing reading and communication skills. They play together well, communicate with each other with increasing confidence and are developing good early reading skills and knowledge of letters and sounds. In the Nursery, children were observed sounding and recognising words beginning with 'm' and 's'. Their early numeracy development was enhanced by counting the numbers on a dice and on cards. However, opportunities to enhance their writing skills were missed when activities in lessons were rushed. The appropriate focus on communication skills and emotional development means that by the time children enter Year 1, they are ready to start the next phase of their education.

By the end of Year 6, attainment is broadly average. Pupils of all abilities make good progress from their starting points. Pupils who are eligible for free school meals are closing the gap compared to national averages. Pupils who are disabled and those with special educational needs make good progress throughout the school because of the good support, extra tuition and well-planned work which is tailored to their individual needs. This helps them to engage in their learning through being able to listen to each other in order to give well-considered answers to questions. Pupils from Black African and Black Caribbean heritages and those who are new to learning English make good progress as a result of staff providing practical activities using pictures and books to give clues for word recognition in role-play activities. The school's tracking, scrutiny of work and lesson observations confirm that these groups now achieve as well as others by Year 6. In both Key Stage 1 and 2, learning is mostly engaging and challenges pupils to be more independent. For example, in Year 6, pupils confidently investigated and calculated number patterns in order to answer real-life scenarios involving ratios. Parents' and carers' responses to the Ofsted questionnaire were mostly positive about the progress their children are making, which is reflected in the inspection findings.

In Key Stage 1, attainment is rising, although this is still below average. By Year 2, pupils' attainment in reading is still low. As they move through the school, they make good progress in their reading skills so that by Year 6 their attainment is average. Pupils make good use of letters and sounds, and use them effectively to recognise

new words. The whole school has a clear focus on strategies for improving pupils' reading and has provided parents and carers with strategies for practising these skills at home. The school has also run parent-partnership days relating to letters and sounds and supporting their child's reading at home.

Quality of teaching

Overall, teaching is typically good throughout the school, sometimes outstanding and occasionally satisfactory. It is more consistently good over time in the Early Years Foundation Stage and at Key Stage 2 than in Key Stage 1. Pupils, parents and carers agree that teaching is good. As one parent commented, 'Teaching is good and teachers are helping to develop my child's skills.' Pupils spoke about the exciting clubs and activities that are on offer, such as the African singing group. In the very best lessons, teaching assistants are well deployed, subject knowledge is strong, relationships are positive and work is well matched to pupils' needs. However, in a small number of lessons, the pace of learning is too slow and the teachers speak for too long. As a result, these lessons are not as engaging as they could be.

Teachers use questioning skills effectively to deepen pupils' understanding. This was seen in a Year 1 lesson where the teacher, making very effective use of 'talk partners', used pupils' answers to extend their understanding of sentences and words. However, this outstanding practice is not yet consistent across the school.

The planned curriculum is carefully delivered. Teachers make it relevant to pupils' learning. For example, in a religious education lesson, pupils used a real-life scenario when they acted as peacemakers in a lively discussion about taking responsibility in difficult situations. However, teachers do not provide sufficient opportunities for pupils to develop their writing in meaningful contexts across the curriculum or for reading in Key Stage 1. Mathematical skills are developed well through consistently good teaching.

The combination of the positive relationships and teaching throughout the school makes a significant contribution to the strength of pupils' spiritual, moral, social and cultural development. Pupils are treated with respect by adults in school, and as a consequence, they have mature attitudes and high expectations of each other. This was seen at play time when pupils took responsibility as 'playground rangers' to help younger children.

Behaviour and safety of pupils

The school has effective procedures to promote attendance and punctuality. Pupils enjoy school and this is reflected in their above-average attendance. When pupils arrive at school, they are keen to learn and behave extremely well. As a result of an additional intake of pupils, the school experienced a period of high exclusions. These have now declined markedly, and school records show that there are now few incidents of unacceptable behaviour.

Behaviour is typically good. Parents and carers commented that relationships between pupils and adults are positive and they feel their children are safe at school. Inspection evidence confirms their views. The school's warm and caring ethos

ensures that all pupils, including those whose circumstances make them vulnerable, are effectively supported. On the rare occasions that bullying occurs, including name-calling or homophobic comments, pupils feel their concerns are swiftly dealt with by adults. Pupils say they feel very safe and confident that if they have any concerns that there is an adult in school whom they can approach. Consequently, relationships between pupils of different race and culture are strong.

Leadership and Management

The school is well led and managed. The headteacher and other leaders provide a strong direction and have an accurate view of the school's strengths and weaknesses. Teachers have good opportunities to enhance their skills through well-planned professional development, such as training on assessment. Staff say they are very proud to be part of the school. Parents and carers believe the school is well led and managed, a view that is confirmed by inspectors. Middle leaders are increasingly involved in the school's self-evaluation programme and have an accurate view of the quality of teaching and learning.

Members of the governing body are fully involved in the life of the school. They know its strengths and weaknesses well, provide effective support and challenge, and have an ambitious vision for the school. Leaders work to promote equality for all. Pupils from all backgrounds, including Black African and Black Caribbean pupils, do equally well and discrimination of any nature is not tolerated. The school has good procedures for safeguarding and risk assessment. These meet government guidelines and include high quality checks on adults and a carefully planned approach to managing the safety of pupils. Since the previous inspection, the school has raised attendance, improved provision in the Early Years Foundation Stage, strengthened the quality of teaching and accelerated pupils' progress. These successful actions demonstrate good capacity to make further improvements.

The curriculum successfully meets the needs and interests of all pupils. Pupils' improving basic skills and the use of technology are complemented by a range of opportunities to develop their artistic skills and creativity. The curriculum is enriched by themed events, and clubs ranging from knitting to cricket club. These, together with residential trips and visits from interesting visitors to the school, provide further opportunities for pupils to broaden their social skills. Good partnerships with external agencies support pupils whose circumstances make them vulnerable. As a consequence, the support for individual pupils is effective and has improved behaviour and attendance. In the Early Years Foundation Stage, the school has developed the use of the outdoor space and there is good balance of adult-led and child-initiated activities. Pupils' spiritual, moral, social and cultural development is promoted well by high expectations of all staff who present very positive role-models for the pupils. Assemblies and the work displayed around school, especially 'our roots day', contribute strongly to pupils' appreciation of other people's traditions and beliefs.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



14 March 2012

Dear Pupils

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

Thank you for your help and for talking to us during the recent inspection. We really enjoyed meeting you and seeing you at work and play. We think you go to a good school, and that you make good progress in your learning.

The following things are some of the strengths of your school.

- The teaching in most lessons is good, and there are many trips that make learning fun and exciting.
- The way you behave is good and you work hard.
- You say you feel safe, the school takes good care of you, and all of you we spoke to say that there is an adult to go to if you are worried about anything.
- The headteacher and staff are working hard to sustain the good things the school does and to continue its improvement.
- Your attendance is above average.

In order for your school to continue to improve, we have asked your teachers to make sure that:

- more of your lessons are engaging and that teaching is mainly outstanding
- you are given more opportunities to extend your writing in all lessons by teachers giving you time to develop your ideas more fully
- teachers provide time for younger pupils to improve their reading skills further.

All of you can help by continuing to behave well and work hard.

Yours sincerely

Emma Aylesbury
Lead inspector

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